

GUIDE TO COURSES IN BUSINESS HISTORY VOLUME 1

International & Comparative Approaches

Walter A. Friedman & Geoffrey Jones,
Editors



HARVARD | BUSINESS | SCHOOL
Business History Initiative

Guide to Courses in Business History

Volume 1

International & Comparative Approaches

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Table of Contents

1. **Alison**, Frank, Harvard University: HIST 79e, “Commodities in International History”
2. **Amatori**, Franco, Università Commerciale Luigi Bocconi: “Comparative Business History: Competition and Globalization”
3. **Amatori**, Franco, Veronica **Binda**, Andrea **Colli**, Nicola **Crepax**, Mario **Perugini** & Giandomenico **Piluso**, Università Commerciale Luigi Bocconi: “Business History”
4. **Austin**, Gareth, The Graduate Institute Geneva: “The Spread of Industrialization in Asia, Africa and Latin America”
5. **Batiz-Lazo**, Bernardo, Bangor Business School: ASB-3116, “Management: Past, Present, and Future”
6. **Beckert**, Sven & Christine **Desan**, Harvard University: HIST 2480hf/LAW 98060A, “The Political Economy of Modern Capitalism,” Research Seminar
7. **Bergquist**, Ann-Kristin, Magnus **Lindmark** & Thomas **Pettersson**, University of Umeå: 2EH038, “International Economic History”
8. **Binda**, Veronica & Andrea **Colli**, Università Commerciale Luigi Bocconi: “International Economic and Business Dynamics: Evolution in International Business”
9. **Brake**, Elizabeth, Fahad **Bishara**, Risha **Druckman** & Robert **Penner**, Duke University: “Globalization: A Hitchhikers Guide to World Capitalism”
10. **Bruszt**, László & Sven **Steinmo**, European University Institute: “The Co-Evolution of Markets, Citizens and Politics”
11. **Bucheli**, Marcelo, University of Illinois at Urbana-Champaign: MBA 505E, “Creating the Global Economy”

12. **Cailluet**, Ludovic, Université du Littoral Côte d'Opale: “Cours d'introduction à l'Histoire des affaires”[Introductory course in Business History]
13. **Cailluet**, Ludovic, Université Toulouse: MGT11E06, “Comparative Business History”
14. **Cantwell**, John A., Rutgers Business School: “Graduate Course in History of International Business”
15. **Cassis**, Youssef & László **Bruszt**, European University Institute: Research Seminar, “Financial Crises: Theoretical Approaches and History”
16. **Cassis**, Youssef, Stefan **Link** & Peter **Hertner**, European University Institute: Research Seminar, “International Business in the 19th and 20th Centuries”
17. **Cassis**, Youssef & Hassan **Malik**, European University Institute: Research Seminar, “International Finance in the 19th and 20th Centuries”
18. **Colli**, Andrea & Alessandro **Zattoni**, Università Commerciale Luigi Bocconi: “Corporate Governance Systems”
19. **de Goey**, F.M.M. & G. **Oonk**, Erasmus Universiteit Rotterdam: CH4010, “Mapping Global Order, 1600-2000”
20. **Desan**, Christine, Harvard University: “The Legal Architecture of Globalization: The History & Institutional Development of Money and Finance”
21. **Di Martino**, Paolo, Birmingham Business School: “Models of Business”
22. **Favero**, Giovanni, Ca' Foscari University of Venice: “Business History”
23. **Fellman**, Susanna, Göteborgs universitet [University of Gothenburg]:
 1. GM0105, “International Business and Trade in a Historical Perspective”
 2. GM0101, “International Business Environmental Analysis”
 3. GM0410, “Innovation and Structural Transformation”

24. **Fernández de Pinedo**, Nadia, Xabier Lamikiz **Gorostiaga** & Marta **Felis**, Universidad Autónoma de Madrid: “Historia Económica y Financiera” [Financial and Economic History]
25. **Fernández Pérez**, Paloma, Universitat de Barcelona: “Empresas Familiares, Innovación y Globalización en el Mundo” [Family Businesses, Innovation, and Globalization in the World]
26. **Forster**, Benjamin, University of Western Ontario: HIST 4807E, Select Topics in Business History [Graduate Seminar]
27. **Godley**, Andrew C., Henley Business School:
 1. MMM060, “Global Entrepreneurial Management”
 2. MMM029, “The Evolution of Multinational Enterprise”
28. **Handelshøyskolen BI** [BI Norwegian Business School]
 1. HIS 3410, Bedriften/ EXC 3410: “The Firm”
 2. GRA 3150, “Theories of Economic and Business Development”
 3. GRA 3139, “Financing Innovation and Entrepreneurial Ventures”
 4. GRA 3154, “International Perspectives on Innovation”
29. **Hannah**, Leslie & Geoffrey **Owen**, London School of Economics: “Business in the Global Environment”
30. **Hansen**, Per H., Copenhagen Business School:
 1. “Finance and Financial Institutions in Society”
 2. “Bubbles, Greed and Corporate Failure”
31. **Harlaftis**, Gelina & Alexandra **Papadopoulou**, Ionian University: Seminar Class, INΣ 603, “Business History”
32. **Iversen**, Martin Jes & Stefan **Schwarzkopf**, Copenhagen Business School: “The Company in Its Historical and International Setting”
33. **Jones**, Geoffrey, Harvard Business School: “Entrepreneurship and Global Capitalism”
34. **Jørgensen**, Hans, Magnus **Bohman** & Jonatan **Svanlund**, University of Umeå: 2EH012, “International Economic History”

35. **Kipping**, Matthias, Schulich School of Business:
 1. MGMT 3030.030, “Creating Global Capitalism”
 2. SGMT 6720.030, “Managing Globally: Past, Present, Future”

36. **Kobrak**, Christopher, Rotman School of Management:
 1. RSM 2319 HS, “The Revolution in Finance: Markets, Institutions and Organizations”
 2. “Business Experience, History and Society”

37. **Laird**, Pamela W., University of Colorado: HIST 6993, “The Cultural Politics of Progress: Technologies, Societies & Cultures”

38. **Lanza García**, Ramón, Universidad Autónoma de Madrid: “Globalización en perspectiva histórica” [Globalization in Historical Perspective]

39. **Lipartito**, Kenneth James, Florida International University: WHO 6277, “Global Economic History”

40. **Lopez**, Santiago, Universidad de Salamanca: Business History: “The Evolution of the Company, from Early Capitalism to Globalisation”

41. **McKenna**, Chris, Saïd Business School: “General Management”

42. **McWatters**, Cheryl S., Telfer School of Management: MBA6296A, “The Global Context of Business: Merchants, Traders, Capitalists and Profit Seekers”

43. **Miller**, Rory, University of Liverpool: MKIB160, “The Development of International Business”

44. **Newton**, Lucy, Henley Business School: MM336, “The Evolution of Entrepreneurship”

45. **O’Sullivan**, Mary A., Université de Genève:
 1. “Histoire économique: Histoire du monde des affaires” [Comparative Business History]
 2. “Histoire Des Affaires Internationales” [History of International Business]

46. **Pak**, Susie J., St. John’s University: HIS 3701, “U.S. Foreign Relations, 1890-1945”

47. **Patmore**, Greg, The University of Sydney: “The Innovative Firm”

48. **Reckendrees**, Alfred, Copenhagen Business School:
 1. “Business History”
 2. “Financial Crises in Historical Perspective / The Recent Financial Crisis and Its Predecessors: Crisis, Contagion, Political and Corporate Response”

49. **Rockman**, Seth, Brown University: HIST 2980X, “Capitalism, 1500–Present”

50. **Rose**, Mary, Lancaster University Management School: EBIN 504, “Innovation”

51. **Ross**, Duncan, University of Glasgow: “MSc Global Economy: Programme Information”

52. **Sáiz González**, José Patricio & Francisco **Cayón-García**, Universidad Autónoma de Madrid: “Historia Económica de la Empresa” [Business History]

53. **Satchell**, Veront M., The University of the West Indies, Mona: HIST2603, “The Growth of the International Economy since 1850”

54. **Schenk**, Catherine, University of Glasgow: “International Economic Relations 1945-85”

55. **Sicilia**, David B. University of Maryland, College Park:
 1. BUSI758K, “Capitalism: How It Works”
 2. HIST639J, “Global Capitalism”

56. **Slinn**, Judy, Oxford Brookes University: U51052, “The Creation of Modern Capitalism”

57. **Smith**, George David., Stern School of Business:
 1. ECON-GB.2190.9W, “Global Perspectives on Enterprise Systems”
 2. ECON-GB 2915, “Advanced Global Perspectives on Enterprise Systems: Emerging Markets Post World War II”

58. **Spadavecchia**, Anna, Henley Business School: “Evolution of Enterprise and Society”

59. **Stern**, Marc J., Bentley University: HI 314, “Capitalism, Socialism, and Globalization”

60. **Stokes, Ray**, University of Glasgow:
1. “Business in the Global Economy”
 2. “Industry and Innovation: International Perspectives”
61. **Storli**, Espen, Norges teknisk-naturvitenskapelige universitet [Norwegian University of Science and Technology]: HIST3295, “International Economic Contemporary History”
62. **Turner**, John, Queen’s University Belfast: FIN3016, “Corporate Finance”
63. **Usselman**, Steven W., Georgia Institute of Technology: “Technology and Culture”
64. **Vacante**, Jeffery, University of Western Ontario: HIST 1803E, “Introduction to the History of Business and Commerce
65. **van der Eng**, Pierre, Australian National University: BUSI2027, “Development of Modern Business”
66. **Vidal Olivares**, Javier, Universidad de Alicante: “Historia Empresarial” [Business History]
67. **Ville**, Simon, University of Wollongong: COMM303, “Development of Modern Business”
68. **Wadhvani**, Daniel, University of the Pacific: BUSI 293, “Understanding Capitalism”
69. **Walker**, James T., Ken **Dark** & Peter **Scott**, Henley Business School: EC 243, “Economic History (Globalisation and Crisis in a Historical Context)”
70. **Wright**, Robert E., Augustana College:
1. BSAD 297/ CIVT [Honors] 202, “Financial Crises: A Global Perspective”
 2. “Money and Power in the Western World, 1700-2010”
 3. BSAD/HIST 297, “Entrepreneurship Around the World”

SYLLABI

1. Alison, Frank

Harvard University; Cambridge, Massachusetts, U.S.A.

HIST 79e: Commodities in International History (Fall 2011)

Professor: Alison Frank Harvard University
Department of History

COURSE DESCRIPTION

This reading seminar uses the study of commodities to introduce students to some of the great opportunities and challenges facing historians interested in global or international history. It offers both a sampling of different approaches to writing historical essays related to one of the most innovative and dynamic fields of history.

The history of commodities has recently become fashionable among popular and academic historians, and with good reason. Commodities rarely respect traditional political or national boundaries, and are a welcome tool for scholars seeking to transcend those boundaries in their work. To follow a commodity from its agricultural (or biological, or geological, or industrial) origins through its production, distribution, and consumption is frequently to follow it across broad swaths of space and time. It involves thinking globally, but also across the socio-economic spectrum. It transcends geographic, cultural, and political boundaries between East and West, North and South, Atlantic and Pacific, and also methodological boundaries between cultural, economic, business, and environmental history as well as the history of food, of technology, and of ideas.

At the same time, however, the study of commodities presents several pitfalls. Histories of commodities can become prosaic and anecdotal, with more narration than analysis. The challenge of dealing with large expanses of time and space can lead to broad and superficial arguments. In addition, the close examination of one commodity can overly elevate its importance, in the same way that a biography of one individual tends to emphasize his or her potential to change history single-handedly. In this course, students will read multiple histories of commodities with a critical eye, looking for techniques that work, and those that do not.

We will begin with a brief introduction to some of the methodological issues presented by global history. We will then focus on one commodity each week. In conclusion, students will present their portfolios to the group.

PORTFOLIOS

Students will create a portfolio of essays on a commodity of their choosing (in consultation with the instructor). Each student will choose one commodity not represented in the list of common readings and prepare a portfolio of four short (5-7 page) essays on that commodity. Each essay should take a different approach or treat a different aspect of the history of the chosen commodity (inspired by our shared readings). Final portfolios must include revised & improved versions of all the submitted essays, a bibliography of sources available on the commodity in question, and at least one image. In addition to the essays prepared during the term, final portfolios must include a fifth, historiographical essay. They can also contain

other types of material, based on student interest: for example: graphic representations (art, advertising), musical works, timelines, chemical formulae. Please consult the website for examples of previous years' submissions.

Our last two meetings will be devoted to student presentations introducing the chosen commodities.

In addition, each student must create or enhance a webpage (as part of the course website) for one of the commodities we discuss in class.

PLEASE SEE THE HANDOUT ON ASSIGNMENTS FOR MORE DETAIL

9/6 Introduction

9/13 International History, Global History

Frederick Cooper, "Globalization"

David Armitage, "Is There a Pre-History of Globalization?"

John Gallagher and Ronald Robinson, "The Imperialism of Free Trade"

9/20 Commodities

Arjun Appadurai, ed., *The Social Life of Things: Commodities in Cultural Perspective*

- Appadurai, Introduction

- Kopytoff, "The Cultural Biography of Things"

Karl Marx, *Capital*, ch. 1: "The Commodity"

9/27 Pineapple

Gary Okihiro, *Pineapple Culture: A History of the Tropical and Temperate Zones*

* First essay due *

10/4 Sugar

Sidney Mintz: *Sweetness and Power: The Place of Sugar in Modern History*, selections

Vincent Brown, "Eating the Dead: Consumption and Regeneration in the History of Sugar"

B. W. Higman, "The Sugar Revolution"

10/11 Tobacco

Allan Brandt, *The Cigarette Century* (2006)

* Second essay due *

10/18 Bananas

Dan Koeppel, *Banana: The Fate of the Fruit that Changed the World*

Phillip Bourgois, "One Hundred Years of United Fruit Company Letters"

10/25 Grain

William Cronon, *Nature's Metropolis*, selections

* Third essay due *

11/1 Cocaine

David Courtwright, *Forces of Habit*

Sigmund Freud, "Über Coca"

Alison Frank, "The Contradictions of Free Trade Imperialism: Cocaine Smuggling from the Austrian Empire to India"

11/8 Cotton

Sven Beckert: "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War"

CA Bayly, "The Origins of Swadeshi (Home Industry): Cloth and Indian Society, 1700-1930"

* Fourth essay due *

11/15 Slavery

Sebastian R. Prange, "'Trust in God, But Tie Your Camel First.' The Economic organization of the trans-Saharan slave trade between the fourteenth and nineteenth centuries"

Stephanie Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American
Diaspora*, selections
11/22 Student Presentations
11/29 Student Presentations

2. Amatori, Franco

Università Commerciale Luigi Bocconi; Milan, ITALY

Comparative Business History: Competition and Globalization (2011-2012)

Course Description:

This course begins in 1989—”the end of the short century”—analyzing the ramping up of global competition, “the rise and fall of the American model” and the rise of “Japan, the challenger.” Much of the rest of the course bounces around the world, tracing the changing fortunes of different productive/business/economic regimes around the world amidst globalization, touching upon the US, Japan, China, India, and Italy in the process. The class ends with a number of lectures on the results of the 2008 crash for international business, government, and economy.

Comparative Business History. Competition and Globalization (cod. 20281)

Prof. Franco Amatori
Prof. Francesca Polese

Syllabus 2011-2012

Lesson 1	Tue., Sept. 13	It all starts with 1989: the end of the short century
Lesson 2	Wed., Sept. 14	Capitalism vs. Capitalism
Lesson 3	Tue., Sept. 20	The rise and fall of the American model
Lesson 4	Wed., Sept. 21	Japan, the challenger
Lesson 5	Tue., Sept. 27	Convergences and divergences: Asia vs. South America
Lesson 6	Wed., Sept. 28	Hybrid Europe
Lesson 7	Tue., Oct. 4	America strikes back
Lesson 8	Wed., Oct. 5	America and the corporate economy: changing fortunes
Lesson 9	Tue., Oct. 11	America, a new way of production
Lesson 10	Wed., Oct. 12	Japan blocked
Lesson 11	Tue., Oct. 18	The slow Europe
Lesson 12	Wed., Oct. 19	China in the long run
Lesson 13	Wed., Nov. 2	China in the age of reforms
Lesson 14	Tue., Nov. 8	Searching the Chinese model
Lesson 15	Wed., Nov. 9	India in the long run
Lesson 16	Tue., Nov. 15	India: from the Permit Raj to liberalization
Lesson 17	Wed., Nov. 16	In search of the Indian model
Lesson 18	Tue., Nov. 22	Italy: industrialization between State and families
Lesson 19	Wed., Nov. 23	Italy: from the “economic miracle” to its “failed landing”
Lesson 20	Tue., Nov. 29	The 2008 crash. What is going to change?
Lesson 21	Wed., Nov. 30	Back to Colbert ?
Lesson 22	Tue., Dec. 6	The winning card. Entrepreneurial capabilities
Lesson 23	To be defined	The winning card. Enterprise and social responsibility
Lesson 24	To be defined	Summing up

Exam modalities

Attending students

Students are required to write a paper (max. 8,500 words) on the history of a multinational enterprise or a firm active on international markets. The paper should be the result of a group effort (max. 4 students), but individual papers will also be accepted. The final exam is an oral colloquium focusing on the paper, the course contents and the compulsory readings.

Compulsory readings for attending students

D. YERGIN, J. STANISLAW, *The commanding heights: the battle between government and the marketplace that is remaking the modern world*, New York, Simon & Schuster, 1998

We recommend students who have not attended an economic history or a business history course to read F. AMATORI, A. COLLI, *Business history: complexities and comparisons*, London and New York, Routledge, 2011

Non-attending students

The final exam will be an oral colloquium on the following COMPULSORY readings. Papers prepared by non-attending students will NOT be accepted.

Compulsory readings for non-attending students

A. CHANDLER, F. AMATORI, T. HIKINO (eds.), *Big Business and the Wealth of Nations*, Cambridge University Press, 1997 (parts 1-2)

F. AMATORI, A. COLLI, *Business history: complexities and comparisons*, London and New York, Routledge, 2011

D. YERGIN and J. STANISLAW, *The commanding heights: the battle between government and the marketplace that is remaking the modern world*, New York, Simon & Schuster, 1998

Università Bocconi conceives of education as an ongoing process that stretches across a person's entire professional life. The University hopes that the entire Bocconi community will respect the values of fairness and correctness associated with it, values which inspire and guide the conduct of all community members as they pursue common objectives and a shared mission. The Università Bocconi Honor Code is published at <http://www.unibocconi.eu/honorcode>. We encourage all students to read it.

3. Amatori, Franco, Veronica Binda, Andrea Colli, Nicola Crepax, Mario Perugini & Giandomenico Piluso

Università Commerciale Luigi Bocconi; Milan, ITALY

Business History (2011-2012)

This course is a multi-class course taught in four parallel classes by a team composed of the above-named instructors.

Course Description:

[Google Translate]: “[This] course examines the origin and evolution of modern industry over the last two centuries...emphasizing the role played by technology and the socio-institutional factors in influencing the strategies and structures at the corporate level. The unit of analysis is, therefore, the firm at the center of wide-ranging analysis aimed at highlighting the links between the dynamics involved in ‘micro’... [as well as] the ‘richness of nation.’ The perspective adopted also largely hinges on comparative and macro analysis... of the world economy, namely the U.S., Europe and Japan. The inductive approach characteristic of the historical method provides useful tools to analyze the decision-making process that characterizes the managerial action in all its complexity, understanding the evolutionary dynamics within contexts characterized by high complexity.” The first few weeks focus on broad themes within the history of enterprise before moving on to a more-or-less chrono-thematic history of global business from the Industrial Revolution to the present.

BUSINESS HISTORY (20148) -Classe 31 Docenti: Franco Amatori e Veronica Binda

Obiettivi formativi del corso

Il corso esamina l’origine e l’evoluzione dell’impresa industriale moderna lungo gli ultimi due secoli. La prospettiva di lungo periodo consente di sottolineare continuità e mutamenti, soffermandosi sul ruolo rivestito dalla tecnologia e dagli elementi socio-istituzionali nell’influenzare le strategie e le strutture a livello *corporate*. L’unità di indagine è, dunque, l’impresa, al centro di un’analisi di ampio respiro finalizzata a porre in evidenza i legami esistenti tra le dinamiche in atto a livello “micro” e quelle più generali, attinenti alla “ricchezza della nazione”. La prospettiva adottata è, inoltre, ampiamente comparativa e fa perno sulle macroregioni alla testa dell’economia mondiale, ovvero Stati Uniti, Europa e Giappone. L’approccio induttivo caratteristico del metodo storico fornisce strumenti utili ad analizzare il processo decisionale che caratterizza l’azione manageriale in tutta la sua complessità, cogliendone le dinamiche evolutive in seno a contesti caratterizzati da elevata complessità. In questa prospettiva, gli obiettivi del corso sono i seguenti:

- Comprendere, attraverso un approccio dinamico e comparativo, le dinamiche di continuità e cambiamento che influenzano le scelte imprenditoriali
- Sottolineare il rilievo di inerzie e rigidità in seno ai processi decisionali, soprattutto in situazioni di incertezza e complessità
- Enfatizzare il ruolo dei contesti nazionali nel fornire le opportunità e nel porre vincoli all’azione delle imprese e degli imprenditori
- Identificare e gestire, in una prospettiva di lungo periodo, i tornanti critici nei sentieri di sviluppo di un’impresa
- Valutare criticamente le scelte imprenditoriali in rapporto a variabili di natura spaziotemporale, tecnologica e culturale che contribuiscono a condizionarne la fisionomia.

Contenuti del Corso

Temi e problemi. La storia d’impresa tra evoluzione dell’impresa e dell’imprenditorialità L’impresa nella prima rivoluzione industriale: tecnologia e società di fronte alla fabbrica La nascita e il consolidamento della grande impresa. I riflessi sulle strutture e sulle strategie. Pattern nazionali nella diffusione della grande impresa. Varianti regionali tra Stato e mercato: Stati Uniti, Europa, Giappone L’impresa nell’età

dello “spazio stretto”: dalla seconda guerra mondiale alla terza rivoluzione industriale Gli anni della globalizzazione: nuove forme, nuovi sfidanti.

Modalità di esame: prova scritta finale. **Materiale:** F. Amatori, A. Colli, *Storia d'impresa: complessità e comparazioni*, Milano, Bruno Mondadori, 2011. **Programmad'impresa: complessità e comparazioni**, Milano, Bruno Mondadori, 2011. **Programma Analitico**

N.	Data	Inizio	Aula	Tema
	14/02/12	10:30	11	Introduzione
	15/02/12	08:45	11	Storia e teorie d'impresa
	21/02/12	10:30	11	Imprenditorialità
	22/02/12	08:45	11	Prima dell'industria
	28/02/12	10:30	11	Imprese e imprenditori nella prima rivoluzione industriale
	29/02/12	08:45	11	Tecnologia, società e sistema di fabbrica
	06/03/12	10:30	11	Nascita e consolidamento della grande impresa: le infrastrutture
	07/03/12	08:45	11	Nascita e consolidamento della grande impresa: tecnologia e organizzazione
	13/03/12	10:30	11	Nascita e consolidamento della grande impresa: i modelli nazionali
	14/03/12	08:45	11	L'impresa multidivisionale e il capitalismo manageriale
	20/03/12	10:30	11	L'Europa fra due guerre: convergenze e divergenze con gli Stati Uniti
	21/03/12	08:45	11	Alle origini del miracolo giapponese. Imprenditorialità, Stato e gruppi di imprese
	24/04/12	10:30	11	Dalla seconda guerra mondiale alla terza rivoluzione industriale
	02/05/12	08:45	11	L'egemonia americana e il suo declino
	08/05/12	10:30	11	L'Unione Sovietica: l'antagonista
	09/05/12	08:45	11	Il Giappone: lo sfidante
	15/05/12	10:30	11	L'ibrida Europa
	16/05/12	08:45	11	Diverse strategie per il <i>catching up</i> : Corea del Sud e Argentina
	22/05/12	10:30	11	Multinazionali: <i>quid novi?</i>
	23/05/12	08:45	11	Nuove forme di impresa
	29/05/12	10:30	11	I “ruggenti” anni Novanta
	30/05/12	08:45	11	Lo sviluppo frenato: Europa e Giappone
	05/06/12	10:30	11	Nuovi protagonisti: Cina e India
	06/06/12	08:45	11	Uno sguardo conclusivo. E l'Italia?

Exam modalities

Attending students

Students are required to write a paper (max. 8,500 words) on the history of a multinational enterprise or a firm active on international markets. The paper should be the result of a group effort (max. 4 students), but individual papers will also be accepted. The final exam is an oral colloquium focusing on the paper, the course contents and the compulsory readings.

Compulsory readings for attending students

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We recommend students who have not attended an economic history or a business history course to read F. AMATORI, A. COLLI, *Business history: complexities and comparisons*, London and New York, Routledge, 2011

Non-attending students

The final exam will be an oral colloquium on the following COMPULSORY readings. Papers prepared by non-attending students will NOT be accepted.

Compulsory readings for non-attending students

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4. Austin, Gareth

The Graduate Institute Geneva; Genève, SWITZERLAND

The Spread of Industrialization in Asia, Africa, and Latin America

International History

Academic year 2012 - 2013

The Spread of Industrialization in Asia, Africa and Latin America

HP6 - Spring - Course - 6 ECTS

Wednesdays 14:15-16:00 Room CV 204

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Reception hours: Wednesdays 16:00-17:00
(CV328)

Course Description

The spread of industrialization has transformed the world, and continues to do so. This course examines the uneven but dramatic process of industrialization with borrowed (and adapted) technology, from late nineteenth century Japan to contemporary China and India. Drawing also on the experiences of Latin America, Africa and the East Asian 'Tigers', we consider the arguments about the respective roles of the state, domestic and export markets, and large firms in 'late' industrialization; domestic and foreign sources of capital, natural resources and enterprise; the extent to which industrialization in the 'Third World' has been labour rather than 'capital'-intensive, as it was in the West; the recruitment, training and payment of workers, and their collective actions.

Structure: The introductory meeting (which will include an introductory mini-lecture) will be followed by three lectures (weeks 2-4) and then nine seminars (weeks 5-13) led by student paper-givers and discussants, before the concluding meeting. There is room for two student papers in each of the nine seminar weeks, implying a maximum of eighteen students on the course. In content, the course will balance comparative studies of themes with more detailed examination of individual regions of the world.

What is asked of students:

1. To participate in the course as a whole: doing the essential reading for each week's topic (including other students' draft papers, when applicable), and coming prepared to question and intervene.
2. Providing written and oral comments on other students' draft papers, to help the authors improve them.
3. Researching, writing, presenting, defending and improving your own paper.

Evaluation will be based on:

1. Class preparation and participation (20%).
2. Comment on two fellow students' papers (20%).
3. Presentation and defence of your own draft paper (10%).
4. Final version of your paper, which should be 4-6000 words (50%).

You will receive detailed written comments from the teacher on your draft paper, and brief ones on your commentaries and on the final version of the paper.

Readings: Are intended to be accessible to those without an economics background. Students are asked to read and reflect before each seminar. Everyone should please read the ‘Essential’ items, which total about 70 pages per week. If you are discussant in a particular week, or have time to explore the topic further, please also use the ‘Further’ readings. For your paper, you will need even more readings; please come and discuss these, and your topic and the formulation of your question, in my reception hours.

TOPICS OF THE LECTURES (AND ASSOCIATED DISCUSSIONS)

1. INTRODUCTION: ISSUES AND PERSPECTIVES

A. Organising meeting: introduction to the course, to what is expected of students, including as paper-givers and discussants.

B. Introductory mini-lecture: issues and perspectives. An outline of the spread of industrialization; key debates and theoretical approaches, including the currently influential rational-choice institutionalism.

Introductory reading

A.S. Bénétrix, K. O’Rourke & J.G. Williamson, ‘The spread of manufacturing to the periphery, 1870-2007: Eight stylized facts’, NBER Working Paper 18221 (2012).

2. HOW IT BEGAN: THE INDUSTRIAL REVOLUTION AND THE GREAT DIVERGENCE

This week’s lecture and associated discussion will be devoted to the beginning of industrialization, a subject on which there has been important new research. The British industrial revolution is now widely seen, following Pomeranz, as the marking the beginning, or at least the crucial stage, in the West’s economic advance compared to China, after many centuries in which the most economically developed parts of Europe were probably at a similar level, or even behind, their counterparts in Asia. What does this reassessment of the industrial revolution imply for the analysis of the subsequent spread of industrialization to other regions of the world?

We should also consider how the Great Divergence proceeded during the century to 1914. The industrialization of the West and its growing demands for primary products, plus free trade imperialism, propelled an unprecedented growth in world trade. The terms of trade for primary producers rose greatly, especially in the earlier decades, leading the Third World to specialize in primary product exports at the expense of manufacturing (Williamson).

Essential reading

K. Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000), pp. 3-27, 264-9, 283-97. The book that reframed the debate about why industrialization began in Europe rather than in Asia.

R. Allen, *The British Industrial Revolution in Global Perspective* (2009), pp. 1-22, 135-55, 272-5. Very clearly written. PP. 135-56 (‘Why was the Industrial Revolution British?’) is the core of Allen’s argument, but the other extracts discuss alternative interpretations and provide broader and longer perspectives.

Further reading

P. O’Brien, ‘Provincializing the Industrial Revolution’, *Working Papers of the Global Economic History Network*, 17/06 (2006).

R. Allen, ‘Agricultural productivity and rural incomes in England and the Yangtze Delta, c.1620-c.1820’, *Economic History Review* 62: 3 (2009), pp. 525-50.

J.G. Williamson, *Trade and Poverty: When the Third World Fell Behind* (2011), chs 1, 4 & 11: pp. 1-9, 45-58, 181-98.

3. ‘LATE DEVELOPMENT’ IN THEORY AND PRACTICE

We consider the proposition, originally advanced by Gerschenkron, that the industrialization of even one part of the world alters the incentives, imperatives, opportunities and constraints facing later industrializers. For Gerschenkron, ‘late development’ meant industrialization in the absence of some of the conditions for a

spontaneous industrialization. In this situation, for example, the state may substitute for private enterprise and the market if the latter are as yet unable to provide the entrepreneurship and demand necessary for industrial take-off. For Amsden, 'late development' is simply industrialization using borrowed technology, and she sees the process rather differently from Gerschenkron: as presupposing a relatively high level of education, and as facilitated by a relatively equal distribution of income. How do their respective arguments look in the context of the experience of late industrializations, from Meiji Japan to the present?

Essential reading

- A. Gerschenkron, 'The approach to European industrialization: a postscript', in his *Economic Backwardness in Historical Perspective: a book of essays* (1962), pp. 5-51 and 353-64.
- A. Amsden, 'A theory of government intervention in late industrialization', in L. Putterman & D. Rueschemeyer (eds), *State and Market in Development* (1992), pp. 53-84.

Further reading

- G. Toniolo & R. Scylla (eds), *Patterns of European Industrialization* (1991), chs 1 (editors' introduction, pp. 1-26) & 2 (K. Harley, 'Substitution for prerequisites: endogenous institutions and comparative economic history', pp. 29-44). Reviews Gerschenkron's analysis for Europe in relation to subsequent research.
- A. Kohli, 'Introduction: states and industrialization in the global periphery', in his *State-Directed Development* (2004), pp. 1-24.
- G. Austin, first parts and conclusion (pp. 51-60, 68-9) in 'The developmental state and labour-intensive industrialization: "late development re-considered"', *Economic History of the Developing Regions*, 25: 1 (2010), pp. 51-74.

4. PLURAL 'PATHS' OF ECONOMIC DEVELOPMENT

Recently, Sugihara has offered an alternative (or supplement?) to the 'late development' perspective. He distinguishes very long-term paths of development, defined by choices of technique and institution in response to persistent differences in factor endowment. Specifically, he identified a Western 'capital-intensive' path of development, before, during and after the industrial revolution. He contrasted this with an East Asian 'labour-intensive' path, whereby the rice economies of Japan and China favoured labour-absorbing institutions and highly labour-intensive (capital-sparing) methods in agriculture and later also in manufacturing. We need to consider how far this framework works, and whether it can do justice to the experiences of South Asia, Latin America, and Sub-Saharan Africa. The latter, for example, was characterized until very recently by shortage of labour as well as capital.

Essential reading

- K. Sugihara, 'The Second Noel Butlin Lecture: Labour-intensive industrialisation in global history', *Australian Economic History Review* 47: 2 (2007), pp.121-54. A statement of the Sugihara thesis.
- P. Francks, 'Technical change and industrial growth', in her *Japanese Economic Development: Theory and Practice* (1992), pp. 173-96. Serves as an advance rejection of the Sugihara thesis.

Further reading

- G. Austin and K. Sugihara (eds), *Labour-Intensive Industrialization in Global History* (2013), 'Introduction' (pp. 1-19) and 'Reflections' (pp. 280-302).

TOPICS FOR THE SEMINARS

NOTE: Most or all of the following eight topics (5-13) will be approached via student papers. Papers on topics 5-11 should address the problems introduced in the outlines below. Topics 12-13 are left open for students to tackle comparative and theory-led themes, or bring different countries and angles into consideration.. For each week, everyone is asked to read at least 70 pages from the published readings below, and the student papers and commentaries posted online (on Moodle) ahead of the class.

5. THE ORIGINAL ASIAN INDUSTRIALIZATION: JAPAN 1868-1937

Supervised by the state following the Meiji Restoration in 1868, Japan became Asia's first industrial nation. Why was Japan able to make such an effective economic response to the challenge of Western free-trade

imperialism? How much did this owe to favourable legacies from the preceding Tokugawa period, which was once seen as anything but economically progressive? We need to consider the roles of agriculture, cheap labour, industrial organisation and the acquisition of colonies in Japanese industrialization, as well as the role of the state: all controversial topics. What lessons should we draw from the Japanese experience about 'late development' and 'paths of development'?

Suggested essay title

Why was Meiji Japan able to industrialize?

Essential reading

P. Francks, *Japanese Economic Development: Theory and Practice* (1992), pp.19-52 and 80-88 (on the state), 91-111 and 149-57 (on agriculture), 253-9 (overview). Francks provides a clear synthesis which gives everyone a starting-point.

K. Sugihara, 'Labour-intensive industrialization in global history: an interpretation of East Asian experiences', in Austin & Sugihara (eds), *Labour-Intensive Industrialization in Global History* (2013), pp. 20-59. Comments on Meiji Japan in longer and broader perspectives.

Further reading

P. Francks, *Japanese Economic Development: Theory and Practice* (1992), pp. 197-252 (on the emergence of an industrial workforce and the structure of industry).

6. LATIN AMERICA TO 1945: EARLY INDUSTRIAL GROWTH AND THE ORIGINS OF IMPORT-SUBSTITUTION POLICIES

It is often forgotten that Brazil, and to a lesser extent Argentina and Mexico, saw significant industrial growth (not yet industrial 'take-off') during the pre-1914 era of export-oriented economies. Should this be seen as laying the foundations of subsequent developments, and why – and how effectively – did Latin American governments come to adopt import-substitution policies in the interwar period?

Suggested essay title

Was export-orientation an obstacle to industrial development in Latin America, c.1880-1945?

Essential reading

V. Bulmer-Thomas, 'Export-led growth and the nonexport economy' [the century to 1914], in his *The Economic History of Latin America Since Independence* (1994), pp. 119-54.

W. Baer, 'Early industrial growth' [1880s-1945] in his *The Brazilian Economy: Growth and Development* (6th edition, 2008), pp. 27-48.

Further reading

K. Sokoloff and S. Engerman, 'Institutions, factor endowments, and paths of development in the New World', *Journal of Economic Perspectives*, 14: 3 (2000), pp. 217-32. A short statement of a celebrated argument about the long term.

C.M. Lewis, "'Colonial' industry and 'modern' manufacturing: opportunities for labour-intensive growth in Latin America, c.1800-1940s", in G. Austin & K. Sugihara (eds), *Labour-Intensive Industrialization in Global History* (2013), pp. 231-62.

J.G. Williamson, *Trade and Poverty* (2011), pp 119-43, 199-214. Ch. 8 analyses why de-industrialization was weaker in Mexico than in most comparable countries, and was followed by a growth of cotton textile production by the late 1870s. Ch. 12 seeks to explain the rather impressive growth of modern industry in Mexico and Brazil, 1870s-1914

S. Haber (ed.), 'Financial markets and industrial development: a comparative study of governmental regulation, financial innovation, and industrial structure in Brazil and Mexico, 1840-1930', in his (ed.), *How Latin America Fell Behind* (1997), pp. 146-78.

7. INDIA UNDER COLONIAL RULE AND UNDER THE 'LICENCE-PERMIT' RAJ

It is also often overlooked that India was among the ten largest manufacturers in the world in the 1940s, having experienced considerable growth of modern manufacturing since the late nineteenth century, much of it by Indian firms such as Tata. Was the British economic regime as laissez-faire as it is usually painted, or should its shifts towards selective and then general protectionism in the interwar period be taken seriously? How did the handloom weaving industry manage to survive, and how far did small-scale weavers mechanize? Why did Indian politicians and businessmen decide that protectionism against foreign and

domestic competition was essential for industrial development after independence? Conversely, have the economic achievement of the 'licence-permit Raj' been underestimated?

Suggested essay title

What were the sources of and constraints upon industrial development in India, c.1900-c.1980?

Essential reading

T. Roy, *The Economic History of India 1857-1947* (2000), chapters on small- and large-scale industry, pp. 114-89, or in the 2nd edition (2006), pp. 182-264. Revisionist analysis of the colonial period.

V. Balasubramanyam, 'The manufacturing sector', in his *The Economy of India* (1984), pp. 110-43. An analysis of the achievements and problems of the state-led import-substitution industrialization policy since Independence.

Further reading

R. Chandavarker, 'Industrialization in India before 1947: conventional approaches and alternative perspectives', *Modern Asian Studies* 19: 3 (1985), pp. 623-68. Criticises the Gerschenkronian model of 'late development' from the perspective of Indian-owned industry in colonial India.

A. Kohli, 'Slow but steady: India', in his *State-Directed Development* (2004), pp. 221-88. Thesis of a 'fragmented multi-class state', from colonial origins to 'protected industrialization'.

8. THE EAST ASIAN TIGERS: THE SOUTH KOREAN AND TAIWANESE TAKE-OFFS, 1960-c.1985

Japan having been considered a kind of 'exception that proves the rule' in the non-Western world, especially because it was never colonized, it was the spectacular industrialization of East and Southeast Asian economies, especially South Korea and Taiwan, that showed that industrialization was possible even in former colonies. Did Japanese colonialism actually facilitate subsequent industrialization? What was it about the pattern of state intervention in South Korea and Taiwan that made their interventions much more successful economically than those of (say) India, Argentina or Ghana? Was the difference technical or political? What did it owe to the fact that both South Korea and Taiwan were on the front line of the Cold War? What, if anything, did land reforms contribute to their industrialization?

Suggested essay title

What explains the South Korean and Taiwanese 'miracle', c.1960-c.1985?

Essential reading

A. Amsden, *Asia's Next Giant: South Korea and Late Industrialization* (1989), pp.1-23 ('Industrializing through learning') and pp. 139-55 ('Getting relative prices "wrong": a summary').

D. Rodrik, 'Getting interventions right: how South Korea and Taiwan grew rich', *Economic Policy: A European Forum*, 20 (1995), pp. 55-107.

Further reading

A. Kohli, 'The colonial origins of a modern political economy: the Japanese lineage of Korea's cohesive-capitalist state', in his *State-Directed Development: Political Power and Industrialization in the Global Periphery* (2004), pp. 27-61.

A. Booth, 'Did it really help to be a Japanese colony?', *Japan Focus*, 7 May 2007 (online only).

A. Booth, 'Initial conditions and miraculous growth: why is Southeast Asia different from Taiwan and South Korea?', in Jomo K. (ed.), *Southeast Asia's Industrialization: Industrial Policy, Capabilities and Sustainability* (2001), pp. 30-58.

R. Wade, 'Industrial policy in East Asia: does it lead or follow the market?' in G. Gereffi & D. Wyman (eds), *Manufacturing Miracles* (1990), pp. 231-66. (If you want more, see Wade's *Governing the Market: Economic Theory and the Role of Government in Industrialization* [1990], pp. 3-51, 297-381).

9. 'DEPENDENT DEVELOPMENT' IN LATIN AMERICA: FROM IMPORT-SUBSTITUTION TO THE 'TRIPLE ALLIANCE' AND THEN ECONOMIC LIBERALISATION

We review successive 'growth models' in Latin America, from 1945 to the present: import-substitution in the context of Structuralist pessimism about the developmental consequences of primary product exports, to the later adoption of more export-oriented and liberal economic regimes. We pay particular attention to the case of Brazil, where the term 'dependent development' was coined to refer to the compatibility of

continued domination by foreign, trans-national, enterprises in collaboration with the state and with domestic firms.

Suggested essay title

‘Economic liberalization was a remedy for the failure of import-substitution industrialization.’ Discuss.

Essential reading

V. Bulmer-Thomas, ‘Inward-looking development in the postwar period’, in his *The Economic History of Latin America Since Independence* (1994), pp. 276-307.

E. Cárdenas, J. Ocampo and R. Thorp, ‘Introduction’ to their (eds), *An Economic History of Latin America*, vol. 3, *Industrialization and the State in Latin America: the Postwar Years* (2000), pp. 1-35. A good analysis of the rise and demise of the state-led industrialization ‘model’.

Further reading

R. Kaufman, ‘How societies change development models or keep them: reflections on the Latin American experience in the 1930s and the postwar world’, in D. Gereffi & D. Wyman (eds), *Manufacturing Miracles* (1990), pp. 110-38.

E. Fitzgerald, ‘ECLA and the theory of import substituting industrialization in Latin America’, in E. Cárdenas, J. Ocampo and R. Thorp (eds), *An Economic History of Latin America*, vol. 3, *Industrialization and the State in Latin America: the Postwar Years* (2000), pp. 58-97. Clear, though with a few simple equations.

P. Evans, *Dependent Development: The Alliance of Multinational, State, and Local Capital in Brazil* (1979), pp. 14-54. Dependency theory revised in the face of the reality of development.

P. Astorga, A. Berges and V. Fitzgerald, ‘The standard of living in Latin America during the twentieth century’, *Economic History Review* 58: 4 (2005), pp. 765-96. A quantification of the outcomes.

10. CHINA AND INDIA: THE EMERGING GIANTS

The continuing Chinese industrial take-off is itself reshaping the world economy (and perhaps the world environment), as the more recent Indian one promises to do also. These two industrializations are not only unprecedented in the vast numbers of people caught up in them, they also destroy widely held assumptions in social science: namely that Communism in China was incompatible with the market, let alone with industrialization through partly market mechanisms, and that India was destined to a low (‘Hindu’) rate of economic growth, for cultural and/or historical reasons. What brought about the apparently sudden transformation in each case? How do the forms of business organization, and the property rights regimes, of these two countries compare to those with which industrialization occurred elsewhere?

Suggested essay title

EITHER: Why has India grown much faster than before, but more slowly than China, since c.1980?

OR: What does China since 1978 tell us about the relationship between ‘capitalism’ and ‘development’?

Essential reading

P. Bardhan, *Awakening Giants, Feet of Clay: Assessing the Economic Rise of China and India* (2010), pp. 1-41.

Y. Huang, *Capitalism with Chinese Characteristics: Entrepreneurship and the State* (2008). pp. xiii-xviii.

D. Rodrik & A. Subramanian, ‘From ‘Hindu growth’ to productivity surge: the mystery of the Indian growth transition’. *NBER Working Paper No. 10376* (2004).

Further reading

L. Brandt and T. Rawski (eds), *China’s Great Economic Transformation* (2008), especially the editor’s introduction, ‘China’s economic transformation’ (pp. 1-26) and Brandt, Rawski and J. Sutton, ‘China’s industrial development’, pp. 569-632.

11. SUB-SAHARAN AFRICA: FROM INDUSTRIAL GROWTH TO INDUSTRIALIZATION?

Given that this region lacked a comparative advantage in manufacturing, and under colonial rule lacked governments with the commitment and resources to invest in moving their economies up the value chain, it is perhaps surprising that there was so much manufacturing in Africa by 1960, or 1980, rather than so little. Settler regimes in South Africa and Southern Rhodesia were willing to use mineral revenues to subsidise manufacturing (from the 1920s and 1930s respectively), but it was only in the second half of the twentieth

century that modern manufacturing really began to expand in even a few of the former 'peasant' colonies, notably Nigeria. As in Latin America and South Asia, African governments in the 1960s favoured import-substitution industrialization. The outcomes are usually, though not always, regarded very pessimistically. But has the liberalization of economic policies from the 1980s onwards destroyed such 'infant industry' as there was, or – alternatively – has it obliged it to begin to 'grow up'? Has the growth of population in Africa (since the 1920s), and the expansion of education (especially since independence, c.1960) combined to move Africa's comparative advantage towards manufacturing? What about the 'developmental state' south of the Sahara?

Suggested essay title

Has the growth of manufacturing in colonial and post-colonial Africa been hindered more by politics or by resources?

Essential Reading

- R. Austen, *African Economic History* (1987), pp. 181-7. Succinct analysis of why the type of colony mattered for manufacturing.
- J. Sender and S. Smith, *The Development of Capitalism in Africa* (1986), ch. 4, 'Trade, industrialization and the state in the post-colonial period', pp. 67-109. A strong defence of the import-substitution policies.
- T. Forrest, 'The advance of African capital: the growth of Nigerian private enterprises', in F. Stewart, S. Lall and S. Wangwe (eds), *Alternative Development Strategies in Sub-saharan Africa* (1992). A blast of optimism about indigenous enterprise, especially in manufacturing.

Further Reading

- S. Trapido, 'South Africa in a comparative study of industrialisation', *Journal of Development Studies* 7:3 (1971), pp. 309-20. Prescient.
- A. Wood and K. Jordan, 'Why does Zimbabwe export manufactures and Uganda not?', *Journal of Development Studies* 37: 2 (2000), pp. 91-116. Draws (among other things) on the difference between settler and peasant colonies, in respect of their legacies for manufacturing.
- F. Teal, 'Why can Mauritius export manufactures and Ghana not?', *The World Economy* 22: 7 (1999), pp. 981-93. Labour costs, uncomfortable but interesting reading.
- T. Mkandawire, 'Thinking about developmental states in Africa', *Cambridge Journal of Economics* 25:3 (2001), pp. 289-313.

12. AND 13. COMPARATIVE THEMES

We will devote these two weeks to student papers and class discussions exploring other cases and, above all, addressing the broad comparative and theoretical issues. You may want to re-visit problems raised in the lectures, or to compare cases from more than one region; or to introduce a different angle on the spread of industrialization, or to analyse parts of the 'Global South' neglected in the preceding weeks. Possible themes include the political and technical requirements of successful government promotion of industrialization, evaluation of Amsden's version of the concept of 'late development' and/or of Sugihara's notion of plural 'paths' of development, the effects of colonial pasts on the prospects of industrialization, the relationship between industrialization and democracy, and the industrial development of a part of the world not specifically covered above.

Reading

Readings for the class will be posted on Moodle once the questions which the presenters will address in their papers have been agreed.

14. REVIEW AND REFLECTION

This concluding session will be a conversation about the major patterns and processes discussed in the course, and about their implications for the future. This is an important occasion for tying up loose ends and reflecting on the most important issues. By the time of this session most of you will have submitted the final version of your paper, but the final meeting is an important opportunity to discuss: please come and participate.

5. Batiz-Lazo, Bernardo

Bangor Business School, Bangor University; Bangor, Wales, UNITED KINGDOM

Management: Past, Present, and Future

ASB-3116: MANAGEMENT: PAST, PRESENT AND FUTURE

Module organiser: Bernardo Bátiz-Lazo

Note: This course will complement ASB 3109 Strategic Management.

Aims: To describe and assess the emergence and evolution of the main theories and contributors to management thought. Topics include the people and institutions which create and disseminate this knowledge. The module requires active participation by students.

Learning Outcomes -At the end of this course participants will be able to:

- Recognise the large number of cultural, political, economic and environmental factors that gave rise to the professionalisation of management and management thought ;
- Identify the main spaces where these theories, views and framework emerged;
- apply the main concepts, theories, tools, and frameworks prevalent in business studies to different situations;
- Identify significant facts, events and developments relevant to the development of management as a profession;
- Identify the various dimensions of management thought;
- Outline the multitude of factors impinging on management thinking in the past and near future.

Module Content:

- Introduction: academics, top executives, consultants and management gurus
- The power of ideas to explain organizational change
- The diffusion of management ideas (business education, management consultants, knowledge management within the firm)
- Great contributors to management thinking
 - Predecessors: Smith, Marx
 - Scientific organization of work: Taylor
 - The role of directors and entrepreneurs: Fayol, Schumpeter
 - Managers in organizations: Weber, Drucker
- Management gurus and their contributions to management (Presentations)
- Conclusion: What lies ahead?

Teaching Format:

- One 2-hour lecture per week;

Assessment:

- Presentations (30%)
- An individual written report, 2,500 words (70%)

Main Texts:

- Wilson, J. F. and Thomson, A. (2006) *The Making of Modern Management*, Oxford University Press.
- Wren, D. A. and Bedeian, A. G. (2009) *The Evolution of Management Thought*, Wiley.

6. Beckert, Sven & Christine Desan

Harvard University; Cambridge, Massachusetts, U.S.A.

HIST 2480hf/LAW 98060A: The Political Economy of Modern Capitalism Research Seminar

Sven Beckert

Department of History

119 Robinson Hall

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Schedule at: <http://isites.harvard.edu/beckert>

Christine Desan

Harvard Law School

Griswold 408

email: desan@law.harvard.edu

Weds, 1:30-3:30 and by appointment

History 2480hf

Law 98060A-1FS

The Political Economy of Modern Capitalism

Research Seminar

Mondays, 4–6 PM

Lower Library, Robinson Hall

Graduate student coordinator: Caitlin Rosenthal (croseuth@fas.harvard.edu)

This year-long research seminar will explore the political economy of modern capitalism during the past 500 years. This topic is unparalleled in importance. Capitalism predominates over much of the globe today. As a political economic form, it defines not only market dynamics, but also governance structures and social relations. The study of its growth and development therefore attracts scholars from a wide variety of fields. The seminar aims to provide a forum for this intensive inter-disciplinary study of capitalism as a historically situated order by bringing together faculty and graduate students from different departments at the University and beyond.

Historians and historically minded scholars in allied fields have long recognized that political and economic forces inform one another. They investigate the effect of economic structures on individuals and groups, produce accounts of political change sensitive to material interests, and identify agency within given political economic orders. But in doing so, they often treat the socio-political and economic worlds as discrete and intrinsically separate entities, implicitly endorsing the modern conception of the polity and economy as separate “spheres.” Recent historiographic and disciplinary divisions have reinforced that tendency. Much historical research in the last several decades has eschewed political economic inquiry altogether for new questions about the power of culture and the place of race, gender, and religion in social order. At the same time, the disciplinary divide between economics and other disciplines has deepened. Economic historians—increasingly to be found in economics rather than history departments—have approached the market order with tools, including mathematical, developed to understand phenomena particularly defined as economic, often downplaying the political, cultural, and social embeddedness of markets.

Increasingly, historically oriented scholars (in history and economics departments, as well as fields like law) are recognizing the limits of existing approaches to political economy. Explorations of competing influences, political and economic, can entrench the assumption that those fields have their own logics. Sometimes, that assumption produces naturalizing narratives of change. In other accounts, political organization itself moves, like the market or as part of market development, in almost evolutionary fashion toward modern forms of organization. Other scholarship produces rich accounts of social struggle and contrasts “efficiency” goals with cultural considerations, but fails to interrogate the definition of “efficiency,” or else reifies and abstracts cultural or social considerations. Such limits to our scholarship are especially troublesome given the importance of understanding capitalism as it becomes an increasingly global order.

The seminar aims to identify emerging approaches to political economy and to facilitate interdisciplinary thinking on this important topic among students and faculty at Harvard. It seeks to tap the energy of new scholarship, working across the conventional boundaries that have constrained past work. In particular, we hope to create a unique forum for intellectual exploration and productive research.

Toward that end, the graduate-faculty research seminar is structured to bring together interested faculty and students on a continuing basis. The course will include both reading sessions designed for graduate students and research sessions during which students and faculty participants will present current research. Faculty participants will be drawn from a number of schools.

In 2010-211, the Workshop will focus on the “Political Economy as Governance.” We will explore the way the modern political economy has taken shape by defining “public” and “private,” “state” and “market,” and other binaries in particular ways and at both domestic and global levels. In one reading session, we will discuss a selection of canonical and conflicting accounts of “state-building” and its political economic character. In another reading session, we will consider scholarship that maps the issue across national borders, considering capitalism as a phenomenon that has configured international relations, public law, flows of capital and labor, and patterns of abundance and disparity. In the speaker sessions, we will read and interrogate contemporary scholarship on the same theme. The goal will be to further our own attempts to understand modern capitalism as a matter institutionalized in both formal and informal ways.

Requirements for graduate students who take the course for credit

The course will consist of two parts. First, students will be expected to attend our bi-weekly meetings, where scholars interested in themes of political economy will present their works-in-progress. Active participation in these discussions is required, as is reading the main paper to be discussed and any background readings for these sessions. Students are also required to draft a one page document mapping out possible questions for discussion, to be submitted by email the night before the meeting. Students might also be asked to comment on another scholar’s work. Second, students are expected to complete an article-length piece of writing, based on original research and related to the theme of the course. To help guide such research, the instructors will meet periodically with students who are taking the course for credit.

Students who take the seminar for credit are expected to develop a topic for their research on the following timeline. They should be ready to discuss their proposed topic in a meeting in mid-October and, by **October 11**, should plan to hand in a one-page proposal outlining their topic, its significance, and their proposed methodology. These will be discussed in the seminar meeting on **November 1**. By **November 8**, participants will submit an extended research proposal (5 pages) that explains their research problem in some detail, discusses the relevant secondary literature, and lists the (locally accessible) primary sources they will consult. The final draft of an article-length paper is due on **May 5, 2011**. The final seminar session will offer an opportunity for students to present their research to the wider group.

Readings will be available from the course website.

Schedule

Fall 2010

Wed., Sept. 1: Organizational meeting

Mon., Sept. 13: Approaches to Political Economy

Douglass North, *Structure and Change in Economic History* (1982). pp. 3-19.

Karl Polanyi, *The Great Transformation* (1944 / 2001). Introduction and Ch. 3-6.

E.P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century," *Past and Present*, 50: 76-136 (1971).

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1920). Trans. Talcott Parsons. "Author's Introduction" and selection from Chapter 5.

Sven Beckert, "History of American Capitalism," in Eric Foner and Lisa McGirr, eds., *American History Now*, forthcoming (2012).

October 4: Political Economy as State-Building

Morton Horowitz, *The Transformation of American Law, 1780-1860* (Cambridge: Harvard University Press, 1977), pp. xi-xviii, 1-4, 30-62.

Charles Tilly, *Coercion, Capitalism, and European States* (1992), 1-37, 67-126.

Douglass North, *Structure and Change in Economic History* (1982), pp. 20-58.

Louis Althusser, L. (1970), "Ideology and Ideological State Apparatuses" in *Lenin and Philosophy and other Essays* (1971), translated by Ben Brewster, pp. 121-176.

Reminder: One-page paper proposal due to course website Oct. 11

Mon., Oct. 18: Perry Mehrling, Barnard, "The New Lombard Street: How the Fed Became the Dealer of Last Resort"

Commentator: Roy Kreitner, Tel Aviv University

Mon., Nov. 1: Paper proposal discussion

Reminder: 4-5 page paper proposal due to course website Nov. 8

Mon., Nov. 15: Odette Lienau, Cornell Law School, "Rethinking Sovereign Debt: Debt and Reputation in the 20th Century"

Commentator: Charles Maier, Harvard University

Mon., Nov. 22: Nelson Lichtenstein, University of California Santa-Barbara, "The Return of Merchant Capitalism: The Governance of Retail Supply Chains in a New Era of Commodity Production."

Commentator: Noam Maggor, Vanderbilt University

Spring 2011

Mon., Jan. 31: Gary Gerstle, Vanderbilt University, "Radical Democracy and Moneyed Influence on American Politics, 1840-1940"

Commentator: Alex Keyssar, Harvard University

Mon., Feb. 14: Globalization and Governmentality

Jeremy Adelman, "The Extra-European Origins of European Revolutions," unpublished paper, Making Europe Conference, May 2010.

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference*, Introduction and Ch 1.

David Harvey, "The Geopolitics of Capitalism," in *Spaces of Capital* (2001).

Charles S. Maier, "Consigning the 20th Century to History: Alternative Narratives for the Modern Era," *American Historical Review* 105 (2000): 807-31.

David Scott, "Colonial Governmentality," *Social Text* 43 (Autumn, 1995), pp. 191-220.

Mon., Feb. 28: Stephen Marglin, "Resurrecting Keynes"

Commentator: Robert Margo

Mon., March 7: Joe Miller, "Abolition as Discourse: Slavery as Civic Abomination"

Commentator: Emmanuel Akeyampong

Mon., March 21: Vanessa Ogle, 'When Nationalists of all Countries United: France, Internationalism, and Time Reform in the Age of Global Comparisons, 1880-1920'

Commentator: Moshik Temkin

Caitlin Rosenthal, "Masters into Managers: Slave Accounting in Antebellum America"

Commentator: TBD

Mon., April 4: Ritu Birla, University of Toronto, "Law, Vernacular Capitalism, and the Gesellschaft Politics of Market Governance in Colonial India"

Commentator: TBD

Mon., April 18: Pol. Ec. grad student paper presentations

Reminder: Final papers due May 5

International Economic History
[available online only]

International Economic History (level 4), 15.0 Credits

Internationell ekonomisk historia (nivå 4), 15.0 hp

Credit points: 15.0 Credits

Course code: 2EH038

Responsible department: Department of Economic History

Date of establishment: 2014-02-10

Established by: Head of Department of Economic History

Valid from: 2014-06-30

Level: Advanced level

Main Field of Study and progress level:

Economic History: second cycle, has only first-cycle course/s as entry requirements

Grading scale:

VG Pass with distinction , G Pass, U Fail

Contents

The course objective is for students to gain knowledge of different theoretical approaches and use them to critically examine the international expansion of the economy in light of changes in the labor market, technology and the role of government. The course provides the student with insights about the value of different theoretical approaches and methods in comparative analyzes of the economy. Of particular interest is the ability to discern national and regional variations in different parts of the world-capitalist system since industrialization, regarding actors, institutional arrangement, technological developments and their markets as well as the distribution of wealth, and analyze how these factors interact in long-term economic development. Students choose at the end of the course an individual case study to analyze a country's or region's development.

Expected learning outcomes

In-depth knowledge of:

1. International economic and social patterns and processes.
2. Relevant theories and concepts useful in long-term economic-historical and institutional analysis.

In-depth ability to:

3. Independently select and use appropriate methods to analyze economic and social development in the students own case studies.
4. Write about and critically evaluate the theoretical perspectives, interpretations and explanations that the course covers.

Required Knowledge

Univ: To be admitted you must have accomplished 90-ECTS credits in either Economic History, Economics, Business Administration, Political Science or an equivalent Social Science topic, including a bachelor thesis equivalent to 15 ECTS credits.

Proficiency in English equivalent to Swedish upper Secondary course English A. Where the language

of instruction is Swedish, applicants must prove proficiency in Swedish to the level required for basic eligibility for higher studies.

Form of instruction

The course is Internet-based.

Examination modes

All exams are mandatory and individual. Examinations are written in the form of reports. Examinations can be conducted in Swedish, English or Arabic, in accordance with the student's choice. Individual ratings are given according to the three-step grading scale for each part. Further examinations are offered for those students who have not reached the level of pass in the regular examination. All students have the right to be examined up to five times to reach the pass grade. If a student after two examinations have not reached the pass grade, the student is able to request a new examiner.

Crediting

The course can be part of a master's degree in economic history. For foreign students, or for students who wish to do so, grades can be transformed according to the ECTS-scale by a special certificate.

Literature

Mandatory literature:

Chandler, A. D., Amatori, F. & Hikino, T. (eds.) (1999), *Big business and the wealth of nations*, Cambridge: Cambridge University Press

Fishlow, A. (1990), "Developing Countries and the Modern Firm", in *Business History Review*, 64, (Winter 1990).

Geoffrey, J. (2010). *Beauty Imagined. A History of the Global Beauty Industry*. Oxford: OUP Oxford (electronic source).

North, D. C. (1991), "Institutions", in *Journal of Economic Perspectives*—Volume 5, Number 1—Winter 1991—Pages 97-112.

Pomeranz, K. (2000), *The great divergence. China, Europe, and the making of the modern world economy*. Princeton, N.J.: Princeton University Press (electronic source).

Sabel, C. & Zeitlin, J. (1985), "Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization," in *Past & Present*, no. 108, (Aug. 1985), pp. 133-76.

O'Rourke, Kevin H.; Williamson, Jeffrey G., "Once more: When did globalisation begin?", in *European review of economic history*, vol. 8 2004 (electronic source).

O'Rourke, Kevin H.; Williamson, Jeffrey G., "When Did Globalisation Begin?", in *European Review of Economic History*, April 2002, v. 6, pp. 23-50 (electronic source).

Flynn, Dennis O. & Giraldez, Arturo, "Path dependence, time lags and the birth of globalization: a critique of O'Rourke and Williamson" in *European review of economic history*, vol. 8 2004 (e-journal)

Chandler, Jr, A. D. (1992). What is a firm?, *European Economic Review*, 36(2-3): 483-492

Hall, P. A. & Soskice, D. W. (2001). *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage*. Oxford University Press (electronic resource).

+ individual choice of articles about 200 p.

Reference literature:

Feinstein, H., (2005). *An Economic History of South Africa. Conquest, Discrimination, and Development*. Cambridge: Cambridge University Press (electronic resource).

Hopkins (2009), "The New Economic History of Africa, in *The Journal of African History*, 50, pp 155-177.

Noland, M. & Pack, H. (2011). *The Arab Economies in a Changing World*. Peterson Institute for International Economics (electronic resource).

Von Nordenflycht, A., Hikino, T. & Chandler, A. D. (2005). *Inventing the Electronic Century: The Epic Story of the Consumer Electronics and Computer Industries : With a New Preface* (Harvard studies in business history ; 47). Harvard University Press (electronic source).

8. Binda, Veronica & Andrea Colli

Università Commerciale Luigi Bocconi; Milan, ITALY

International Economic and Business Dynamics: Evolution in International Business

Teachers: Veronica Binda veronica.binda@unibocconi.it; Andrea Colli andrea.colli@unibocconi.it

Teaching Assistant: Jan Hendrik Voss: jan.voss@phd.unibocconi.it

Class timetable

Office hours

Veronica Binda:

Andrea Colli:

Jan Voss:

Course Description:

The course aims at giving an overview of the evolutionary patterns of the multinational “enterprise” in the very long run, in a framework defined by technology and institutions. The approach of the course is historical and comparative. In the first part, the forms of international business activity are examined starting from mercantile ventures and privileged companies to the modern transnational enterprise. The second part of the course is dedicated to develop and discuss specific thematic issues as the impact of privatizations and liberalizations on international business or corporate social responsibility in the multinational firm.

Detailed Description of Assessment Methods

70% written exam; 30% team assignment (presentation); 0-2 points for class participation.

At the end of the semester, each student must complete and submit an evaluation of each member of his/her team through a web survey. The completion of the evaluation is worth 5% -10% of the team assignment individual grade. More details, including deadlines and a description of this peer evaluation will be made known during the course of the semester. For any further information about this process please contact internationalmanagement@unibocconi.it

Teaching materials

- Class materials available on the class website and power point presentations of each lesson;
- Power point presentation of each lesson;
- Readings available at Course Reserve: <http://lib.unibocconi.it/screens/course.html>;
- Cases available at Course Reserve: <http://lib.unibocconi.it/screens/course.html>.

#	Date	Topic	Students' reading	Team assignments	Teacher
Introduction and frame work					
#1		Introduction	McCarthy, Dennis M. P (1994). <i>International business history: a contextual and case approach</i> . London, Praeger, (Course Reserve). G. Jones, <i>The Evolution of International Business</i> , Routledge, 1996, ch. 2 (Course reserve)		A. Colli
#2		Theories of	Class notes		A. Colli

#	Date	Topic	Students' reading	Team assignments	Teacher
		international business			
Section I – The Rise of Global Capitalism, 1850-1914					
#3		International business before industrialization: transaction costs, agency costs, uncertainty and information asymmetries.	Bocconi BH Case: Andrea Barbarigo, Merchant of Venice, (WL)		A. Colli
#4		International Business, Empires and the First Industrial Revolution	Mira Wilkins, “The Free-Standing Company 1870-1914: an important type of foreign direct investment, 1870-1914”, <i>Economic History Review</i> , 1988 (<i>Course reserve</i>)		A. Colli
#5		Macro conditions and micro effects: the Second Industrial Revolution	K. O'Rourke et al., Globalization 1870-1914, pdf version (<i>Course reserve</i>); INCIDENT Bocconi BH Case: “From trading to industry. Enrico Dell'Acqua: The Prince Merchant” (WL)		A. Colli
#6		Ownership advantages I	Case: “Globalizing Durables: Singer Sewing Machine before 1914” (HBS case). On <i>Course Reserve</i>		A. Colli
#7		Ownership advantages II	Bocconi BH Case “Nestlé's early years as an international firm 1866- 1875”, (WL)		A. Colli
Section II - Unavoidable Globalization: from closure to integration (1918-1980)					
#8		Globalization's Death: from WWI to the Big Crash	Economic and political crisis in the 1930s		A. Colli / L. Fantacci
#9		Forms of international business in a closed world	Jeff Fear, “Cartels” in G. Jones, J. Zeitlin, <i>Business History Handbook</i> , Oxford UP 2008. On <i>Course Reserve</i>		A. Colli
#10		New opportunities in international business: Europe after the Second World War	Eichengreen, Barry (2007). <i>The European economy since 1945: coordinated capitalism and beyond</i> . Princeton, N.J., Ch. 6: The integration of Western Europe, p. 163-197. McCarthy, Dennis M. P (1994).		A. Colli

#	Date	Topic	Students' reading	Team assignments	Teacher
			<i>International business history: a contextual and case approach.</i> London, Praeger, Ch. 3 Vignette: International Business and Economic Integration: EC92. pp. 57-72. All material is on <i>Course Reserve</i> . INCIDENT: <i>Bocconi BH Case: "Avon Cosmetics in Italy: going glocal"</i> (WL)		
#11		Guess Who's Coming to Dinner? Asia is Back	John Dunning, Roger Van Hoesel and Rajneesh Narula, "Explaining the New Wave of Outward FDI from Developing Countries: the Case of Taiwan and Korea", mimeo		A. Colli
#12		Winners Take All: Modern China in the International Economy	Mike W. Peng, "Global Strategy of Emerging Multinationals from China", <i>Global Strategy Journal</i> , 2 (2012), 97-107		A. Colli
Section III - Managerial Issues in International Business: Learning from the Past? - 2011 (updated every year)					
#13		From bananas to diamonds: MNEs in natural resources	G. Jones, ch. 3	United Fruit(5)– DeBeers (2)	V. Binda
#14		MNEs in manufacturing: air wars	G. Jones, ch. 4	Boeing(6)– Airbus(11)	V. Binda
#15		Selling goods, selling strategies: MNEs in services	G. Jones, ch. 5	McKinsey(10)–7-Eleven (17)	V. Binda
#16		Crossing borders – Managing MNEs	G. Jones, ch. 6, 7	P&G(12)– Unilever(8)	V. Binda
#17		International M&A	G. Jones, ch. 8	Mittal(14)– Pirelli (13)	V. Binda
#18		Market adaptation	G. Jones, ch. 6, 7	Honda USA(15)– Murdoch China(9)	V. Binda
#19		Handling uncertainty	G. Jones, ch. 6, 7	Schering(7)– DuPont Iran(4)	V. Binda
#20		MNEs and home	G. Jones, ch. 9	Sony (3)	V. Binda

#	Date	Topic	Students' reading	Team assignments	Teacher
		economies: Japan			
#21		MNEs' social responsibility	G. Jones, ch. 10	McDonald's(1)–Shell Nigeria(16)	V. Binda
#22		Brics			
Section IV – Summing up					
#23		Sample exam	###	###	V. Binda
#24		Final considerations.	G. Jones, ch. 11	###	V. Binda

9. Brake, Elizabeth, Fahad Bishara, Risha Druckman & Robert Penner
Duke University; Durham, North Carolina, U.S.A.

Globalization: A Hitchhikers Guide to World Capitalism

GLOBALIZATION:

A Hitchhikers Guide to World Capitalism, Duke University. Mondays and Wednesdays: Lecture 1:15-2:05; Fridays: Discussion 1:15-2:05

1. Course Description “Globalization is by definition world-wide. However, in their own lives people experience globalization locally. Even for global businesses, markets are local. Globalization is always present somewhere. As a result of increased interdependence, local actions have global effects. Local becomes global and vice versa. It is important that, in analyzing the effects of globalization or considering ways to manage it, we keep our attention focused on people. People are at the same time the objects and the subjects of globalization.” - Finland President Tarja Halonen, at a discussion arranged by the World Commission on the Social Dimension of Globalization in Beijing on 26 November 2002 What is “globalization”? How old is this phenomenon? How has it played out globally and locally throughout history? In an attempt to sketch out answers to these questions, this course will explore the global contours of economic, political history by tracing the flows of commodities, people and ideas across geographic and ideological boundaries. An overarching theme will be the various ways in which commerce is supported by political and extra-political institutions and coordinated between different groups and cultures in a dynamic environment. In doing so, the course will show how people have simultaneously been both agents and subjects of “globalization” throughout history. By highlighting the way in which these flows connect different physical, social, and legal arenas the course will weave together a grand narrative of the ascent of global capitalism and illuminate how exchange occurs within an ever-changing economic, geopolitical, and legal framework. The story here is one that highlights the tensions between conflict and cooperation, change and continuity, and the global and local. Although it is primarily a story of licit trade, accounts of illicit trade will pepper the grand narrative of global capitalism. Reading materials for lectures will come from secondary works while readings for discussions will be drawn from primary sources. There is a correlation between the lectures and reading material, but students should note that the latter will include discussions of economic and geo-political events that the readings might not emphasize. Instructor: Fahad Bishara (Section 01 West Duke 104) Office and Hours – Carr 330, Mon., 2:30-3:30

1 This syllabus is a collaborative project by Fahad Bishara, Elizabeth Brake, Risha Druckman, and Robert Penner. It has been adapted from an earlier syllabus created by Bishara, Brake, and Penner with Tamara Extian-Babiuk and Bryan Pitts. We have retained Pitts’s contributions to the Latin American portions of this syllabus, and both Pitts and Extian-Babiuk contributed to the course objectives and evaluation rubrics, which remain largely unchanged from the original draft.

Contact Information: fahad.bishara@duke.edu Instructor: Elizabeth Brake, (Section 02 East Duke 103)

Office and Hours – Carr 208; Wed., 2:30-4:00

Contact Information: ekb6@duke.edu Instructor: Risha Druckman (Section 03 Allen 103) Office and Hours – Carr, 208; Fri., 10:30-12:00

Contact Information: rad@duke.edu. Instructor: Robert Penner (Section 04 Biddle 121) Office and hours – Carr 208, Thurs., 9:00-10:30

Contact Information: rgp6@duke.edu **2. Learning Objectives** By the conclusion of this course, you will be able to do the following:

- Identify major economic and political trends and the role of trade and commodities in shaping global history.
- Develop a broad understanding of commerce, its expansion and organization, and the concomitant changes in political and cultural relations between various communities.

- Analyze both primary and secondary sources concerning disparate regions and create original arguments about global connections.
- Understand flows and circulation of people, ideas, commodities and capital across the globe and evaluate arguments scholars make about these phenomena.
- Develop sophisticated analytical tools, such as the ability to evaluate differing accounts of historical events.

3. Evaluation I. Exams and assignments A. Two Analyses of Primary Sources (15% each)

You will find on Blackboard 2-4 primary sources for each paper which present historical accounts pertaining to the production and trade of a given commodity already covered in class and/or the social networks that surround or support this trade. Your paper should examine the primary sources in light of the overall themes of the course, demonstrate close reading of the documents, and form a well-crafted argument about the issues raised by the reading. What do you see here? Does a coherent narrative that meshes with your readings for class and lecture, or do you see complications and contradictions? Explain how these documents reflect or challenge what we've learned, and discuss the sources themselves, as sources. Who wrote them, for what reason and to whom? Why? Are they "reliable" or not and why? How do you understand them in relation to each other? **Papers should be 7-10 pages.** You will have the opportunity to re-write your papers in order to improve your grade. Although you may write about any single primary source or any combination of two or more primary source readings, the first paper must be completed no later than **Monday, February 11 at 12:00 noon**, with re-writes due by Monday, 25

February at 12:00 noon. The second paper must be completed no later than **Monday, March 31 at 12:00 noon**, with re-writes due by Monday, 14 April at 12:00 noon. Please Submit your papers via the digital drop box on Blackboard. For more details about the assignment, including a grading rubric, please see the "Guide for Primary Source Analysis" on the Blackboard site under Course Documents. **B. Research Paper on Commodity Cultures (20%)**

This course moves all over the world as we follow certain commodities from production to trade and final use. We will build a narrative that shows change over the course of centuries that reflects the rise and fall of empires and the progress of three industrial revolutions. This paper asks you to trace change over a much shorter period. Rather than following a commodity around the world, you will, so to speak, stand in one place and see what happens when a commodity comes to dominate the economy of that place. Societies that depend on a single commodity for the great part of their economic livelihood develop "commodity cultures" in which the rhythms and needs of that industry profoundly shape the work, social, and political life in at place. For this paper, you will explore the commodity culture of a given place and trace it over time from its inception to its demise (where applicable). You will be required to delve into some of the secondary literature about these places, but you will also be expected to use primary sources to flesh out your argument with the following questions in mind. These are not meant to be exhaustive, and you might come up with important, case-study specific questions on your own. Additionally, the relative importance of these questions will be different for different topics.

- Why was the given commodity important or well-suited to the place under study?
- What organizations were most involved with the commodity? What was work like in those places?
- How did the requirements of the commodity production shape the labor force, and thus the society of this place?
- What was the role of the state or other local power structures in promoting or restraining this industry?
- In what way did dependence on the commodity cause friction in society? Or lead to cooperation? Why?
- When and why did this commodity culture decline? With what effects?

This paper should be approximately 20 pages. You will turn a rough draft of at least 12 pages on date, and the final on date. **C. Final Exam (25%)** The comprehensive final exam, to be

administered on Friday, 30 April from 7:00 p.m. to 10:00p.m., will consist of three parts: 1.) A list of ten commodities. You will explain when and where each was most important and why they were significant. 2.) Five short answer questions to be chosen from ten options. A "short answer" means 3-

4 sentences. 3.) Two essays to be chosen from five options. These essays will ask you to use specific examples from the lectures or readings to make larger arguments about globalization and world capitalism and the broader changes, continuities and periodizations that characterize it. **D. Participation (25%)** Your participation grade will be based on three factors. 1.) During the Monday and Wednesday lectures, you are expected to actively participate. Active participation includes asking questions, volunteering answers, and otherwise demonstrating that you have read and thought about the readings. If you are uncomfortable asking questions or volunteering answers in lecture, you may demonstrate your participation by submitting brief (one paragraph) reading responses to your instructor by your Friday discussion group meeting. These reading responses should not summarize the readings – instead, they should address a problem you found with the reading or a question it raised in your mind. 2.) During the Friday discussion groups, you are also expected to actively participate in the discussion. Your participation should indicate that you have read and thought about the primary source. 3.) Attendance at all lectures and discussion group meetings is required, and you are expected to be on time. You may have up to four total absences without penalty, but each subsequent absence will result in a loss of one point from your participation grade. (Thus, your fifth absence would decrease your highest possible participation grade from 25 to 24 points; a sixth would decrease it to 23 points, etcetera). These four permitted absences are intended to cover sickness, travel, or any other reason that would cause you to miss class. **II. Grading Scale** 98-100 – A+ 88-89 – B+ 78-79 – C+ 68-69 – D+ 93-97 – A 83-87 – B 73-77 – C 63-67 – D 90-92 – A- 80-82 – B- 70-72 – C- 60-62 – D- <60 – F **4. Course Policies**

I. Honor Code Each Duke student has promised to abide by the Honor Code, which states:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Cheating, plagiarism, or any other type of academic dishonesty will be dealt with severely and may result in sanctions ranging from a failing grade on the assignment to expulsion from the university. For more information, please visit the Academic Integrity Council at <http://www.integrity.duke.edu/ugrad/>. **II. Learning Resources** **A. Academic Resource Center** If you are having trouble with the class, please meet with me or with your TA.

If you still require assistance with study techniques and time management, or if you have a learning disability, you may get in touch with the Academic Resource Center. Their website is <http://aaswebsv.aas.duke.edu/skills>. **B. English for International Students** If you are an international student, or if English is not your first language, and you are having language difficulty, you may contact the English for International Students program. Their website is <http://www.duke.edu/web/eis>. **C. Student Disability Access Office**

For any special accommodations, students with physical disabilities should contact Emma H. Swain, director of the Student Disability Access Office (SDAO), at 668-1267 or eswain@duke.edu. **III.**

Changes to the Syllabus The number and nature of exams and assignments will not change. However the course schedule and a limited number of readings may change if we need more time to cover a particular topic or if I find a reading that could better illustrate the topic we are covering in lectures or discussion groups. Under no circumstances will I assign you extra required readings without eliminating or making optional another assigned reading. **7. Reading List** All primary and secondary readings are posted on Blackboard under “Course Documents.”

Class Schedule Unit 1 – 1250: Silk, Spices Week 1: Introduction Wednesday *Lecture: Course Introduction* Friday *Discussion*

- Read: Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History*, Chapter 4, “Globalization,” (Berkeley, Calif.: University of California Press, 2005), 91-112.

Week 2: Commodities and Trade in the Muslim Indian Ocean and Mediterranean Monday *Lecture: Muslim trade in the Indian Ocean*

- Read: K.N. Chaudhuri, *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Chapter 2: “The Rise of Islam and the Patterns of Pre-Emporia Trade in Early

Asia” (Cambridge, England: Cambridge University Press, 1985), 34-62.

Wednesday *Lecture: Muslim trade in the Iberian Peninsula*

□ Read: Olivia Constable, *Trade and Traders in Muslim Spain*, Chapter 6: “Commodities and patterns of trade in the medieval Mediterranean world” (Cambridge, England: Cambridge University Press, 2004), 138-168.

Friday *Discussion*

□ Read: Ibn Battuta, *Travels in Asia and Africa*, trans. H.A.R. Gibb (London: Routledge, 1929), 282-300.

Week 3: Explaining European Involvement in Late-Medieval Trade Monday *Lecture: Early Chinese trading networks*

□ Read: Robert Santino Lopez, “China Silk in Europe in the Yuan Period,” *Journal of the American Oriental Society*, 72:2 (April-June 1952): 72-76.

Wednesday *Lecture: Comparative advantage in trade: politics and institutions*

□ Read: Olivia Constable, *Trade and Traders in Muslim Spain*, Chapter 9: “Spain, Northern Europe and the Mediterranean in the Late Middle Ages,” (Cambridge, England: Cambridge University Press, 2004), 240-258.

□ Read: Avner Grief, “On the Political Foundations of the Late Medieval Commercial Revolution: Genoa During the Twelfth and Thirteenth Centuries,” *Journal of Economic History*, 54:2 (June, 1994): 271-287.

Friday *Discussion*

□ Read: *The Travels of Marco Polo* (New York: Liveright, 1930), 152-167.

Unit 2 – 1500: Gold, Silver, Sugar, & the Woods **Week 4 – Portuguese and Spanish Expansion**

Monday *Lecture: In search of spices: Portugal in the Indian Ocean trade network*

□ Read: Robert S. Wolff, “Da Gama's Blundering: Trade Encounters in Africa and Asia during the European 'Age of Discovery,' 1450-1520,” *The History Teacher* 31:3 (May, 1998): 297-318.

□ Read: Michael N. Pearson, “Markets and Merchant Communities in the Indian Ocean: Locating the Portuguese,” in *Portuguese Oceanic Expansion, 1400-1800*, ed. by Francisco Bethencourt and Diogo Ramada Curto (Cambridge, England: Cambridge University Press, 2007), 88-108.

Wednesday *Lecture: “Do you eat gold? ”: Spain in Mexico and Peru*

□ Read: Carlos Marichal, “The Spanish-American Silver Peso: Export Commodity and Global Money of the Ancien Regime, 1550-1800,” in *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*, ed. by Steven Topik, Carlos Marichal, and Zephyr L. Franch (Durham, N.C.: Duke University Press, 2006), 25-51.

□ Read: Carlos Sempta Assadourian, “The Colonial Economy: The Transfer of the European System of Production to New Spain and Peru,” *Journal of Latin American Studies* 24, Quincentenary Supplement: The Colonial and Post Colonial Experience. Five Centuries of Spanish and Portuguese America. (1992): 55-68.

Friday *Discussion*

□ “The Indians of Tejpuan want to raise silk on their own,” in *Colonial Lives: Documents on Latin American History, 1550-1850*, ed. by Richard Boyer and Geoffrey Spurling (New York: Oxford University Press, 1999), 6-11.

Week 5 – Portugal in the Atlantic World and the Rise of Sugar Monday *Lecture: Sugar and the development of a slavery-based economy: Portugal in the Atlantic World*

□ Read: Luiz Felipe de Alencastro, “The Economic Network of Portugal’s Atlantic World,” trans. by Marguerite Itamar Harrison, in *Portuguese Oceanic Expansion, 1400-1800*, ed. by Francisco Bethencourt

and Diogo Ramada Curto (Cambridge, England: Cambridge University Press, 2007): 109-137.

Wednesday Lecture: *The spread of sugar to the Caribbean; Sugar's global reach*

□ Read: Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York: Viking, 1985), Introduction (pp. xv-xxx)

□ Read: B. W. Higman, "The Sugar Revolution," *The Economic History Review* 53:2 (May, 2000), pp. 213-236.

Friday Discussion

□ Read: Primary source reading TBA.

Week 6 – The Colonization of North America Monday Lecture: *"That the wilderness should turn a mart": North American commodities and their effects on the environment*

□ Read: William Cronon, *Changes in the Land: Indians Colonists, and the Ecology of New England*, 2nd ed., Chapters 7 and 8 (New York: Hill and Wang, 2003): 127-170.

Wednesday Lecture: *Charter company colonies and early southern commodities*

□ Read: Martin H. Quitt, "Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding," *The William and Mary Quarterly* 52:2 (April, 1995): 227-258.

Friday Discussion

□ Read: Ordahl Kupperman, *Captain John Smith: A Select Edition of His Writings*, (Chapel Hill: University of North Carolina Press, 1988), 213-219, "Of Such Things Which are Natural in Virginia and How they Use Them," and 224-238, "The Description of New England."

Unit 3 – 1750: Coffee, Cotton, Slaves, Tobacco **Week 7: The Slave Trade** Monday Lecture: *The global slave trade and the "Atlantic Triangle"*

□ Read: Barbara L. Solow, "Capitalism and Slavery in the Exceedingly Long Run," *Journal of Interdisciplinary History* 17:4 (1987): 711-37.

□ Sebastian R. Prange, "Trust in God, But Tie Your Camel First.' The Economic organization of the trans-Saharan slave trade between the fourteenth and nineteenth centuries," *Journal of Global History* (2006): 219-239.

Wednesday Lecture: *The Middle Passage and the horrors of slavery*

□ Robert E. Desrochers, Jr, "Slave-for-Sale Advertisements and Slavery in Massachusetts, 1704-1781," *The William and Mary Quarterly*, Third Series, Vol 59, No. 3, (July 2002), pp. 623-664

□ Walter Johnson, "The Slave Trader, the White Slave, and the Politics of Racial Determination of the 1850s," *The Journal of American History*, Vol. 87, No.1 (June 2000), pp. 13-38.

Friday Discussion

□ Olaudah Equiano, *The Life of Olaudah Equiano or Gustavas Vassa, the African*, (Mineloa: Dover Publications, Inc., 1999): pages TBA

□ Landon Carter, *The Diary of Landon Carter of Sabine Hall, 1752-1778*, Jack P. Green, ed., (Charlottesville: University Press of Virginia, 1965): pages TBA

□ Selected slave sale and run-away slave advertisements

Week 8: Cotton and the Industrial Revolution Monday Lecture: *The British Industrial Revolution*

□ Read: Peter Temin, "Two Views of the British Industrial Revolution," *The Journal of Economic History* 57:1 (March 1997): 63-82.

□ Read: Erik Ringmar, "Audience for a Giraffe: European Expansionism and the Quest for the Exotic," *Journal of World History* 17:4 (December 2006): 375-398.

Wednesday Lecture: *The textile industry: cotton supply to finished product*

- Read: Ronal Bailey, "The Other Side of Slavery: Black Labor, Cotton, and Textile Industrialization in Great Britain and the United States," *Agricultural History* 68:2 (Spring 1994): 35-50.
- Read: Joyce E. Chaplin, "Creating a Cotton South in Georgia and South Carolina, 1760-1815," *The Journal of Southern History* 57:2 (May 1991): 171-200.

Friday Discussion:

- Read: David Eltis and Stanley L. Engerman, "The Importance of Slavery and the Slave Trade to Industrializing Britain," *The Journal of Economic History* 60:1 (2000): 123-144.
- Read: Joseph E. Inikori, "Slavery and Atlantic Commerce, 1650-1800," *The American Economic Review* 82:2 (1992): 151-157.

Week 9: Meanwhile in the East Monday Lecture: *Omani empire and the Dutch East Indies coffee plantations*

- Read: Gwyn Campbell, "Slavery and Other Forms of Unfree Labor in the Indian Ocean," *The Structure of Slavery in the Indian Ocean, Africa, and Asia*, (London: Frank Cass Publishers, 2004): Introduction.

Wednesday Lecture: *Chartered trading companies*

- Read: Ann M. Carlos and Stephen Nichols, "'Giants of an Earlier Capitalism': The Chartered Trading Companies as Modern Multinationals," *Business History Review* 62 (Autumn 1988): 398-419.
- Read: Sushil Chaudhury, "International Trade in Bengal Silk and The Comparative Role of Asians and Europeans, circa. 1700-1757," *Modern Asian Studies*, 29:2 (1995): 373-386.

Friday Discussion:

- Read: Fredrick Cooper, *Plantation Slavery on the East Coast of Africa* (London: Yale University Press, 1977) Chapter 1: "The Arabs of Oman and the Growth of Trade in East Africa" (pp. 23-47)

Spring Break: No Class **Week 10: Trade, Dependency and Discontent** Monday Lecture: *Origins of Discontent*

- Read: Richard Allen, *Slaves, Freedmen and Indentured Labor in Colonial Mauritius* (New York: Cambridge University Press, 1999), Chapter 1: "Creating a Garden of Sugar: Land, Labor and Capital, 1721-1936" (pp. 9-34)
- Abdul Sheriff, *Slaves, Spices and Ivory in Zanzibar* (London: James Currey, 1984), Parts of Chapter 4: "The Structure of the Commercial Empire" (pp. 116-136)

Wednesday Lecture: *Independence and Interdependence: the complex world of the tobacco trade*

- Read: T.H. Breen, *Tobacco Culture: The Mentality of the Great Tidewater Planters on the Eve of Revolution* (Princeton: Princeton University Press, 1985), Chapter 5.
- Read: David Eltis and Lawrence C. Jennings, "Trade between Western Africa and the Atlantic World in the Pre-Colonial Era," *The American Historical Review* 93:4 (1988): 936-59.

Friday Discussion:

- Read: "Like the patriarchs . . ." letter and following letter, William Byrd II to Earl of Orrery, in *The Correspondence of the Three William Byrds of Westover Virginia 1684-1776*, vol. 1, ed. Marion Tinling (Charlottesville, Va.: University of Virginia Press, 1977): 355, 357.
- Read: Letters from William Byrd II to Perry, Jr. (agent in London), in *The Correspondence of the Three William Byrds of Westover Virginia 1684-1776*, vol. 1, ed. Marion Tinling (Charlottesville, Va.: University of Virginia Press, 1977): 499, 522.

Unit 4 – 1875: Tobacco, Grain, Mining, Oil **Week 11: Industrial Enterprise in the US:**

Coordination and Overseas Expansion Monday Lecture: *BAT, industrial integration, and overseas expansion*

- Read: Alfred D. Chandler, *The Visible Hand: The Managerial Revolution in American Business* (Cambridge, Mass.: Belknap Press, 1977): 249-253; 287-302; 382-391.
- Read: Sherman Cochran, *Encountering Chinese Networks: Western, Japanese and Chinese Networks in China, 1880-1937*, Chapter 3: “British-American Tobacco Company” (Berkeley, University of California Press, 2000): 44-69.

Wednesday Lecture: *Mass production, regulation, and coordination in the US grain industry*

- Read: William Cronon, *Nature's Metropolis: Chicago and the Great West*, Chapter 3: “Pricing the Future: Grain” (New York: W.W. Norton, 1991): 97-147.

Friday Discussion:

- Read: Khalid M. Kanoo, *The House of Kanoo: A Century of Arabian Family Business* (London: London Center of Arab Studies, 1997): 60-67.

Week 12 – Imperialism, Resource Extraction, and Distant Markets Monday Lecture: *Local Trade and Colonialism in Africa/What is a trade diaspora?*

- Read: Martin Lynn, “Technology, Trade and 'A Race of Native Capitalists': The Krio Diaspora of West Africa and the Steamship, 1852-95” *The Journal of African History*, 33:3 (1992): 421-440
- Read: Vishnu Padayachee and Robert Morrell, “Indian Merchants and Dukawallahs in the Natal Economy, c1875-1914” *Journal of Southern African Studies* 17:1 (March 1991): 71-102

Wednesday Lecture: *Dependency in Latin America*

- Read: *Banana Wars: Power, Production, and History in the Americas*, ed. by Steve Striffler and Mark Moberg (Durham, N.C.: Duke University Press, 2003): 1-15.
- Read: Stephen Zunes, “The United States and Bolivia: The Taming of a Revolution, 1952-1957,” *Latin American Perspectives* 28:5 (September 2001): 33-49.
- Read: John M. Talbot, “The Struggle for Control of a Commodity Chain: Instant Coffee from Latin America.” *Latin American Research Review* 32:2 (1997): 117-135.

Friday Discussion:

- Read: Phillip Bourgois, “One Hundred Years of United Fruit Company Letters,” in *Banana Wars: Power, Production, and History in the Americas*, ed. by Steve Striffler and Mark Moberg, (Durham, N.C.: Duke University Press, 2003): 103-144.
- Read: Adamji, Ebrahimji N., “My Journeys into the Interior,” in Cynthia Salvadori (ed.) *East Africa, 1902-1905 : being accounts of journeys made by Ebrahimji N. Adamji, a very young Bohra merchant from Mombasa & Sorabji M. Darookhanawala, a middle-aged Parsi engineer from Zanzibar* (Mombasa, Kenya: Friends of Fort Jesus, 1997): 10-51

Week 13: Mining Monday Lecture: *The Culture of Gold*

- Read: Maureen A. Jung. “Capitalism Comes to the Diggers: From Gold Rush to Adventure to Corporate Enterprise.” *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkeley California: University of California Press, (1999): 52-77
- Read: “A Veritable Revolution: The Global Economic Significance of the California Gold Rush,” by Gerald d. Nash. *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkeley, California: University of California Press, (1999): 276-292
- Read: Kathryn Morse. Chapter Six: “The Nature and Culture of Food,” *The Nature of Gold: An Environmental History of the Klondike Gold Rush*. Seattle: University of Washington Press, (2003): 138-165.
- Kathryn Morse. Chapter Seven: “The Nature and Culture of Seattle,” *The Nature of Gold: An Environmental History of the Klondike Gold Rush*. Seattle: University of Washington Press, (2003): 139-

Wednesday Lecture: *Politics of Copper and Silver*

□ Read: Christopher Schmitz. "The Rise of Big Business in the world Copper Industry, 1870-1930" *The Economic History Review, New Series*, Vol. 39, No. 3 (Aug., 1986): 392-410.

□ Read: Thomas F. O'Brien. Chapter Ten: "The Americanization of the Mexican." *The Revolutionary Mission: American Enterprise in Latin America, 1900-1945*. New York: Cambridge University Press, (1996): 251-285.

□ Read: Thomas F. O'Brien. Chapter Eleven: Nationalism and Capitalism." *The Revolutionary Mission: American Enterprise in Latin America, 1900-1945*. New York: Cambridge University Press, (1996): 285-312.

Friday Discussion:

□ Read: Ted Steinberg. *Down to Earth: Nature's Role in American History*. New York: Oxford University Press, (2002): 117-123

□ (Optional) Read: Larry Shweikart and Lynne Pierson Doti. "From Hard Money to Branch Banking: California Banking in the Gold Rush Economy." *A Golden State: Mining and Economic Development in Gold Rush California* by James J. Rawls; Richard J. Orsi. Berkley California: University of California Press, (1999): 209-232

Week 14: Oil and New World Orders Monday Lecture: *OPEC, non-alignment, and the Cold War*

□ Read: Peter R. Odell, "The Significance of Oil," *Journal of Contemporary History* 3:3 (July 1968): 93-110.

□ Read: Fuad Itayim, "Arab Oil: The Political Dimension," *Journal of Palestine Studies* 3:2 (Winter 1974): 84-97.

Wednesday Lecture: *A new New World Order?*

□ Minqi Li, "Peak Oil, the Rise of China and India, and the Global Energy Crisis," *Journal of Contemporary Asia*, Vol. 37, No. 4, November (2007): 449-471

□ Andrew Symon, "Fuelling Southeast Asia's Growth: The Energy Challenge," *ASEAN Economic Bulletin*, Vol. 21, No. 2 (2004): 239-248.

□ Erica S. Downs, "The Chinese Energy Security Debate," *The China Quarterly* (2004): 21-41.

Friday Discussion:

□ Read: V. I. Lenin, "Imperialism, the Highest stage of Capitalism" in *On Imperialism and Imperialists*, (Moscow: Progress Publishers, 1973): 59-68.

□ Read: Kwame Nkrumah, *Neocolonialism: The Last Stage of Imperialism*, (London: Thomas Nelson and Sons, 1965): ix-xx.

□ Read: 2007 Bin Laden video transcript from ABC news:

<http://abcnews.go.com/images/Politics/transcript2.pdf>

□ Read the following news articles:

1. Mufson, Steven. 2006. As China, U.S. Vie for More Oil, Diplomatic Friction May Follow. *The Washington Post*, April 15

2. Kahn, Joseph. 2007. Why China Needs Its Own Progressive Era. *New York Times*, Oct 22-Nov 5, 2007. Vol. 140, Iss. 4/5: 10, 3 pgs

3. Neil, Dan (The Times' automotive critic) 2008. Buy GM, Really. *Los Angeles Times*, December 2, Section A

4. Gross, Daniel. 2008. The China Bubble Fuelling Record Oil Prices. *Financial Times* (London, England), July 10, Asia Edition 1

Week 15 – Course Wrap-up Monday Lecture: *Tying it all together*

□ No readings required.

Final Exam: Wednesday, April 30, 7:00-10:00 P.M.

The Co-Evolution of Markets, Citizens and Politics

The Co-Evolution of Markets, Citizens and Politics

László Bruszt and Sven Steinmo

Winter 2010

Thursdays, 11-13, Seminar Room 2

Registration with liz.webb@eui.eu

The course discusses different approaches to the evolution of modern political economies trespassing freely disciplinary boundaries and bringing together topics and approaches that might otherwise be discussed in different classes of economic sociology, political economy, law and economics or institutional economics. The course is explorative and experimental. We want to discuss various approaches to markets that undertake to open up new uncharted territories in the study of political economies going beyond rigid disciplinary boundaries. It is explorative also in that it will try to find links among different approaches to similar topics and investigate possibilities of finding links seemingly unrelated research fields. The course will be organized around two basic themes and will be based partly on the intensive discussion of selected readings and also on debates with invited speakers.

General Framework

The co-evolution of capitalism, politics and society.

Bruszt and Steinmo share a set of common interests but at the same we come from different backgrounds (sociology and political science) and have different substantive expertise (advancing vs. advanced capitalist democracies). Our basic idea in this course is to explore the evolution of markets and capitalism in the past 100 years in dynamic and interactive ways. Perhaps the difference in training and perspective will result in some new insights and/or ways of seeing the interactions between multiple complex evolutionary processes. This, once again, is an experiment.

There are many things we know about the evolution of modern capitalism: Advancing countries made huge shifts in the nature of their societies and economies as they moved from agricultural to industrial to services based economies. At the same time that economic structures changed, social class structures also evolved. Concomitantly, the modern world witnessed the rise and decline of domestically oriented and politically powerful corporations. Credit and banking institutions became more sophisticated and offered more and more advanced mechanisms for servicing and creating consumers and debt. Along with these market changes, there were significant political and social transformations as well: Advanced countries saw a rise and then decline of a self-conscious working class. Political institutions (eg. party systems) were constructed and developed to meet the demands of a new kind of citizen. As welfare state institutions emerged as gender became a political issue. Finally, all modern societies also saw the increased the individuation of society and juridification of social and political issues.

Clearly these multiple facts or processes have much to do with one another. But the nature of our academic world generally puts each of these kinds of topics into discrete boxes and tries to study them independently – even as we know they are inter-dependent. Our goal is to move across and between these boxes.

The course will be divided into broad categories within which we will look to specific topics. Thus in the first half of the course we will examine the evolution of Markets and Market economics. Specifically we will explore the rise of capitalist economics, banking/finance, and consumers. The second half of the course we begin by looking more directly at political and social concerns such as the evolution of modern notions of citizenship and the increasing legalization or juridification of society. Next we will explore the mechanisms or institutions through which these ideas were implemented and how they themselves have evolved as capitalism and its technologies evolved. Finally, we will examine the social consequences of these institutional and ideational changes by specifically focusing on questions of gender and identity in modern capitalist democracies.

Once again, our aim here is to explore each of these topic NOT as discrete issues, but instead to look across the topics and explore the ways these different 'topics' effect one another as they each have co-evolved. We will bring in other scholars who are experts in various topics as often as possible and them to think outside their own boxes.

* Mandatory readings. Some of the book chapter readings will be available in early January.

Week 1. Introduction:

*Barry Eichengren, "Institutions and Economic Growth," in Nicholas Craft and Gianni Toniolo, *Economic Growth in Europe since 1945*, Cambridge, 1996, pp, 38-72.

* Colin Crouch, "The Making of Contemporary Europe" in Crouch, Colin *Social Change in Western Europe* (European Societies S.) Oxford University Press, 1999.pp. 32-49

Markets and Market economics (Week 2 and 3)

Week 2. The Evolution of regulatory capitalisms

* David Levi-Faur **The Global Diffusion of Regulatory Capitalism** The ANNALS of the American Academy of Political and Social Science 2005 598: 12-32. [\[PDF\]](#)

*David Levi-Faur and Jacint Jordana Regulatory Capitalism: Policy Irritants and Convergent Divergence pp. The ANNALS of the American Academy of Political and Social Science 2005 598:191-197 . [\[PDF\]](#)

*David Levi-Faur and Jacint Jordana *The Rise of Regulatory Capitalism: The Global Diffusion of a New Order* The ANNALS of the American Academy of Political and Social Science 2005 598:200-217.

[\[PDF\]](#)

Week 3. The Politics of Banking and Finance

*Zysman, John. Government, Markets, and Growth: Financial Systems and the Politics of Industrial Change. Ithaca: Cornell University Press, 1983. Chapter 1, pp. 11-54.

*O'Sullivan, Mary ..

Week 4. The politics of market access

*Robert Manning, *Credit Card Nation*, Basic Book, 2003, pp. 1-66, (chapters 1 and 2).

*Gunnar Trumbull "Consumer Credit and the Politics of Market Access" manuscript

Guseva, Alya and Akos Rona-Tas. 2001. Uncertainty, risk and trust: Russian and American credit card markets compared. *American Sociological Review*, 66 (5), 623-646.

Week 5. Consumers and Credit

*Frank Trentmann, "The evolution of the Consumer," in Sheldon Garon and Patricia Maclachlan, *The Ambivalent Consumer*, Cornell, 2006, pp. 21-44.

*Elizabeth Cohen, "The Consumer's Republic", in Sheldon Garon and Patricia Maclachlan, *The Ambivalent Consumer*, Cornell, 2006, pp. 45-62.

Week 6. Citizenship, Individual Rights

T. H. Marshall, *Citizenship and Social Class*, pp. 1-51 Anne

Orloff *Gender and the Welfare State* pp..

Week 7. Law -Legalism -Juridification (Guest speaker: Fritz Kratochwil)

Required readings for this week: t.b.a.

Kelemen RD (2008) The Americanisation of European Law? Adversarial Legalism à la Européenne. *European Political Science* 7, 32–42.

Kagan RA (2007) Globalization and Legal Change: The "Americanization" of European Law? *Regulation & Governance* 1, 99–120.

Week 8-9. Political Parties/Voting Democracy

*Seymour Martin Lipset 1963 "Elections: The Expression of The Democratic Class Struggle" in Lipset *Political Man* Mercury Books London, pp. 220-282

*Herbert Kitschelt, 1994 "The Transformation of European Social Democracy" pp. 1-40.

Week 9. Guest Speaker: Peter Mair

*Mair, Peter. 2006. Ruling the Void? The Hollowing of Western Democracy. *New Left Review* 42

(November-December):25-51.

*Blyth and Katz “ From Catch-all Politics to Cartelisation: The Political Economy of the Cartel Party on the political economy of the cartel party” West European Politics, Vol. 28, No. 1, 33 – 60, January 2005

Peter Mair, 2009, “Representative versus Responsible Government” MPIfG Working Paper 09/8

Week 10 Conclusion and discussion

11. Bucheli, Marcelo

University of Illinois at Urbana-Champaign; Urbana-Champaign, Illinois, U.S.A.

MBA 505E: Creating the Global Economy

Creating the Global Economy

(MBA 505 E)

Marcelo Bucheli

University of Illinois at Urbana-Champaign
Department of Business Administration
Spring Semester 2012

Room BIF 3039
Hours: Tuesday and Thursday, 9:30- 10:50
Office Hours: Tuesday 15:00- 16:00 Wohlers 198
Email: mbucheli@illinois.edu

CFA: Walter Musumeci (wmusumec@illinois.edu)

Course description

When crossing borders entrepreneurs have to face new challenges created by different political, cultural, and economic environments. Under these circumstances, success depends on the companies' abilities to adapt themselves to the new realities, or their capability to transform the local economy to their needs. This adaptation demands flexibility in the companies' managerial organization, creativity at dealing with different legal cultures, and strong emphasis on technological innovation. By studying several cases in different historical moments, this course will explore how the adaptation of different companies to diverse and sometimes hostile environments permitted the creation of the global economy, as we know it.

Course assignments

Participation

This is a case-based course in which class participation and discussion are crucial. The purpose of the discussions is that we all learn from each other in a friendly and respectful but rigorous environment. The students *must* prepare each case in advance and be ready for class discussion. If you are not interested in intervening in class you might want to reconsider whether you want to stay in this class.

A rough guide on how the participation grade will be calculated follows:

- “A” student: Attends every class on time. Cites facts from the cases to support arguments and contradict opposing views. Speaks often and with clarity.
- “B” student: Attends most classes and in a timely manner. Uses mostly opinions, and some case material, to support arguments. Speaks once per class.
- “C” student: Occasionally attends class, but shows up late. Does not provide examples from the cases, using only opinions to support arguments. Speaks during class once a week.
- “D” student: Rarely attends class and often late. Disengaged and does not speak to during class at all. On computer or phone during class to the disruption of others.

Be aware that it is more important for you to participate in class than to take notes in your computer.

Students will be allowed to **one** excused absence during the semester.

Written Assignments (Case Analysis)

Each student will also write a case analysis of 500-800 words for six of the cases to be discussed. Three of the case analyses should be for three of the cases discussed up to February 9 and three should be for three of the cases discussed between February 10 and March 8th. The case analyses should be submitted by email and *only by email* to the course CFA Walter Musumeci (wmusumec@illinois.edu) **before** 9 am of the day in which the case will be discussed.

Course Outline

The course outline includes the topic we are going to study, the case we will use to analyze it, and the study questions.

1. Globalization

January 17

Introduction: Course goals. Globalization in a historical perspective.

January 19

1. Multinationals and globalization

Reading: Geoffrey Jones, *Multinationals and Globalization* (Oxford: Oxford University Press, 2005). Chapter 1.

2. Building the Global Firm

January 24

Reading: Geoffrey Jones, "Globalizing Consumer Durables: Singer Sewing Machines before 1914" Harvard Business School Case 9-804-001

January 26

Reading: Geoffrey Jones, "Weetman Pearson and the Mexican Oil Industry (A)", Harvard Business School Case 9-804-085.

January 31

Reading: Geoffrey Jones, "Unilever in the US, 1945-1980" Harvard Business School Case 9-803-109

3. Building World Technological Giants

February 2

Reading: Peter Boticelli, "Rolls-Royce and the Rise of High Technology Industry," in Thomas McCraw, *Creating Modern Capitalism* (Cambridge: Harvard University Press, 1997)

February 7

Reading: Thomas McCraw and Richard Tedlow, "Henry Ford, Alfred Sloan, and the Three Phases of Marketing" in Thomas McCraw, *Creating Modern Capitalism*.

February 9

Reading: Rowena Olegario, “IBM and the Two Thomas J. Watsons” in Thomas McCraw, *Creating Modern Capitalism*.

4. Managing External Shocks

February 14

Politics and Multinationals in Emerging Economies: The Case of Latin America. Lecture by Marcelo Bucheli.

February 16

Reading: Geoffrey Jones, “Brazil at the Wheel” Harvard Business School Case 9-804-080

February 21

Reading: Marcelo Bucheli and Geoffrey Jones, “The Octopus and the Generals: United Fruit in Guatemala” Harvard Business School Case 9-805-146

February 23

Reading: Geoffrey Jones and Cate Reavis, “Multinational Corporations in Apartheid-Era South Africa: The Issue of Reparations,” Harvard Business School Case 9-804-027.

February 28

Readings: United States Government, *The Alien Property Custodian Report*.

Geoffrey Jones and Dan Wadhvani, “Debating the Expropriation of Mexican Oil” Harvard Business School Case 9-805-011

Leslie Rood, “Nationalization and Indigenization in Africa.” (To be distributed)

March 1

Reading: Jeffrey Bernstein, “7-Eleven in America and Japan” in Thomas McCraw, *Creating Modern Capitalism*.

March 8

Take home exam. Due at 5pm by email.

12. Cailluet, Ludovic

Université du Littoral Côte d'Opale; Dunkerque, FRANCE

Cours d'introduction à l'Histoire des affaires **[Introductory course in Business History]** **(2011-12)**

Course Description:

Like many business history courses, the goal of this course is, “[translated roughly] Understanding the mechanisms” that have undergirded “modern corporations since the beginning of the 20th century, the” adoption and adaptation of key management practices,” and to “put in perspective the phenomenon of large multinational business development by highlighting the role of the entrepreneur and manager” as well as “long-term changes in society.” The course also advertises the ways in which history can be of use to businesspeople: “If the history is integrated in different forms to the training of strategists is because it offers analysis tools useful to these managers... History is important for the strategy and management of human resources because it is located in the heart of the cultural fabric of the Organization.” The four major parts of the course are “the North American model of big business at the turn of the 20th century,” “specificity and adaptation in Europe,” “the roots of Japanese management,” and “the history of the management of human resources.”

Cours d'introduction à l'Histoire des affaires 2011-2012

Licence, troisième année, économie gestion, Université du Littoral, Dunkerque, France.

Ludovic Cailluet, Professeur des universités, sciences de gestion

Objectifs

Comprendre les mécanismes de structuration des organisations modernes depuis le début du XXe siècle. Être à même de saisir les phénomènes d'adoption et d'adaptation des principales pratiques de gestion. Mettre en perspective le phénomène de développement des grandes entreprises multinationales en mettant en valeur le rôle de l'entrepreneur et du manager sans oublier les transformations de longue durée de la société.

Préambule

La stratégie est l'art de combiner avec efficacité ressources et compétences dans le but de construire un avantage concurrentiel durable tout en satisfaisant les attentes des parties prenantes de l'organisation. Elle est affaire d'allocation de ressource, de prise de décision et de mise en œuvre des décisions. Elle implique l'ensemble de l'organisation, même si elle est souvent représentée par la figure des dirigeants. La stratégie se distingue également d'autres fonctions de l'organisation par son inscription intrinsèque dans la durée et par son impact sur la performance de l'entreprise à long terme. **De ce rapport au temps découle la pertinence du lien entre stratégie et histoire.**

Traditionnellement, la formation des élites politiques est basée sur la connaissance de l'histoire. Cette tradition ancienne perdure et s'applique également à l'apprentissage des cadres dirigeants des grandes entreprises comme ceux issus des Grandes Écoles ou encore de la *Harvard Business School*. Si l'histoire est intégrée sous différentes formes à la formation des stratèges c'est parce qu'elle offre des outils d'analyse particulièrement utiles à ces managers.

L'histoire, comme la gestion comprend des spécialités dont celle de l'histoire des affaires (ou des entreprises) ; elle s'est depuis plusieurs siècles attachée à rechercher et à décrire les faits sociaux et leur évolution. Elle a fait ses preuves dans l'analyse des ruptures et des continuités marquant l'évolution des institutions. Utilisant des méthodes rigoureuses, les historiens s'attachent à comprendre les événements politiques, culturels, économiques et sociaux dans leur ensemble.

Lorsque Fernand Braudel engage sa thèse de doctorat, son sujet est limité à l'histoire politique de Philippe II roi d'Espagne entre 1559 et 1574. Très vite pourtant, il abandonne « l'histoire bataille » et réoriente son travail pour dresser une fresque « totale ». Faisant de l'espace géographique de la Méditerranée le cœur de son sujet, il y inclut une analyse des faits économiques et sociaux, dans la longue

durée en distinguant plusieurs dimensions du temps.¹ Peu après, Marc Bloch écrit, durant l'Occupation une analyse du contexte politique et sociologique et des mécanismes de décision qui ont conduit à l'armistice de 1940. Ce faisant, il combine la dimension psychologique des décisions, au rôle des groupes sociaux et des institutions, tout en relatant à la première personne sa perception des événements qu'il vient de vivre.² Dès lors, les historiens embrassent un projet ambitieux qui par de nombreux aspects rencontre les préoccupations des gestionnaires. Compte tenu de la place de l'économie et de l'entreprise dans les sociétés modernes, les historiens en sont venus à s'intéresser à l'organisation, au sens large. Les entreprises en particulier qui sont depuis le 19^{ème} siècle un pilier central de la vie en société ont fait de l'action organisée un objet de recherche incontournable.

Sciences de la pratique, les sciences de gestion ont pris à l'instar des entreprises une place importante dans la société contemporaine, y compris dans la sphère non marchande. Le management, ensemble de techniques et de pratiques, est devenu au fil du 20^{ème} siècle un objet d'étude, de discours et parfois de controverse.

Si l'on se place du point de vue des sciences de gestion et de leur pratique, la dimension temporelle et historique tient un rôle clef. Les organisations qui s'engagent dans des manœuvres stratégiques doivent évaluer et intégrer les dimensions culturelles et identitaires qui vont souvent permettre d'accompagner positivement ou faire obstacle au changement. En effet, l'identité de l'entreprise, construite au cours de son histoire, une fois explicitée ou mise à jour, peut devenir une référence commune validée par l'organisation. Elle forme alors un idéal commun "au nom duquel" chacun agit en cohérence.

La stratégie qui préside pour l'essentiel à la conduite et à l'accompagnement du changement ne peut s'affranchir d'une réflexion sur le temps, la société et sur le contexte politique et technologique dans laquelle elle s'accomplit. La pratique stratégique est, de fait, l'art de l'action à distance dans le temps et dans l'espace. Le processus stratégique fait constamment appel à des données absentes de la situation, autres acteurs, autres temps, autres lieux. Tout stratège cherche en conséquence à décrire l'état des acteurs, leurs situations, à comprendre quels acteurs se trouvent intéressés, liés, attachés ensemble et par quoi.

L'histoire permet de comprendre la structuration de l'entreprise et l'inscrit dans une réalité plus large que celle du court terme. L'horizon temporel de l'entreprise étant souvent différent du temps de la société et même de l'économie, la recherche historique permet de définir une périodisation pertinente à l'analyse de la stratégie.

Les sciences de gestion, et en particulier la spécialité du management stratégique ont donc assez naturellement utilisé l'histoire, après d'autres sciences humaines, pour analyser les processus à l'œuvre au sein des firmes (Pettigrew, 1985).

Une discipline mature

L'histoire des entreprises a pour ambition de ne plus considérer seulement l'entreprise comme une "boîte noire" mais d'observer les rapports sociaux en son sein, les parcours patronaux et ouvriers, et les "organisations". Pour autant, les thèmes majeurs pour le XX^e siècle restent :

- les histoires de firmes et les monographies sectorielles ;
- les étapes et les modèles d'internationalisation de la grande entreprise et l'évolution des pratiques de gestion;
- l'histoire sociale et celle des femmes ;
- le secteur bancaire et les pratiques financières;
- les mécanismes de l'innovation et l'histoire de la recherche et d'une façon générale à l'analyse de la performance économique des firmes .

Le rôle des réseaux est également devenu un thème important de la recherche en histoire des affaires, en contrepoint de la domination des sciences de l'organisation par la théorie des coûts de transaction (Fridenson, 2000). L'histoire des cartels ou des alliances de différente nature a été ainsi mise en avant (Barjot, 1994) comme celle des organisations professionnelles ou patronales et du rôle de l'État (Cailluet, 1997).

¹ Braudel, Fernand, (1990) *La Méditerranée et le monde méditerranéen à l'époque de Philippe II*, Paris, Armand Colin (rééd.) (trois tomes).

² Bloch, Marc (1990) *L'Étrange défaite*, Gallimard (rééd.).

Une partie des historiens français à l'instar de Patrick Fridenson revendique "haut et fort la place de l'histoire parmi les sciences sociales des organisations". Leur manifeste vise à une nouvelle relation entre histoire et sciences de gestion. "L'histoire des entreprises suggère de relativiser le discours de l'entreprise comme nœud de contrats ou comme interface de flux d'information de personnes et de capitaux (...) elle s'efforce de ne pas être dupe du court terme (de) percevoir la perméabilité des entreprises aux influences extérieures (sciences et techniques dominantes, modes managériales, implantation des partis politiques, médias, relations internationales,...)...elle relativise la perspective des décideurs et des gestionnaires comme seuls maîtres à bord et souligne le pouvoir des clients " (Fridenson, 2000).

A quoi sert l'histoire (pour la gestion) ?

- Comprendre les constantes et les ruptures dans les comportements des acteurs et des organisations
- Analyser (en partie) le mode opératoire de l'organisation
- Comprendre les blocages potentiels liés à l'histoire (histoires d'échecs) et/ou en phase de diagnostic stratégique (conduite du changement)
- Dans un contexte d'internationalisation : à éviter certains impairs (mngt. interculturel)

Plus spécifiquement pour le manager

- Aider au management du changement (mais si !!)
- Comprendre la culture des acteurs et donc leurs motivations
- Intégrer le passé et ...le « passif » éventuel - pour gérer les relations du travail et les relations avec les représentants du personnel
- L'histoire/la mémoire peuvent être aussi utilisées pour la communication interne ou externe

L'histoire est importante pour la stratégie et la gestion des ressources humaines parce qu'elle se trouve au coeur du tissu culturel de l'organisation

Évaluation : présentation orale d'articles (30%) examen écrit (70%)

Structure du cours

- I Le modèle nord-américain de la grande entreprise au tournant du 20ème siècle
- II Spécificité et adaptation en Europe
- III Les racines du management japonais
- IV Focus sur l'histoire de la gestion des ressources humaines

Les thèmes

- Histoire comparée du management des entreprises du XIX au XXIème siècles
- Les entreprises françaises, les sources du management
- Focus sur l'évolution des pratiques de GRH en France

La méthode

- Alternance entre exposé « magistral » sur les grandes étapes de l'histoire des affaires
- Travail collectif autour de documents (films, archives, articles, cas)
- Présentation et discussion

Études de cas à lire obligatoirement qui feront l'objet de présentations durant le cours.

ÉPOUSES ET PETITES ENTREPRISES Permanence du XVIIIe au XXe siècle

Pierre Labardin et Paulette Robic, Revue française de gestion, 2008/8 - n° 188-189, pages 97 à 117

« LES INSTRUMENTS DE GESTION NAISSENT-ILS DANS LES CHOUX ? ».LA RÉMUNÉRATION INCITATIVE DES CADRES : ÉTUDE DE CAS DANS L'INDUSTRIE ÉLECTRO-MÉTALLURGIQUE DES ANNÉES 1920

Ludovic Cailluet, in Argent et gestion, PUSS, 2001.

FAIRE L'HISTOIRE SOCIALE D'UNE ENTREPRISE, Pechiney (1921-1973)

Gérard Vindt, Vingtième Siècle. Revue d'histoire, 2001/2 - no 70, pages 89 à 97

LA FABRIQUE DE LA STRATÉGIE

Regards croisés sur la France et les États-Unis

Ludovic Cailluet, *Revue française de gestion*, 2008/8 - n° 188-189, pages 143 à 159

DES MÉTIERS D'ART À L'INDUSTRIE DU LUXE EN FRANCE OU LA VICTOIRE DU MARKETING SUR LA CRÉATION

Marc de Ferrière le Vayer, *Entreprises et histoire*, 2007/1 - n° 46, pages 157 à 176

LA GESTION DE L'ENVIRONNEMENT DANS LES ENTREPRISES INDUSTRIELLES EN FRANCE : UNE MISE EN PERSPECTIVE HISTORIQUE (1950-1990)

Daniel Boulet, *Entreprises et histoire*, 2006/4 - n° 45, pages 54 à 73

APRÈS LE DÉFI AMÉRICAIN : LA STRUCTURE MULTIDIVISIONNELLE DANS L'EUROPE POST-MCKINSEY

Michael Mayer et Richard Whittington, *Entreprises et histoire*, 2003/2 - n° 33, pages 41 à 56

L'HISTOIRE DE LA DISTRIBUTION: UN CHANTIER INACHEVÉ

Alain Chatriot et Marie-Emmanuelle Chessel, *Histoire, économie & société*, 2006/1 - 25e année, pages 67 à 82

LA CONSTRUCTION RÉCENTE DES GROUPES DE LUXE FRANÇAIS : MYTHES, DISCOURS ET PRATIQUES

Alain Chatriot, *Entreprises et histoire*, 2007/1 - n° 46, pages 143 à 156

ENTRE MONDIALISATION ET RÉGIONALISATION : LES MULTINATIONALES DE LA PHARMACIE EN EUROPE

Sophie Chauveau, *Entreprises et histoire*, 2003/2 - n° 33 pages 76 à 90

L'EAU EMBOUTEILLÉE : HISTOIRE DE LA CONSTRUCTION D'UN MARCHÉ

Nicolas Marty, *Entreprises et histoire*, 2008/1 - n° 50, pages 86 à 99

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Revue française de gestion, “Les racines de l'entreprise”, 70, septembre-octobre 1988.

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13. Cailluet, Ludovic

Institut D'administration Des Entreprises, Université Toulouse; Toulouse, FRANCE

MGT11E06: Comparative Business History

UNIVERSITE TOULOUSE 1
INSTITUT D'ADMINISTRATION DES ENTREPRISES

MASTER MANAGEMENT INTERNATIONAL

2011-2012

RESPONSABLE

AUDREY ROUZIES

MAITRE DE CONFERENCES EN SCIENCES DE GESTION

Institut d'Administration des Entreprises

2 rue du Doyen Gabriel Marty - 31042 Toulouse cedex 9

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Course Description:

Covering North America, Europe, and Asia, this course “analyses the general cultural and managerial context of each zone and then explain its influence on management methods and practices. It insists on the role of early multinationals and entrepreneurs in the globalization of business. The course aims also at integrating the role of institutions and governments in the development of firms’ strategy over time.” Moreover, a specific enterprise is closely analyzed within each theme/locale as a way to elaborate these broader themes: GM in America, Toyota in Japan, and the globalization of the beauty industry.

Presentation

The Master in International Management (MIM) is a full-time postgraduate programme, entirely taught in English, designed for International and French university graduates. It gives students up-to-date theoretical insights in relation to practical experience in an intellectually stimulating environment. The MIM provides companies with managers ready to deal with cross-cultural management situations and transnational business issues. Classes are small and the work is intense. The programme focuses on working methods such as case studies, team work and readings, to which students are required to participate actively. The MIM is a two year programme (four semesters) and equals 120 credits in the European Credit Transfer System (ECTS).

First year (M1)

This first part of the programme aims at consolidating a strong knowledge in the field of management. Visiting professors from various international partner institutions participate in some of the courses.

Programme courses M1

Semester 1 (30 credits)

UE 1 Management information system (5 ects, 18h CM, 27h TD) UE 2 Corporate strategy (5 ects, 21h CM, 21h TD)

UE 3 Quantitative data analysis (5 ects, 21h CM, 30hTD) UE 4 Finance (5 ects, 30h CM, 21h TD)

UE 5 Managing innovation (5ects, 42h CM)

UE 6 Comparative business history (5 ects, 36h CM)

Semester 2 (30 credits)

UE 7 Marketing (5 ects, 30h CM, 21h TD)

UE 8 Organisational theory and leadership (5 ects, 24h CM, 21hTD) UE 9 International management and strategy (5 ects, 24hCM, 18hTD) UE 10 International company law (5 ects, 24hCM, 15hTD)

UE 11 Internship, dissertation, company project and conferences (10 ects, 15h CM, 70hTD)
A 3 months internship has to be completed along with a report.

Access to the first year of the programme (M1) is open to

Students holding a French Licence (3-year degree) or a foreign equivalent worth 180 credits (ECTS). Evidence of mastering the English language (TOEFL, TOEIC, Ielts, Bulats, Cambridge certificate) is requested. The Admission Committee looks at each application individually and selection is based on exam results, English proficiency and personal experiences (international or professional).

Endowed chairs

IAE has developed a strong and clear focus on developing partnerships with company sponsored chairs. All these companies benefit from visibility and networking opportunities, while offering IAE the possibility to invite renowned professors from leading academic institutions. These experts teach and deliver valuable and research-based knowledge on international management. The MIM hosts the Pierre Fabre chair in international management.

Business Partnership

Since 2002, the following organizations have participated in the curriculum and/or provided traineeships: Accor, Airbus, ATR, Bhutan expeditions, China Assembly Technology Holding, CNRS, Coface, Dell, DHL, Direction des relations économiques extérieures, European Commission, Eurocentro Nafin Mexico, Eurostaf, Hewlett-Packard, Pechiney, Philips Semiconducteurs, Pierre Fabre Dermo-cosmétique, Pierre Fabre Médicament, Rothschild, Saint-Gobain Vetrotex, Siemens, Statoil-Hydro, Suez, Total Norvège, ...

Academic Partnerships

Visiting Professors from the following Institutions have participated in the program:

Bocconi University (Italy), Harvard Business School (USA), HEC Montreal (Canada), Helsinki University of Technology (Finland), Keio University (Japan), London School of Economics (UK), Meiji University (Japan), Norwegian School of Management (Norway), Oxford University (UK), Radboud University Nijmegen (The Netherlands), Stockholm School of Economics (Sweden), University of Canterbury (New Zealand), University of Reading (UK), University Pompeu Fabra (Spain)

Intended Learning Outcomes (ILO) for the programme (Master 1 and Master 2)

The Master in international management is one of the three specializations offered by the Strategy department of IAE and, as such, our students benefit from synergies in knowledge acquisition.

The programme is designed to train junior managers who will soon be in charge of strategic decision-making support in an international context. A few months upon graduation, or even during their last year internship, graduates might be in a position to participate in the management of international development and strategy design and/or implementation. They will operate either in large organizations or smaller affiliated units abroad. In these positions, these individuals would need a set of knowledge and a portfolio of skills and techniques. In that respect, the program is designed to be a generalist one with a focus on strategic management within intercultural environment.

By the end of the program, students must master the most important aspects of business administration: strategy, finance, marketing, human resource management, accounting and control. They must have a good grasp of management theory and be able to apply it to business situations. They should also be trained in business communication and be able to operate in a multicultural environment and work in transnational organizations. Regarding the latter, students benefit from many opportunities to enhance their cross-cultural management literacy, on top of a specific course.

Knowledge

The students are not meant to be experts in each of the sub-disciplines of business administration. Instead, they are expected to be capable of a holistic vision of a business project. As strategic management graduates, they are supposed to have a good understanding of the major components

of business, including the financial, operational, organisational, human and market aspects. They shall be able to communicate and understand effectively staff specialists as well as line managers and to integrate the various points of view to meet the expectations of stakeholders.

Skills including interpersonal skills

Beyond theoretical knowledge and managerial techniques, graduates have to acquire a set of skills to make them efficient and responsible managers. Excellent written and oral communication, in addition to computer literacy is required throughout the programme. It is integrated in most of the courses' ILOs and students are always evaluated on the content of the course as well as on their capacity to express themselves, support their opinions effectively and convince an audience.

To prepare for their managerial responsibilities, graduates are trained to develop interpersonal skills such as teamwork ability, leadership, negotiation and conflict management during the program

An important individual challenge students will have to face in the programme is to find a relevant internship and, later on, a first job. To adapt to the job market rules, students should show flexibility, adaptability and a good knowledge of interview techniques and CV writing (in French and in English).

Attitudes

The Master program lays on a set of values that are transferred to the students and expressed through the behavior of faculty and administrative team in and outside the class. Professionalism ranks first and includes, according to us, enthusiasm and a friendly environment. Students learn to cooperate, be honest and ethical, and respect diversity. In terms of learning modes, students shall be ready to be challenged and capable of questioning their own abilities.

The students are part of the program; they are supposed to be proactive participants as opposed to consumers. Many activities contribute in building their sense of identity as IAE students and future alumni.

Understanding the business world

Connection to the business world is an intrinsic component of the school's history and ethos. IAE was founded to train executives and has retained this tradition of service to the business world. Many of its non- permanent faculty members are managers and executives or professionals.

Students are first exposed to "real-life" business situations through case studies and practitioners' conferences. Visits are organized through our company-sponsored chairs in order to have students discovering operational environments. In the second year, students gathered in groups of 3 to 5 have to perform an actual three months consulting assignment for a client company under the supervision of a professor. In addition, at the end of the program, all students¹ will have accumulated at least 9 months of professional experience. Some of them have even the opportunity to take a so-called gap year (année de césure) and work as a junior manager in a company between the first and the second year of the programme.

International perspective

The international perspective is central to the programme with a very diverse cohort of students, alumni and faculty members. To integrate the programme, students must have had an international experience of some kind. The language of instruction is English, a foreign language for the vast majority of participants and teachers. Students can have a year abroad during their first year, through the Erasmus scheme or the numerous bilateral agreements of the school outside the European Union.

Awareness of broader trends in society

IAE is a business school within a University, as such we insist on developing critical analysis skills among our graduates. In the different courses, students are trained to reflect on business situations and show critical thinking on organizations, business strategies and choices. In internship reports per instance, they are evaluated upon their capacity to step back from the immediacy of a situation and the discourse developed by the organization on itself.

¹ Except research-path students

Comparative Business History

ECTS 5

30 hours (10*3h sessions)

Course convenor: Professor **Ludovic CAILLUET**

Intended Learning Outcomes (ILO)

After this course, students should be able to:

- Put in long term perspectives business related issues
- Understand and integrate the role of national and corporate history for manage
- Evaluate and integrate in their analysis the role of institutions surrounding companies
- Understand the complexity of the environment of corporations, the role of individuals and the motivation of actors
- Understand the origins and the evolution of management practices and tools and the national differences
- Develop an understanding of the role of entrepreneurs in the globalization phenomenon

Managerial skills outcomes

- Analytical capacity through case study exercises and the use of historical sources
 - Train in conducting collective discussion and debating issues
 - Oral presentation skills including answering questions and managing interruptions and time keeping
 - Develop powerpoint presentation design and layout for optimum communication to an audience of
- 30

Link to the programme

The course is positioned at the beginning of the first year of the programme to offer students an opportunity to understand long term phenomenon in the development of international business activities. It is integrative in nature using cases with strategic management dimensions but also related to organisational design, marketing and distribution and business government relations. It relates to the strategy course using common theoretical concepts and tools.

Course outline

This course is an introduction to business and management history with a comparative perspective. For the three regions covered (North America, Europe, Asia) the course analyses the general cultural and managerial context of each zone and then explain its influence on management methods and practices. It insists on the role of early multinationals and entrepreneurs in the globalization of business. The course aims also at integrating the role of institutions and governments in the development of firms' strategy over time.

A specific example of management method adoption or organizational structure will be analyzed for each area (e. g. toyotism, JIT, TQM in Japan or Chaebols conglomerates in Korea).

Visiting professors are invited every year to give conferences integrated in the courses

Course structure (lectures + presentation sessions) Introduction

- Why history matters to managers?
- History and methodology (written and oral sources, archives)
- History and strategy (Brunninge 2009)
- Illustrative cases: McKinsey and Total's restructuring in the 1960s ; Renault in the USA since the 1950s.

I - North America

- Development of the large enterprise
- The emerging professional manager
- Sophisticated organizations (“M” form) and adapted tools (Marketing, control)
- Analysis of two corporate communication short movies GM (1927) and Lookheed (1940)

II – Specificity and European adaptation

- The European business environment
- Group organization and the selection of élites
- New management methods (HRM The Marketing of Innovation)
- The role of consultants and the State

III – Brave new Asia

- Large enterprise development in Japan & Korea
- Zaibatsu, Keiretsu, Sogo Sosha
- Korean specificity
- Japanese management techniques

Session 1&2: Introduction

Article to be discussed: Olof Brunninge (2009) “Using history in organizations. How managers make purposeful reference to history in strategy processes”, *Journal of Organizational Change Management*, 22: 1, pp. 8-26

Short case presentation: Tudor the Ice King

Session 3 : 19th century Entrepreneurs and Empire builders

Henry Heinz: Making markets for processed foods, HBS case 9-801-289

Antitrust: Perceptions and reality in coping with Big Business. HBS case 9-391-292.

Session 4 : Organizing the large enterprise

Alfred Sloan My years with GM, chapter 3 concept of the organization.

R. F. Freeland (1996) “The myth of the M Form? Governance, Consent and Organizational Change”, *American Journal of Sociology*, 102:2, pp. 483-526.

Session 5 : European examples in the 19th and 20th century

John Peter Murmann and Ernest Homburg (2001) Comparing evolutionary dynamics across different national settings: the case of the synthetic dye industry, 1857-1914, *Journal of evolutionary economics*, 11, pp. 177-205.

Ivar Kreuger and the Swedish Match Empire. HBS case 9-804-078.

Session 6 : European examples in the globalization era, entrepreneurs and the State

Aristotle Onassis and the Greek shipping industry. HBS N9-Case 805-141

Ludovic Cailluet (1999) Nation States as Providers of Organisational Capability: French industry Overseas, 1950-1965, *European Yearbook of Business History*, 2, pp. 71–90.

Session 7 : The marketing of innovation and the evolution of markets

Geoffrey Jones (2008) Blonde and blue eyed? Globalizing beauty, c. 1945-c.1980”, *Economic History Review*, 61:1, pp. 125-154.

Geoffrey Jones and Alison Kraft (2004) “Corporate venturing: the origins of Unliver's pregnancy test”, *Business History*, 46:1, pp. 100-122

Session 8 : Japan and the emergence of management techniques

Takeo Kikkawa (1995) “Kigyo Shudan: The Formation and Functions of Enterprise Groups”, *Business History*, 37: 2, pp. 44-53.

Masaru Udagawa (1995) “The Development of Production Management at the Toyota Motor Corporation”, *Business History*, 37: 2, pp. 107-119.

Visiting Professors to be confirmed in the Fall for sessions 9-10.

Case assignment

The students will make groups of 4 to 6 taking into account the diversity of the class (nationality, gender, skills). Final decisions regarding cases allocation remain with the course convenor who may have to move student/cases according to various constraints (group balance, language proficiency, size,...).

The students will give a 25min presentation using PPT type media. The objective is to allow other students in the class to explore a management issue and apply knowledge covered during lectures. The aim of the tutorial is for students to display their analytical skills and to create classroom discussion.

All students in class have to come prepared having read thoroughly the cases of the day. Typical cases are

20 pages long and students have to allow sufficient preparation time between tutorials in order to benefit fully from the class discussion.

Prerequisites

Strategy course

Evaluation: Case study presentation – 30%; Final written exam of 3 hours 70%

Note that the mark given will also take into account students’ oral and written communication skills.

Case presentation grading system

Synthesis (25%)

- Clear introduction to the legal topic chosen and position clearly stated and defended
- Clarity and coherence. Easy to understand, appropriate tone, style, language.

Analysis of case and management concept(s) 25%

- Use of theories
- References/proper sourcing
- Justification backed up by examples or case data

Debate and discussion (25%)

- Handling of questions
- Managing questions, appropriate answers
- Clarifying before answering, checking if questions were sufficiently answered
- Time keeping

Form (25%)

- Creativity in presentation format/support material. Use of projector, slides flow.
- Make it interesting - get and retain audience attention
- Transitions between group members, group members speak as “one”, flow

Respect time constraints Appropriate time given to each part of the presentation

Literature

Cailluet, Ludovic, « Quels champs de recherche et quelle place institutionnelle pour l'histoire des affaires dans les années 1990 ? Un essai de comparaison entre la France, l'Europe et les Etats-Unis » in Amann B., Y. Dupuy, J.J. Rigal (dir.) *Recherches et pratiques en gestion*, Dalloz, 2000, pp. 97-112.

Cassis Y, F. Crouzet, T. Gourvish (1995) *Management and business in Britain and France*, Oxford
 Cassis Y. (ed.) (1997) *Big business the European experience in the twentieth century*, Oxford
 Chandler A. D. Jr. , F. Amatori And T. Hikino (eds.) (1997) , *Big Business and The Wealth of Nations*,
 Cambridge, Mass.
 Fridenson, Patrick (1993) « Quand la gestion entre dans l'histoire », *Revue française de gestion*,
 novembre-, pp. 69-77.
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 Guillen Mauro F. (1994) *Models of management*, CUP,
 Jeremy, David J.(2002) « Business history and strategy » in Pettigrew A., H. Thomas and R. Whittington
 (eds.) *Handbook of strategy and management*, Sage, London, p. 436-460.
 MacCraw T (ed.), *Creating Modern Capitalism*, HBS University Press.

Academic journals :

Entreprises et Histoire
 Accounting, Business and Financial History (UK)
 Business History (UK)
 Business History Review (USA)
 Enterprise and Society (USA)

Example of exam topic

Comparative Business History course Final Examination

2010-2011 – January Session

Do please answer (briefly) to all questions using lectures, case studies and articles. Refrain from paraphrasing the texts provided and use quotation marks when needed.

- 1 Explain the factors that favored the birth, development and lasting success of the synthetic dye industry in Germany in the 19th century. Please provide an example of another industry which sustainable success is based historically on similar specific national conditions (8 points)**
- 2 What is the rationale beyond the reorganization of General Motors in 1920? What are the essential components of the new organization? (6 points)**
- 3 What lessons on entrepreneurship could be learnt from Aristotle Onassis' life? (6 points)**

Text 1

Time Magazine, Friday, Feb. 15, 1963 - Germany: Over the Bridge

Rising out of snow-covered farm lands on the south bank of Germany's Main River near Frankfurt are the scaffolds for an expanse of buildings that will be one of Europe's largest privately owned research laboratories when completed later this year. To link the 600 scientists who will work in its new \$25 million research facility with the main plant on the north bank, the chemical firm Hoechst Farbwerke is spanning the river with a 430-ft., two-lane bridge.

Hoechst excels at building bridges between research and industry, and does not mind the cost. Last year the West German company spent \$31.5 million on research, ranking it among the world's most research-conscious firms. Hoechst is so successful in making its scientific achievements pay off that it is Europe's third largest chemical company (after Britain's Imperial Chemical Industries and Germany's Bayer), with 53,300 employees and 1962 sales of \$863.5 million.

Dyeing for the Empress. The company got its start 100 years ago through an ingenious stroke of applied science. Its founder, a German chemist named Eugen Lucius, perfected the first instant dye, which won wide popularity after a French silk dyer used it to dye green the silk to be used in an evening dress for Emperor Napoleon III's wife, Empress Eugenie. Soon researchers, using Hoechst dyes, learned that they could stain living and dead tissue to study the origin and spread of diseases. Famed Microbiologist Robert Koch used Hoechst dyes to discover the organisms causing anthrax and tuberculosis. Over the years, Hoechst scientists developed Novocain, the first effective local anesthetic, produced Adrenalin, the first synthetic hormone, and opened the way for the company's huge expansion into plastics by discovering how to produce polyvinyl. In 1925 Hoechst joined the other giant German chemical companies in the I.

G. Farben combine. After the war, when the Allies broke up the combine, Hoechst emerged as an independent company. Its main plant had barely been touched by Allied bombs.

To guide its postwar comeback, Hoechst, true to its tradition, chose not an administrator but a scientist: Professor Karl Winnaker, 59, who spends his spare time writing books on chemistry. "You don't need a hobby if you choose the right profession," says Winnaker, who proudly carries five dueling scars on his face and keeps his scalp shaved except for a few wisps in the middle. As a respected scientist, he has been awarded the Federal Republic's second highest civilian decoration, frequently represents West Germany at international nuclear conferences.

Keeping Up the Flow. Though Hoechst is prepared for increasing competition from Italian and French chemical companies within the Common Market, and from British and U.S. firms outside it, Winnaker does not seem very worried about the future. Nearly half of Hoechst's sales come from products developed by the company's scientists within the past ten years (among them: Rastinon, the first oral insulin for diabetics; Segontin, a drug for circulatory disturbances; Trevira, a polyester fiber for garments). Winnaker intends to keep up the flow. Hoechst's new research facility is so designed that next to each two-man experimental laboratory is another lab in which a development team will work at finding commercial applications for whatever discoveries the researchers may make.

Text 2

Time Magazine, Monday, Mar. 08, 1926 -, Business: General Motors

(...) General Motors Corporation is the result of the organizing genius of William Crapo Durant, who took control in 1915 (TIME, Feb. 1) and lost it in 1920. In 1918 the du Pont interests invested heavily (27.6%, increased to 36% in 1924) in the corporation. Since 1920 they have directed its policies, keep their holdings in the General Motors Securities Co. Pierre Samuel du Pont is Chairman of the General Motors Board. Alfred Pritchard Sloan Jr., since 1923 has been President of the Corporation.

Mr. Sloan is a Massachusetts Institute of Technology man. After he graduated, in 1895, John Hyatt asked him to come to Michigan to perfect some machinery. Together they made billiard balls. Mr. Sloan became President and General Manager of the Hyatt Roller Bearing Co.; kept the positions for 15 years. In 1916 he became President of the United Motors Corp.; in 1919 Vice President of General Motors. Four years later he was elected President.

The definite policy of the corporation, especially during the last year, has been to keep dealers well supplied yet not overstocked, to make installment purchases convenient to the buyers and to exploit the foreign fields.

At the close of the year dealers and distributors had on hand only a moderate number of cars, just enough to meet the current retail demands. Practically a new line of cars, especially closed models, were put out as of Aug. 1. Economies of production and the assembling of advantageous construction elements into the cars stimulated the buying of them, so that in five months 364,824 cars and trucks were offered as against 215,424 during the same period the year before, an increase of 69%, and one of 41% over the retail sales of the same months of 1923.

General Motors Acceptance Corp. financed the time payments on cars, and profited on its own account. It increased its capital and surplus during the year to \$16,875,000.

But perhaps the most important policy of the controlling corporation was its overseas activities.

Inaugurated in 1925, Last year, too, merchandizing and stocking plants were instituted at Malanga and Bilbao, Spain; Hamburg, Germany; and Le Havre, France. Other like ones are projected for the coming year (...)

Text 3

Time Magazine, Monday, Jan. 19, 1953 - The Man Who Bought the Bank

Aristotle Socrates Onassis is a Greek-born Argentine who water-skis in the best international circles and includes among his friends Prince Rainier III, Pooh-Bah of the tiny principality of Monaco and its famed Monte Carlo Casino. At 47, Onassis has homes in Paris, New York, Montevideo and Antibes, owns or controls a fleet of 91 tankers, freighters and whaling ships worth an estimated \$300 million, and has a pretty 23-year-old wife. But he didn't get all this by breaking the bank at Monte Carlo—quite the

opposite. Last week “Ari” Onassis let it be known that, for \$1,000,000, he had bought the 75-year-old Casino, lock, stock and roulette table, and with it, the purse strings of Monaco.

As top man in nearly 30 shipping companies under five different flags, Onassis already has headquarters in Montevideo, branch offices in Paris, London, New York, Hamburg and Panama. But since much of his tanker business is bringing oil from the Middle East through the Mediterranean to Northern Europe, he thought he should have offices near the Mediterranean ports of Marseille and Genoa, where many of his ships are repaired. To Onassis, some empty buildings he had seen on a visit to Monaco looked ideal. A year ago, he approached Monaco's Societe des Bains de Mer et Cercle des Strangers (Sea Bathing Society and Foreigners Club) which controls most Monacan real estate, along with the Monte Carlo Casino. Would they rent him a building? They would not. (...) But as soon as Onassis called on his old friend, Prince Rainier, the atmosphere became more friendly. The Casino, once the gathering place of rich royalty and the royally rich, had fallen on bad times. (...) In recent years, the Casino had lost money, and Prince Rainier, who gets 10% of the take in profitable years, was looking for some \$1,000,000 in new capital. Three of the Casino's directors were out lining up money, when Onassis hove into sight. Onassis lunched with the Prince several times, made himself useful around the palace to the extent of finding a 137-ft. diesel yacht for Monaco's boss. “People said I gave him a yacht,” said Onassis. “Poof! He paid for it, 51 million francs, about \$125,000.” In any case, the Prince decided to drop his money-raising scheme. Instead, he approved Onassis' plan to buy control of the Sea Bathing Society from its 31,000 stockholders. When the directors returned from their money chase to tell the Prince that four of the biggest banks in France had agreed to put up the money, they found that the Prince's palace gates, guarded by royal carabinieri in blue tunics and scarlet collars, were closed to them. In a huff, the three resigned to make room for Onassis' representatives.

(...) The man who bought the bank at Monte Carlo started off as a D.P. (displaced person) from Smyrna after the Turks overran the city in 1922 and killed his father and other members of his family. Onassis had enough cash to buy passage for Argentina, where immigration restrictions were few. He worked for seven years as a tobacco importing agent, piled up about \$180,000; in 1930, with his Greek citizenship restored, he became Greek consul general, at the age of 24, in Buenos Aires. Onassis supervised the comings & goings of Greek grain vessels, soon decided that his future lay in shipping. In the depths of the Depression, when old mariners were abandoning ship, Onassis climbed aboard. He took his savings and bought six Canadian freighters that had cost \$12 million to build only a few years before.

For a while, Onassis' shipping company ran in the red. But by 1936 he was making enough money to order a 15,000-ton tanker built for him in Sweden, thus became, he claims, the first Greek shipowner to get into oil transport. During the war, with most of his ships impounded in Sweden, he ran the rest of them for the Allies. At war's end, when Bethlehem Steel planned to close its Sparrows Point, Md. shipyard, Onassis came through with the first postwar order for tankers in the U.S., and persuaded the company to keep its shipyard going. The order was for six 28,000-ton tankers, at a total cost of \$34 million.

Onassis is still expanding fast, has 23 more tankers on order (for \$130 million) all over the world, including a 45,000-tonner at Hamburg. By next year, he will control 1,250,000 tons v. 750,000 (...)

14. Cantwell, John A.

Rutgers Business School, Rutgers University; Newark & New Brunswick, New Jersey, U.S.A.

**Graduate Course in History of International Business
(2011)**

**RUTGERS UNIVERSITY
RUTGERS BUSINESS SCHOOL Ph.D. PROGRAM**

**GRADUATE COURSE IN HISTORY OF INTERNATIONAL BUSINESS
RBS Course Code 26:553:602:01
DGA Course Code 26:478:589:01**

COURSE CONVENOR: PROFESSOR J.A. CANTWELL

**(1 Washington Park, Room 1093, office hour Tuesday, 2:00-3.00pm
Email address cantwell@business.rutgers.edu)**

Fall Semester 2011

Class Program and Reading List

Course outline description, and requirements of students

An outline description of the course in History of International Business:

This course examines the history of international business, with a particular focus upon the context and determinants of the growth over the last 150 years of the largest multinational corporations (MNCs). The course begins with the long-term historical background of globalization, and explains how globalization can be seen as either very old or very new depending upon how it is defined. The history of the largest MNCs and of the patterns of investment with which they have been associated are then outlined, and the history of scholarly thought on these issues is also discussed. Historical differences between groups of MNCs are demonstrated to have existed in terms of industry (with a focus on the role of the rise of science-based industries), nationality of origin, and the direction and extent of corporate technological diversification. The changing historical relationship between competition and cooperation within industries is considered with reference to both the inter-firm interdependencies brought about by technological complexity, and the rise and fall of international cartel arrangements. The course concludes with a look at the historical evolution of industry-university linkages, and a consideration of the role of new information and communications technology on the recent formation of more active international networks for knowledge creation and exchange within MNCs.

Requirements of students on the course:

1. To attend all weekly classes, and any other additional lectures as may be advised from time to time. The weekly classes are to be held on Tuesdays from 10:00am to 12:50pm, and the full schedule is set out below.
2. To complete a term paper by the end of the Fall semester, to be submitted in week 15 (by Tuesday, December 13th). Term papers should not normally exceed 2,500 words. The title for the term paper must be chosen from the titles given below, each associated with a particular class topic. The term paper must demonstrate an understanding of the issues raised in the relevant lecture, and make reference to the

readings set for that topic. All students should read the chapters and articles indicated in the lists below, whether or not they are writing their term paper on that topic. The course has been designed as an integrated treatment of the subject with underlying connections between topics. The term paper should therefore also demonstrate an appreciation of how the answer to a specific question on a given topic fits into the broader context of the course. The course must not be regarded as a set of 11 separate topics that can be treated in isolation from one another. Thus, while students are welcome if they wish to undertake additional reading on the topic of their term paper, this must be related to or used to critique the central themes of the course in the term paper. Any such extra readings should not be used in the term paper merely to provide some other alternative essentially unrelated approaches to the topic, and in particular additional readings on a specific topic must not be regarded as a potential substitute for undertaking (and where they are relevant, referring to) the readings for other topics that are also part of the course.

3. For Ph.D. students, and selected M.S. students, to give a presentation on their chosen topic to the class towards the end of the semester, prior to the submission of the paper itself at the end of the semester. Presentations can last for a maximum of 15 minutes when given by just one student, and for a maximum of 20 minutes when a joint presentation is given by two or more students (the allotted time then being divided equally between them). Presentations are to be prepared in PowerPoint, and to ensure that the necessary time limits are observed they must be contained in a maximum of 12 slides per student for a lone presenter or 8 slides per student in the case of joint presentations (excluding a title slide, if there is one), and all the text of each slide must be in at least a minimum font size of 24. Any presentation that does not conform to these guidelines may be stopped before it is completed. A hard copy of the slides to be used is to be given to the course convenor prior to the oral presentation. Topics will be allocated in week 1 (September 6th), and presentations will be scheduled for specific slots during the classes in weeks 13 or 14 (November 29th or December 6th). Where students give presentations, assessment will be 25% for the presentation, and 75% for the paper.

4. Those students that will give presentations are expected to consult the class materials for their topic ahead of the session to be held on that topic, and to prepare some questions on the lecture in order to begin a class discussion once that week's lecture has been completed.

Class topics

1. The history of globalization.
2. The history of multinational corporations (MNCs).
3. The history of foreign direct investment (FDI).
4. The history of thought on international business.
5. Large firms and the rise of science-based industry.
6. Comparing the major national groups of MNCs historically.
7. Corporate technological diversification and the growth of large firms.
8. Competition and cooperation: (i) managing technological complexity in industries.
9. Competition and cooperation: (ii) from interwar cartelization to post-war competition.
10. The historical evolution of industry-university linkages.
11. MNCs in the information and communications technology (ICT) age.

Detailed topic schedule, outlines and reading lists

Week 1, September 6th

1. The history of globalization. (An introduction pertinent to each of the remaining topics; students should treat this as essential background material, but there is no term paper corresponding to this topic.)

Findlay, R. (2002), "Globalization and the European economy: medieval origins to the industrial revolution", chapter 2 in H. Kierzkowski (ed.), *Europe and Globalization*, New York: Palgrave Macmillan.

O'Rourke, K. (2002), "Europe and the causes of globalization, 1790-2000", chapter 3 in H. Kierzkowski (ed.), *Europe and Globalization*, New York: Palgrave Macmillan.

Cantwell, J.A. (1989), "The changing form of multinational enterprise expansion in the twentieth century", chapter 3 in A. Teichova, M. Lévy-Leboyer and H. Nussbaum (eds.), *Historical Studies in International Corporate Business*, New York: Cambridge University Press.

Feenstra, R. (1998), "Integration of trade and disintegration of production in the global economy", *Journal of Economic Perspectives*, vol. 12, pp. 31-50.

Moore, K. and Lewis, D. (1999), "Conclusion: One form of capitalism?", chapter 10 in *Birth of the Multinational: 2000 Years of Ancient Business History - From Ashur to Augustus*, Copenhagen: Copenhagen Business School Press.

Week 2, September 13th

2. The history of multinational corporations (MNCs).

Paper Title: Assess the characteristics of the modern MNC that emerged around 1870, and comment on how it has evolved since that time.

Wilkins, M. (2001), "The history of multinational enterprise", chapter 1 in A.M. Rugman and T.L. Brewer (eds.), *The Oxford Handbook of International Business*, New York: Oxford University Press.

Wilkins, M. (2005), "Multinational enterprise to 1930: discontinuities and continuities", chapter 2 in A.D. Chandler and B. Mazlich (eds.), *Leviathans: Multinational Corporations and the New Global History*, New York: Cambridge University Press.

Jones, G.G. (2005), "Multinationals from the 1930s to the 1980s", chapter 3 in A.D. Chandler and B. Mazlich (eds.), *Leviathans: Multinational Corporations and the New Global History*, New York: Cambridge University Press.

Chandler, A.D. (1986), "Technological and organizational underpinnings of modern industrial multinational enterprise: the dynamics of competitive advantage", chapter 2 in A. Teichova, M. Lévy-Leboyer and H. Nussbaum (eds.), *Multinational Enterprise in Historical Perspective*, New York: Cambridge University Press.

Corley, T.A.B. (1989), "The nature of multinationals, 1870-1939", chapter 5 in A. Teichova, M. Lévy-

Leboyer and H. Nussbaum (eds.), *Historical Studies in International Corporate Business*, New York: Cambridge University Press.

Week 3, September 20th

3. The history of foreign direct investment (FDI).

Paper Title: Evaluate the historical significance of FDI at the beginning of the twentieth century, whether it became more important during the twentieth century, and if so how this occurred.

Dunning, J.H. (1993), "The emergence and maturing of international production: an historical excursion", chapter 5 in *Multinational Enterprises and the Global Economy*, Reading, Mass.: Addison-Wesley.

Dunning, J.H. (1988), "Changes in the level and structure of international production: the last 100 years", chapter 3 in *Explaining International Production*, Winchester, Mass.: Unwin Hyman.

Wilkins, M. (1999), "Two literatures, two storylines: is a general paradigm of foreign portfolio and foreign direct investment feasible?", *Transnational Corporations*, vol. 8, no. 1, pp. 53-116.

Corley, T.A.B. (1994), "Britain's overseas investment in 1914 revisited", *Business History*, vol. 36, no. 1, pp. 71-88.

Svedberg, P. (1978), "The portfolio-direct composition of private foreign investment in 1914 revisited", *Economic Journal*, vol. 80, pp. 763-777.

Week 4, September 27th

4. The history of thought on international business.

Paper Title: Outline how international business theory derives from an integration of various branches of theory. Consider the extent to which alternative perspectives on international business in the past can be distinguished by the emphasis they place upon one branch of theory rather than others.

Dunning, J.H., Cantwell, J.A. and Corley, T.A.B. (1986), "The theory of international production: some historical antecedents", chapter 2 in P. Hertner and G.G. Jones (eds.), *Multinationals: Theory and History*, Brookfield, Vermont: Gower.

Dunning, J.H. (2001), "The key literature on IB activities, 1960-2000", chapter 2 in A.M. Rugman and T.L. Brewer (eds.), *The Oxford Handbook of International Business*, New York: Oxford University Press.

Jenkins, R. (1987), "Theoretical perspectives on the transnational corporation", chapter 2 in *Transnational Corporations and Uneven Development*, Methuen: New York.

Fieldhouse, D.K. (1986), "The multinational: a critique of a concept", chapter 1 in A. Teichova, M. Lévy-Leboyer and H. Nussbaum (eds.), *Multinational Enterprise in Historical Perspective*, New York: Cambridge University Press.

Penrose, E.T. (1989), "History, the social sciences and economic 'theory', with special reference to multinational enterprise", chapter 2 in A. Teichova, M. Lévy-Leboyer and H. Nussbaum (eds.), *Historical Studies in International Corporate Business*, New York: Cambridge University Press.

Week 5, October 24th

5. Large firms and the rise of science-based industry.

Paper Title: Examine the extent to which the dynamism of the largest firms over the last 100 years has depended upon the conduct of in-house research and development (R&D).

Hounshell, D.A. (1996), "The evolution of industrial research in the United States", chapter 1 in R.S. Rosenbloom and W.J. Spencer (eds.), *Engines of Innovation: US Industrial Research at the End of an Era*, Boston, Mass.: Harvard Business School Press.

Reich, L.S. (2002), Preface, Introduction (Chapter 1) and "Building the foundations of industrial research: American science, technology and industry in the 19th century" (chapter 2), in *The Making of American Industrial Research: Science and Business at GE and Bell, 1876-1926*, New York: Cambridge University Press, 2nd edition.

Dornseifer, B. (1995), "Strategy, technological capability, and innovation: German enterprises in comparative perspective", in F. Caron, P. Erker and W. Fischer (eds.), *Innovations in the European Economy Between the Wars*, New York: de Gruyter.

Hughes, T.P. (1992), "The dynamics of technological change: salients, critical problems and industrial revolutions", chapter 3 in G. Dosi, R. Giannetti and P.A. Toninelli (eds.), *Technology and Enterprise in a Historical Perspective*, New York: Oxford University Press.

Beer, J.J. (1958), "Coal tar dye manufacture and the origins of the modern industrial research laboratory", *Isis*, vol. 49, pp. 123-131.

Week 6, October 11th

No class. Please note!!

Week 7, October 18th

6. Comparing the major national groups of MNCs historically.

Paper Title: Discuss the role of path-dependency in the historical evolution of MNCs when they are grouped by their nationality of origin.

Chandler, A.D. and Hikino, T. (1997), "The large industrial enterprise and the dynamics of modern economic growth", chapter 2 in A.D. Chandler, F. Amatori and T. Hikino (eds.), *Big Business and the Wealth of Nations*, New York: Cambridge University Press.

Mowery, D.C. and Nelson, R.R. (1999), "Explaining industrial leadership", chapter 9 in D.C. Mowery and R.R. Nelson (eds.), *Sources of Industrial Leadership: Studies of Seven Industries*, New York: Cambridge University Press.

Cantwell, J.A. (2000), "Technological lock-in of large firms since the interwar period", *European Review of Economic History*, vol. 4, no. 2, pp. 147-174.

Chandler, A.D. (1997), "The United States: engines of economic growth in the capital-intensive and knowledge-intensive industries", chapter 3 in A.D. Chandler, F. Amatori and T. Hikino (eds.), *Big Business and the Wealth of Nations*, New York: Cambridge University Press.

Jones, G.G. (1997), "Great Britain: big business, management, and international competitiveness in

twentieth century Britain”, chapter 4 in A.D. Chandler, F. Amatori and T. Hikino (eds.), *Big Business and the Wealth of Nations*, New York: Cambridge University Press.

Week 8, October 25th

7. Corporate technological diversification and the growth of large firms.

Paper Title: Compare and contrast the historical paths of corporate technological diversification taken by the largest firms in the chemical and the electrical equipment industries.

Cantwell, J.A. (2004), “An historical change in the nature of corporate technological diversification”, chapter 10 in J.A. Cantwell, A. Gambardella and O. Granstrand (eds.), *The Economics and Management of Technological Diversification*, New York: Routledge.

Hounshell, D.A. (1995), “Strategies of growth and innovation in the decentralized Du Pont Company, 1921-1950”, in F. Caron, P. Erker and W. Fischer (eds.), *Innovations in the European Economy Between the Wars*, New York: de Gruyter.

Hounshell, D.A. (1992), “Continuity and change in the management of industrial research: the Du Pont Company, 1902-1980”, chapter 8 in G. Dosi, R. Giannetti and P.A. Toninelli (eds.), *Technology and Enterprise in a Historical Perspective*, New York: Oxford University Press.

Reich, L.S. (2002), “General Electric: the research process”, chapter 5, and “AT&T: the research process”, chapter 8 in *The Making of American Industrial Research: Science and Business at GE and Bell, 1876-1926*, New York: Cambridge University Press, 2nd edition.

Plumpe, G. (1995), “Innovation and the structure of the IG Farben”, in F. Caron, P. Erker and W. Fischer (eds.), *Innovations in the European Economy Between the Wars*, New York: de Gruyter.

Week 9, November 1st

8. Competition and cooperation: (i) managing technological complexity in industries.

Paper Title: Critically evaluate the effects on large companies of inter-firm technological cooperation in industries characterized by technological complexity.

Hounshell, D.A. and Smith, J.K. (1988), “Du Pont R&D in the international sphere”, chapter 10 in *Science and Corporate Strategy: Du Pont R&D, 1902-1980*, New York: Cambridge University Press.

Cantwell, J.A. and Barrera, M.P. (1998), “The localisation of corporate technological trajectories in the interwar cartels: cooperative learning versus an exchange of knowledge”, *Economics of Innovation and New Technology*, vol. 6, nos. 2-3, pp. 257-290.

Erker, P. (1995), “The choice between competition and cooperation: research and development in the electrical industry in the Netherlands, 1920-1936”, in F. Caron, P. Erker and W. Fischer (eds.), *Innovations in the European Economy Between the Wars*, New York: de Gruyter.

Reich, L.S. (1977), “Research, patents and the struggle to control radio: a study of big business and the uses of industrial research”, *Business History Review*, vol. 51, pp. 208-235.

Hughes, T.P. (1987), “The evolution of large technological systems”, in W.E. Bijker, T.P. Hughes and T. Pinch (eds.), *The Social Construction of Technological Systems: New Directions in the History and Sociology of Technology*, Cambridge, Mass.: MIT Press.

Week 10, November 8th

9. Competition and cooperation: (ii) from interwar cartelization to post-war competition.

Paper Title: Assess whether or not the purposes of inter-firm cooperation within industries altered after 1945, and if so how they were changed.

Wengenroth, U. (1997), "Germany: competition abroad - cooperation at home, 1870-1990", chapter 5 in A.D. Chandler, F. Amatori and T. Hikino (eds.), *Big Business and the Wealth of Nations*, New York: Cambridge University Press.

Schröter, H.G. (1997), "Small European nations: cooperative capitalism in the twentieth century", chapter 6 in A.D. Chandler, F. Amatori and T. Hikino (eds.), *Big Business and the Wealth of Nations*, New York: Cambridge University Press.

Mowery, D.C. and Teece, D.J. (1996), "Strategic alliances and industrial research", chapter 3 in R.S. Rosenbloom and W.J. Spencer (eds.), *Engines of Innovation: US Industrial Research at the End of an Era*, Boston, Mass.: Harvard Business School Press.

Schröter, H.G. (1996), "Cartelization and decartelization in Europe, 1870-1995: rise and decline of an economic institution", *Journal of European Economic History*, vol. 25, no. 1, pp. 129-153.

Nussbaum, H. (1986), "International cartels and multinational enterprises", chapter 9 in A. Teichova, M. Lévy-Leboyer and H. Nussbaum (eds.), *Multinational Enterprise in Historical Perspective*, New York: Cambridge University Press.

Week 11, November 15th

10. The historical evolution of industry-university linkages.

Paper Title: Discuss the significance of industry-university linkages for the historical evolution of both science and technology.

Mowery, D.C. and Rosenberg, N. (1989), "The US research system before 1945", chapter 4 in *Technology and the Pursuit of Economic Growth*, New York: Cambridge University Press.

Rosenberg, N. and Nelson, R.R. (1996), "The roles of universities in the advance of industrial technology", chapter 2 in R.S. Rosenbloom and W.J. Spencer (eds.), *Engines of Innovation: US Industrial Research at the End of an Era*, Boston, Mass.: Harvard Business School Press.

Servos, J.W. (1980), "The industrial relations of science: chemical engineering at MIT", *Isis*, December, pp. 531-549.

Rosenberg, N. (1998), "Technological change in chemicals: the role of university-industry relations", chapter 7 in A. Arora, R. Landau and N. Rosenberg (eds.), *Chemicals and Long-Term Economic Growth: Insights From the Chemical Industry*, New York: John Wiley.

Swann, J.P. (1988), "The rise of industry-university interactions in biomedical research", chapter 2 in *Academic Scientists and the Pharmaceutical Industry: Cooperative Research in Twentieth Century America*, Baltimore: John Hopkins University Press.

Week 12, November 22nd

Note: the date and time of this week's class and the room booking may have to be rearranged owing to Thanksgiving this week.

11. MNCs in the information and communications technology (ICT) age.

Paper Title: Examine the relationship between the revolution in computing and communications, and the emergence of international networks for innovation within MNCs.

Cantwell, J.A. and Santangelo, G.D. (2000), "Capitalism, profits and innovation in the new techno-economic paradigm", *Journal of Evolutionary Economics*, vol. 10, nos. 1-2, pp. 131-157.

Cantwell, J.A. and Santangelo, G.D. (2002), "The new geography of corporate research in information and communications technology (ICT)", *Journal of Evolutionary Economics*, vol. 12, nos. 1-2, pp. 163-197.

Santangelo, G.D. (2002), "Globalisation and innovation management", chapter 4 in *Innovation in Multinational Corporations in the Information Age*, Northampton, Mass.: Edward Elgar.

Freeman, C. and Louçã, F. (2001), "The emergence of a new techno-economic paradigm: the age of information and communication technology", chapter 9 in *As Time Goes By - From the Industrial Revolutions to the Information Revolution*, New York: Oxford University Press.

Zander, I. and Sölvell, Ö. (2002), "The phantom multinational", chapter 4 in V. Havila, M. Forsgren and H. Håkanson (eds.), *Critical Perspectives on Internationalisation*, New York: Pergamon.

Week 13, November 29th

Discussion of first set of student presentations.

Week 14, December 6th

Discussion of second set of student presentations.

Week 15, December 13th

No class; completion of term papers; submission of term papers due by Tuesday December 13th, via the Blackboard course site (under the tab "Assignment", you'll find an assignment named "Term paper", click "View/Complete", upload your paper there, and submit).

Financial Crises: Theoretical Approaches and History

Financial Crises: Theoretical Approaches and History

Research Seminar

[Prof. Youssef Cassis](#) and [Prof. László Bruszt](#)

Tuesdays 15:10-17:00, Seminar room II (Badia)

Secretary: [Monica Palao Calvo](#) (Office VS 014)

Starts on 11 October

Seminar description

This interdisciplinary research seminar intends to discuss the highly topical theme of financial crises from a political economy and a historical perspective –from the late nineteenth century to the present. Starting with a reflection on the nature of economic and financial crises in capitalism, we will then discuss the extent to which financial crises have followed a discernable pattern; the factors that have accounted for the outbreak of financial crises; how crises and panics have been managed; and the aftermath of financial crises, especially in terms of regulation and institutional change. Attending the seminar does not require any training in economic theory and quantitative methods.

Programme

11 October: Classical Approaches to Crisis in Capitalism: Why do they occur frequently? Are they inherent to capitalism?

- Polanyi, Karl (2001) *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press. Chapters 2, 6, 7, 11, 19, 20; pp. 21-32, 71-89, 136-140, 231-256.
- Schumpeter, Joseph (1978) *Can Capitalism Survive?* New York: Harper& Row. Chapters 1-4, 8-10; pp. 1-46, 71-103.
- Wright, Erik Olin (1975) “Alternative Perspectives in Marxist Theory of Accumulation and Crisis,” *Critical Sociology* 2/3, pp. 115-142.
- George A. Akerlof and Robert J. Shiller (2009): *Animal Spirits. How Human Psychology Drives the Economy, and Why It Matters for Global Capitalism*. Princeton, Princeton University Press.

18 and 25 October: Patterns of Financial Crises

- Kindleberger, Charles & Aliber, Robert, *Manias, Panics and Crashes. A History of Financial Crises*, 5th ed., London, Palgrave Macmillan, 2005, chapters 1, 2, 13, pp. 1-33, 239-55.
- Cassis, Youssef, *Crises and Opportunities. The Shaping of Modern Finance*, Oxford, Oxford University Press, 2011, Introduction, chapters 1, 2, pp. 1-52.

1 and 8 November: Explanatory Factors of financial crises: Political Economy and Economic Sociology

Political Economy and Economic History (1 November)

- Reinhart, Carmen & Kenneth Rogoff (2009) *This Time is Different: Eight Centuries of Financial Folly*. Princeton: Princeton University Press. Chapters 1, 13; pp. 3-20, 203-233.
- Eichengreen, Barry, "The origins and nature of the Great Slump revisited", *Economic History Review*, 45, 2 (May 1992), pp. 213-239.
- Mishkin, Frederic (1978) "The Household Balance Sheet and the Great Depression," *The Journal of Economic History* 38(4), pp. 918-937.
- Kregel, Jan. (2008) "Minsky's Cushions of Safety: Systemic Risk and the Crisis in the U.S. Subprime Mortgage Market," [The Levy Economics Institute of Bard College Public Policy Brief no. 93](#) .

Economic Sociology (8 November, Guest speaker: Prof. Olav Velthuis - University of Amsterdam)

- Donald MacKenzie (2011) *The Credit Crisis as a Problem in the Sociology of Knowledge* *American Journal of Sociology*, Vol. 116, No. 6 pp. 1778-1841.
- Michael Lounsbury & Paul Hirsch (eds), 'Markets on Trial. The Economic Sociology of the US Financial Crisis', *Research in the Sociology of Organisations*.

15 and 22 November: Managing Financial Crises

Theoretical approaches (15 November, Guest speakers: Prof. Sven Steinmo and Emre Bayram, SPS)

- Gourevitch, Peter (1986) *Politics in Hard Times: Comparative Responses to International Economic Crises*. Ithaca: Cornell University Press. Chapters 1-2, 4; pp. 17-68, 124-180.
- Steinmo, Bayram and DeWitt "The Bumble Bee and the Chrysanthemum: Comparing Sweden and Japan's Responses to Financial Crisis".

Historical case study: The International Debt Crisis (22 November)

- James, Harold, *International Monetary Cooperation since Bretton Woods*, Oxford, Oxford University Press, 1996, chapter 12, pp. 346-408
- Paul Volcker & Toyoo Gyothen, *Changing Fortunes. The World's Money and the Threat to American Leadership*, New York, Times Books, 1992, chapter 7, pp. 187-227.

29 November and 8 December: Post-crisis Regulation and Institutional Change

Analysis

- Cassis, Youssef, Crises and Opportunities. The Shaping of Modern Finance, Oxford, Oxford University Press, 2011, Introduction, chapter 5, pp. 88-112.
- Carpenter, Daniel (2010) “Institutional Strangulation: Bureaucratic Politics and Financial Reform in the Obama Administration,” Perspectives on Politics 8(3), pp. 825-846.
- Pisani-Ferry, Jean and Sapir, André, Banking Crisis Management in the EU: An Early Assessment. Economic Policy, Vol. 25, Issue 62, pp. 341- 373, April 2010.
- Ruggie, John Gerard (1982) “International Regimes, Transactions and Change: Embedded Liberalism in the Postwar Economic Order,” International Organization 36 (2), pp. 379-415.
- Hall, Peter (1989) The Political Power of Economic Ideas: Keynesianism Across Nations. Princeton: Princeton University Press. Chapter 14; pp. 361-391.

Documents

- U.S. Senate Committee on Banking and Currency, The Pecora Report: The 1934 Report on the Practices of Stock Exchanges from the “Pecora Commission”. Chapters and pages TBC.
- Financial Crisis Inquiry Commission, United States of America, The Financial Crisis Inquiry Report, January 2011. Chapters and pages TBC.

15 December: Conclusion

International Business in the 19th and 20th Centuries
Research seminar
[Taken from Website]

Prof. Youssef Cassis, Dr. Stefan Link (MWF) and Prof. Peter Hertner (Visiting Professor)

6-8 March 2013, sala Sala Europa Secretary: [Monica Palao Calvo](#)

Seminar description

This Research Seminar will be in the form of a block seminar taking place over three days (Wednesday 6 to Friday 8 March 2013). It will discuss the development of international business within a broader reflection of the role of business in modern capitalist societies. Particular attention will be paid to the intellectual history of business, economic and business theories, multinational enterprises, international finance, business and war, business and imperialism.

Programme

Wednesday 6 March

9:00 - 13:00 - Definitions, concepts, theories; the intellectual history of business (all organisers)

- Geoffrey Jones and Jonathan Zeitlin (eds.), *The Oxford Handbook of Business History*, Oxford University Press, 2007, "Introduction", 1-6 and "Globalization", 141-168.
- Walter A. Friedman and Geoffrey Jones, "Business History: Time for Debate", *Business History Review* (85), 1, 2011, 1-8.
- S.R.H. Jones, Transaction costs and the theory of the firm: The scope and limitations of the new institutional approach, *Business History* 39 (1997), no. 4, pp. 9-25.
- Douglass C. North, Transaction costs in history, *Journal of European Economic History* 14, no. 3 (Winter 1985), pp. 557-576.
- Peter Drucker, *Concept of the Corporation* (New Brunswick/London: Transaction Publishers, 2006 [original 1946]), chapters 1-2, pp. 1-40.
- Milton Friedman, "The Social Responsibility of Business is to Increase its Profits," *The New York Times Magazine*, September 13, 1970.

14:15 - 16:00 - The Exports of Capital and the export of goods and services - Prof. Peter Hertner

- Peter Svedberg, "The portfolio-direct composition of private foreign investment in 1914 revisited", *The Economic Journal* 88 (December 1978), pp. 763-777.
- P.J. Cain and A.G. Hopkins, *British imperialism: innovation and expansion 1688-1914*, London (Longman) 2003, pp. 161-201.

Thursday 7 March

9:00 - 10:45 - Foreign direct investment in Italy - Prof. Andrea Colli (Università Bocconi)

- Andrea Colli, "Host country attractiveness and economic development: Multinationals in Italy during the twentieth century", *Business History Review* (forthcoming).
- Sergio Mariotti, Fabrizio Onida, Lucia Piscitello "Foreign Ownership: the case of Italy", CESPRI, Università Commerciale "Luigi Bocconi", June 2003.

11:15 - 13:00 - International banking and finance - Prof. Youssef Cassis

- Niall Ferguson, "The Rise of the Rothschilds: the Family Firm as Multinational", in Youssef Cassis and Philip L. Cottrell (eds.), *The World of Private Banking*, Ashgate, 2009, 1-30.
- Ranald Michie, "The Battle of the Bourses? Competition between Stock Exchanges in the Twentieth Century", in Laure Quennouëlle-Corre and Youssef Cassis (eds.), *Financial Centres and International Capital Flows in the Nineteenth and Twentieth Centuries*, Oxford University Press, 2011, 15-46.

14:15 - 16:00 - Business and War - to be given by Prof. Stefan Link

- Patrick Fridenson (ed.), *The French Home Front, 1914-1918*, Berg Publishers, 1993.
- Talbot Imlay and Martin Horn, *Ambiguous Loyalties: Ford France, Vichy, and the Third Reich during the Second World War*, forthcoming, Cambridge University Press (excerpts).

Friday 8 March

9:00 - 10:45 - International Business and migration - Dr. Chinmay Tumbe (Jean Monnet Fellow, EUI)

- Thomas K. McCraw., "Immigrant Entrepreneurs in U.S. Financial History, 1775-1914", *Capitalism and Society*, 5 (1), 2010; and "Comment" by Harold James.
- Michael Adas, *Immigrant Asians and the Economic Impact of European Imperialism: The Role of the South Indian Chettiars in British Burma*, *Journal of Asian Studies*, 33(3), 1974, 385-401.

11:15 - 13:00 - The Return of State Capitalism? Russia, State-owned Corporations & Global Markets - Prof. Masha Hedberg (Visiting Fellow, EUI)

- Ian Bremmer, "State Capitalism Comes of Age", *Foreign Affairs*, 40, 2009, pp. 40-55.
- Rawi Abdelal, "Profits of Power: Commerce & Realpolitik in Eurasia", *Review of International Political Economy*, 2012

14:15 - 16:00 - EUI Researchers' presentations and conclusions:

Alfredo Mazzamauro, "The Role of Trade Associations in the Modern Commodity Markets: The Case of the British Grain Market, 1880-1914"

Robrecht Declercq, "A Historical Gateway to the East? The Fur Business in Leipzig 1900-1939"

Per Tiedke, "Axis of Business? Business Experience within the German-Italian Economic Relations 1929-1936"

Rémi Gilardin, "Business "performance" as a Historical Concept: The Case of the British Post Office, 1945-1970"

17. Cassis, Youssef & Hassan Malik
European University Institute; Firenze, ITALY

International Finance in the 19th and 20th Centuries
Research Seminar
[Taken from Website]

Prof. Youssef Cassis and Dr. Hassan Malik (MWF)
3-5 March 2014, sala Triaria
Admin. Assistant: [Miriam Curci](#)

[Reading material](#)

Seminar Description

In between a seminar and a workshop, this Research Seminar will take place over three days (Monday 3 to Wednesday 5 March 2014). It will reflect on the use of history in understanding global financial crises, and discuss the role of international finance within a broader understanding of global capitalism. Particular attention will be paid to international capital flows; transnational banks; the international securities market; global financial centres; international finance and Asia; international finance and revolution; global financial elites; and international financial regulation. Guest lecturers include Prof. Mary O’Sullivan (University of Geneva), Prof. Peter Hertner (University of Halle), Prof. François Gipouloux (EHESS, Paris), and Dr. Giuseppe Telesca (University of Reading). The seminar is open to all persons interested in the subject.

Programme

Monday 3 March 2014

9:30 - 11:00 – Understanding Global Financial Crises: the Role of History

This introductory session will reflect on the meaning of financial history, its relevance to the wider public and how history informs policy makers.

Readings:

- Cassis, Youssef and Philip L. Cottrell. “Financial History”, *Financial History Review*, 1, 1 (1994).
- Kindleberger, Charles Poor. *A Financial History of Western Europe*. London: Allen & Unwin, 1984. (Introduction)
- Neustadt, Richard E., and Ernest R. May. *Thinking in Time: The Uses of History for Decision-Makers*. 1st ed. Free Press, 1988. (Introduction; Chapter 13, “What to do and How: A Summary”; Chapter 14, “Seeing Time as a Stream”).
- [Ben Bernanke on the uses of economic history in policymaking](#)

11:30 – 13:00 – Global Financial Centres

Introduction: Martin Herzer (HEC researcher) and Manès Weisskircher (SPS researcher)

Readings:

- Roberts, Richard, ed. *International Financial Centres. Concepts, Development and Dynamics*. Aldershot: Elgar, 1994. (Introduction)
- Cassis, Youssef. *Capitals of Capital. The Rise and Fall of International Financial Centres, 1780-2009*, Cambridge: Cambridge University Press, 2009. (Introduction and Conclusion)
- [Global Financial Centres Index, 1, March 2007](#) and [14, September 2013](#)

14:30 - 16:00 – International Financial Markets (Guest speaker: Prof. Mary O’Sullivan, University of Geneva)

Mary O’Sullivan: “Dividends of Development: Fits & Starts in the Expansion of the U.S. Securities Market, 1888-1919”

Discussant: Alfredo Mazzamauro (HEC researcher)

Readings:

- Michie, Ranald C. “The Battle of the Bourses? Competition between Stock Exchanges in the Twentieth Century”, in Quennouëlle-Corre, Laure and Youssef Cassis, eds. *Financial Centres and International Capital Flows in the Nineteenth and Twentieth Centuries*, Oxford: Oxford University Press, 2011.
- O’Sullivan, Mary. *Dividends of Development: Fits & Starts in the Expansion of the U.S. Securities Market, 1888-1919*. Oxford: Oxford University Press, 2014, forthcoming. (Chapter 6 “Too Much Ado About Morgan’s Men: the U.S. Securities Market, 1908-1914”)

Tuesday 4 March 2014

9:30 - 11:00 – International Financial Institutions

Introduction: Daniel Schulz (SPS researcher) and Boyd Van Dijk (HEC researcher)

Readings:

- Cameron, Rondo E., Valerii I. Bovykin, and Boris V. Anan’ich, eds. *International Banking, 1870-1914*. New York: Oxford University Press, 1991. (Introduction)
- Jones, Geoffrey G. ed. *Banks as Multinationals*, Oxford: Oxford University Press, 1990. (Chapter 1)
- Flandreau, Marc, and Juan H. Flores. “Bondholders versus Bond-Sellers? Investment Banks and Conditionality Lending in the London Market for Foreign Government Debt, 1815–1913.” *European Review of Economic History* 16, 4 (2012): 356–383.

11:30 - 13:00 – International Capital Flows: Financing the Utilities Industry (Guest speaker: Prof. Peter Hertner, University of Halle)

Peter Hertner: “Technology, capital, and labour: Global aspects of electrification from the 1880s to the end of the 1920s”

Andreas Dugstad (HEC researcher): “The politics of foreign ownership: FDI in the nordic countries (1890-1940)”

Discussant: Gabriele Cappelli (HEC researcher)

Readings:

- Schularick, Moritz. “A Tale of Two ‘Globalizations’: Capital Flows from Rich to Poor in Two Eras of Global Finance.” *International Journal of Finance and Economics* 11 (2006): 339–354.
- Abdelal, Rawi. *Capital Rules: The Construction of Global Finance*. Cambridge, Mass.: Harvard University Press, 2007. (Preface and Chapter 1)
- Hausman, William J., Peter Hertner and Mira Wilkins. *Global Electrification. Multinational Enterprise and International Finance in the History of Light and Power, 1878-2007*, Cambridge: Cambridge University Press, 2008. (Chapter 1)

14:30 - 16:00 – Global Financial Elites (Guest speaker: Dr Giuseppe Telesca, University of Reading)

Giuseppe Telesca: “First World War, Great Depression and the Collapse of Globalisation. The Haute Finance between resistance, adaptation and reconfiguration”.

Discussant: Olga Pavlenko (HEC researcher)

Readings:

- [Polanyi, Karl. *The Great Transformation*. New York: Rinehart, 1944. \(Chapter 1: "The hundred years' peace"\)](#)
- James, Harold. *The End of Globalization. Lessons from the Great Depression*. Cambridge, Mass.: Harvard University Press, 2001. (Introduction: "The end of Globalization and the problem of the Depression")
- Ferguson, Niall, *High Financier. The Lives and Time of Siegmund Warburg*. London: Allen Lane, 2010. (Chapter 8: "The financial roots of European integration")

Wednesday 5 March 2014

9:30 - 11:00 – International Finance and Asia (Guest speaker: Professor François Gipouloux, Ecole des Hautes Etudes en Sciences Sociales)

François Gipouloux: “The Rise and Demise of Shanxi bankers in China, 19th – 20th century”

Readings:

- Oka, Mihoko and François Gipouloux. “Pooling Capital and Spreading Risks. Maritime Investment in East Asia at the Beginning of the Seventeenth Century.” *Itinerario*, 37, 3 (2013):75-89.

- Gipouloux, François, *The Asian Mediterranean. Port Cities and Trading Networks in China, Japan and South East Asia, 13th-21st Century*. Cheltenham/Northampton MA: Edward Elgar, 2011 (Chapter 11, "The cosmopolitanism of Asian trade networks").

11:30 - 13:00 – International Finance and Revolution

Hassan Malik (Max Weber Fellow), “Bankers and Bolsheviks”

Niccolò Valmori (HEC researcher). “Merchants and bankers challenged by political revolution: risks and opportunities during the French Revolution”

Discussant: Matti La Mela (HEC researcher)

Readings:

- Malik, Hassan. “Bankers and Bolsheviks: International Finance and the Russian Revolution, 1892-1922”, PhD dissertation, Harvard University, 2013. (Chapter 5: “Revolutionary Default”)
- [Mau, V. A. and Irina Starodububrovskaya. *The Challenge of Revolution: Contemporary Russia in Historical Perspective*. New York: Oxford University Press, 2001.](#)
- Neal, Larry. *The Rise of Financial Capitalism. International Capital Markets in the Age of Reason*. Cambridge: Cambridge University Press, 1990. (Chapter 9 "The capital markets during revolutions, war and peace")

14:30 - 16:00 – International Financial Regulation

Alexis Drach (HEC researcher): “The Basel Committee on Banking Supervision between 1975 and 1982”

Franciszek Tyszka (HEC researcher): “The debt crisis: relations between Poland and International Financial Institutions”

Discussant: Rémi Gilardin (HEC researcher)

Readings:

- Clavin, Patricia. *Securing the World Economy. The Reinvention of the League of Nations 1920-1946*. Oxford: Oxford University Press, 2013. (Introduction and Chapter 1)
- Toniolo, Gianni. *Central Bank Cooperation at the Bank for International Settlements, 1930-1973*. Cambridge: Cambridge University Press, 2005. (Chapter 2)
- Cassis, Youssef. *Crises and Opportunities. The Shaping of Modern Finance*, Oxford: Oxford University Press, 2011 (Chapter 6).

18. Colli, Andrea & Alessandro Zattoni

Università Commerciale Luigi Bocconi; Milan, ITALY

**Corporate Governance Systems
(20123)**

Introduction and objectives

The course's objective is to provide the understanding of the main issues and challenges related to corporate governance both in Italy and in other countries.

In particular, the first part of the course will help students to understand:

- the main corporate governance issues and the two dominant approaches to corporate governance (i.e. shareholders and stakeholders view) (ss. 1-3);
- the corporate governance mechanisms of large listed companies, with a focus on board of directors and stock option plans (ss. 4-6);
- the relationship among ownership, governance and strategy (7-10).

The second part will analyze:

- the relationships among ownership structure, corporate governance, strategy and competitiveness of national economic systems;
- the current debate on the convergence or divergence of corporate governance national systems.

PROGRAM

N.	Subject	Reading assignment
1	Introduction to corporate governance	<ul style="list-style-type: none"> • Shleifer A., Vishny R.W., A Survey of Corporate Governance, <i>Journal of Finance</i>, 1997 (161-182). • Jacobs M., How Business Schools Have Failed Business: Why not more education on the responsibility of boards? <i>The Wall Street Journal</i>, April 24, 2009. http://online.wsj.com/article/SB124052874488350333.html
2	Shareholders' versus stakeholders' view of the firm	<ul style="list-style-type: none"> • Craig Smith, Corporate social responsibility: Whether or How?, <i>California Management Review</i>, 2003. • Incident Nike & Reebok • Incident Shell
3	The shareholders' view of the firm	<ul style="list-style-type: none"> • Hart O., Corporate governance: some theory and implications, <i>Economic Journal</i>, 1995 (678-689). http://www1.fee.uva.nl/fm/COURSES/1_multipart_xF8FF_3_Hart%20EJ%2095%20Corp%20Gov.pdf • Blair M., "Shareholder Value, Corporate Governance, and Corporate Performance - A Post-Enron Reassessment of the Conventional Wisdom", in: Cornelius P.K., Kogut B. (eds.), <i>Corporate Governance and Capital Flows in a Global Economy</i>, Oxford, Oxford University Press, 2003.
4	The board of directors	<ul style="list-style-type: none"> • Codes of best practice, Italian Stock Exchange, 2006. • Zattoni A., Cuomo F., "How independent, competent and incentivized should non-executive directors be? An empirical examination of good governance codes", <i>British Journal of Management</i>, 21 (1), 2010: 63-79. • Incident Parmalat
5	The board of directors	<ul style="list-style-type: none"> • Unilever case • Finkelstein S., Mooney A.C., Not the usual suspects: How to use board process to make boards better, <i>Academy of Management Executive</i>, 2003 (101-113). •
6	Stock option plans	<ul style="list-style-type: none"> • Bebchuk L.A., Fried J., Pay Without Performance: Overview of the Issues, <i>Academy Management Perspectives</i>, 2006, 1: 5-24. • Zattoni A., "Stock incentive plans in Europe: empirical evidence and design implications", <i>Corporate Ownership and Control</i>, August 2007, volume 5. • Zattoni A., Minichilli A., "The diffusion of equity incentive plans in Italian listed companies: What is the trigger?", <i>Corporate Governance: An International Review</i>, 2009, 17(2): 224-237. • Incident Disney.
7	The relationship among ownership structure, governance and strategy	

8	Caso Telecom-Telefonica	Telecom-Telefonica case (available on the electronic platform of the course)
9	Institutional investors and good governance	<ul style="list-style-type: none"> • Zattoni A., Italmobiliare case a) and b), SDA Bocconi. • Zattoni A., “Corporate Governance in Italy: The Structural Conflict of Interests between Majority and Minority Shareholders” in Lopez Iturriaga F.J. (ed.) Codes of Good Governance Around the World, Nova Publishers.
10	What is good governance?	<ul style="list-style-type: none"> • Sonnenfeld J., Good governance and the misleading myths of bad metrics, Academy of Management Executive, 2004, 18 (1) •
11	Corporate governance around the World	<ul style="list-style-type: none"> • Weimer J. – Pape J. C., A Taxonomy of Systems of Corporate Governance, Corporate Governance, 1999, pp. 152-166 • La Porta R. – Lopez de Silanes F. – Shleifer A., Corporate Governance around the World, Journal of Finance, 1999, pp. 471-517
12	The Anglo-Saxon Model	<ul style="list-style-type: none"> • Holmstroem B – Kaplan S., “Corporate Governance and Merger Activity in the US: Making Sense of the 1980’s and 1990’s”, The Journal of economic Perspective, 2001
13	Corporate governance and economic performance of the German firms	<ul style="list-style-type: none"> • Franks J – Mayer C., Ownership and Control of German Corporations, “The Review of Financial Studies”, 2001
14	State, big families, and financial institutions in the French model	<ul style="list-style-type: none"> • Goyer M., The Transformation of Corporate Governance in France, http://www.brookings.edu/articles/2003/01france_goyer.aspx
15	The Italian case	<ul style="list-style-type: none"> • Bianchi M. - Bianco M. - Enriques L, “Pyramidal Groups and the Separation Between Ownership and Control in Italy”, Barca F. –Becht M. (eds.), The Control of Corporate Europe, OUP, 2001, pp. 154-187 • Ferrarini G., Corporate Governance Changes in the 20th Century: A View from Italy, ECGI Law Working papers 29, 2005
16	Corporate governance in Asia	<ul style="list-style-type: none"> • Nakamura M., “Japanese corporate governance practices in the post-bubble era: Implications of institutional and legal reforms in the 1990s and early 2000s”, International Journal of Disclosure and Governance, 2006
17	Authoritarian Capitalism and Corporate Governance in China	<ul style="list-style-type: none"> • Clarke D. C., “Corporate governance in China: An overview”, China Economic Review, 2003, pp. 494-507
18	The “new comers” and corporate governance: Brazil, India	<ul style="list-style-type: none"> • Black B.- Gledson de Carvalho A.- Gorga E., “Corporate governance in Brazil”, Emerging Markets Review 1, 2010, pp. 21–38 • Chakrabarti R. - Megginson W.- Yadav P., Corporate Governance in India, CFR-Working Paper NO. 08-02
19	The global financial crisis and corporate governance	<ul style="list-style-type: none"> • Kirkpatrick G., The Corporate Governance Lessons from the Financial Crisis, OECD, 2009

20	Supra-national corporate governance: institutional investors and SWFs	<ul style="list-style-type: none"> Gilson, Ronald J. and Milhaupt, Curtis J., Sovereign Wealth Funds and Corporate Governance: A Minimalist Response to the New Merchantilism (February 18, 2008). Available at SSRN: http://ssrn.com/abstract=1095023 or http://dx.doi.org/10.2139/ssrn.1095023
	Groupworks' presentations	
	Groupworks' presentations	

Readings

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Exam for attending students

The final grade will be calculated in the following way:

- 70% written exam;
- 30% group work.

Class participation, i.e. a meaningful contribution to class discussion, especially in the sessions when case studies are discussed, can produce an increase in the final grade between 0 and 2.

WRITTEN EXAM: the written exam consists of 5 multiple choice statements (i.e. true or false) (2 points each question) and 5 short essays (4 points each essay), for a total of 30 points. For the multiple choice questions professors will evaluate also a short motivation of the answer. Moreover, 3 out of 5 multiple choice questions will concern the "Codes of best practice" of Borsa Italiana, while 1 out of 5 short essays will concern one case discussed during the course.

The written exam will be evaluated considering:

- the knowledge of the main topics and concepts presented during the course;
- the ability of applying these concepts to the cases discussed during the course;
- the ability of formulating examples and making connections between theoretical concepts and real life cases.

GROUP ASSIGNMENT: group works will be assigned to teams of 5 students whose purpose is to analyze the corporate governance of an Italian or a foreign company. Teams should develop two different outputs:

- A research report of about 15-20 pages;
- A short presentation of about 7-10 slides, to be presented to the class in about 15 minutes during one of the last sessions of the course.

Both outputs will be evaluated by professors.

CLASS PARTICIPATION: it is evaluated in order to stimulate the active participation to class discussion – especially to case discussions – and it may help students to increase their final grade up to 2 points. During all sessions, students will have to use in front of them a 'tegolino' with their first name and family name, so to help professors to keep record of the individual contribution.

Exam for not attending students

Readings

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Exam

The final grade will be calculated in the following way:

- 80% written exam;
- 20% group work.

WRITTEN EXAM: the written exam will concern all readings and will consist of four open questions.

INDIVIDUAL WORK: each not attending student should prepare an individual report on a company that should be identified in agreement with the professor. The report will be evaluated in an oral exam that will be held the same day of the written exam.

GROUP WORKS DETAILS

The research group is made up of 5 students. Each group is decided by students and approved by professors. Each group has to prepare a report that describes and analyzes an Italian or a foreign company assigned by professors. Moreover:

- groups can change their company with the company of another group if all students of the two groups agree;
- students should immediately send an email to professors in case their company has been already assigned to another group in a similar course;
- in exceptional cases, students can ask the professor to change their company; the professor will take the final decision considering the reasons behind this request.

Professors are conscious that there may be differences in the analysis of companies – e.g. due to the availability of data – and they will consider also this aspect in their final evaluation.

Each group will have to prepare two different outputs:

- 1) a short presentation of about 7-10 slides to be presented in about 15 minutes in one of the last sessions of the course. Each presentation will be handled by one person for each group.
- 2) A research report of about 15-20 pages that describes and analyzes the ownership structure and corporate governance of a firm, in an evolutionary perspective. The research report should cover the following topics
 - a. ownership and group structure, trying to go beyond the official presentations of the firm with the purpose to understand who is the ultimate controlling shareholder;
 - b. the evolution of governance structures and processes. Students can easily collect the company's report on corporate governance since 2001. The main purpose is to analyze the evolution of corporate governance, and of the disclosure to the financial market;
 - c. firm performance: competitive performance, return on equity and investments, stock price, dividends, employees, liquidity, reputation. It is important to provide tables with quantitative analyses of these dimensions.

The analysis should help students:

- i) to critically evaluate the coherence of ownership and governance structures and processes with regard to stakeholders' expectations and strategies deliberated;
- ii) to make proposals aimed at reducing opportunistic behaviors; to this purpose, it may be useful to list and explain main company's risks.

Format of the report

The research report should be a word file with the following format: 3cm margins, 1.5 spacing, font TNR 12. It is strictly forbidden to "cut and paste" from internet or the company reports. Such behaviours can be sanctioned by the professors both not grading the report and considering the students as not attending. It is instead allowed to include figures or pictures, with a clear indication of the source. The sections of the report should indicate the name of the students responsible for that part. This information will not be considered – unless in exceptional cases - for assigning individual grades to each member of the group. The report should include references such as books, articles, websites, and companies' reports.

Timing

The deadline for outputs is:

- presentations will be held on 14/12 e 15/12. It may be useful to provide professors with a copy of the presentations (two slides for each page);
- the research report will be given to the secretary of the Institute of Strategy – Via Roentgen, 1 within the 10th January 2012 - 4° Floor.

Tutorship

Groups will be supported by a tutor. Office hours of the tutor, Dott. Fabio Quarato, will be xxxx.

L'Università Bocconi concepisce l'educazione come un processo permanente, che si proietta su tutto l'arco della vita professionale di una persona. L'Ateneo auspica che ogni membro della sua comunità condivida i valori di lealtà e correttezza in cui essa si riconosce e che ispirano e orientano la condotta di tutte le sue componenti nel perseguimento degli obiettivi e della missione comuni. L'Honor Code dell'Università Bocconi è pubblicato sul sito Internet <http://www.unibocconi.it/honorcode>, ogni studente è invitato a prenderne visione.

19. de Goey, F.M.M. & G. Oonk

Erasmus Universiteit Rotterdam; Rotterdam, NETHERLANDS

**CH4010: Mapping Global Order, 1600-2000
(2011-2012)**

Course Description:

[excerpt] “This course combines two scientific specializations: International Relations Theory (IR) and World History (or Global History). To combine these perspectives, we will adopt throughout the course the highest possible level of international relations and global interactions: empires, groups of states, or even continents. Some questions we will discuss during the course are: What general theory or model is presented in the book? What is precisely new and innovative about the book? What is the motor behind historical processes and in what direction are we developing? Has the book stimulated related research by other scholars? How to relate these theories with research on states, regions, NGO’s and Multinational Corporations?...”

Course Manual CH4010 Mapping Global Order (1600-2000) [2011-2012].

Table of contents

1. Practical Information
2. Course outline
3. Orientation and content
4. Aims and skills
5. Organization
6. Assignments
7. Examination

1. Practical Information

Title: Mapping Global Order 1600-2000

Code: CH4010

Lecturers: dr. F.M.M. de Goey and dr. G. Oonk Contact: dr. F.M.M. de Goey Structure: Seminar

Assessment: Exam, presentations and essays Period: Term 1 ECTS: 10 Secretary: Bureau

Onderwijs FHKW Links: Channel, Timetable

Compulsory literature

- Herfried Münkler, *Empires. The Logic of World Domination from Ancient Times to the United States* (Polity Press; Cambridge 2007). ISBN 978-07456-3872-0

- David B. Abernethy, *The Dynamics of Global Dominance. European Overseas Empires 1415-1980* (Yale University Press; Yale 2002) 978-0300093148

- Additional articles (see 2: Program and timetable). All additional articles are available as PDF files in e-journals (Online Resources) through our university library. You need a VPN connection to access these articles from your home. Consult the website of the university library for instructions on setting up a VPN connection:

[\(http://www.eur.nl/ub/english/facilities/it_facilities/access_from_home_via_vpn/\)](http://www.eur.nl/ub/english/facilities/it_facilities/access_from_home_via_vpn/).

Lecturers

Dr F.M.M. de Goey (contact person)

Room L3-008; Phone 010-4088613

Email: degoey@eshcc.eur.nl

Office hours: before and after lectures

Working days: Monday, Tuesday, Wednesday and Thursday.

Dr G. Oonk

Room L3-048; Phone 010-4082496

Email: oonk@eshcc.eur.nl

Office hours: before and after the lectures

2. Course outline

Course week	Lecturer	Subject	Perspectives presented by the lecturers
1	De Goey	- Introduction: Mapping Global Order - Geography and the Global Order (class room assignment)	Martin Lewis & Kären E. Wigen, <i>The Myth of Continents. A Critique of Metageography</i> (London 1997)
2	De Goey	- Student presentations on: 1) Münkler chapters 1 and 2 2) Harold James, 'Globalization, empire and natural law', <i>International Affairs</i> 84:3 (2008) 421-436. 3) Michael Cox, 'Is the United States in decline – again?', <i>International Affairs</i> 83:4 (2007) 643-653.	Paul Kennedy, <i>The Rise and Fall of the Great Powers</i> (New York 1987)
3	De Goey	- Student presentations on: 4) Münkler chapters 3 and 4 5) Brett Bowden, 'The Colonial Origins of International Law. European Expansion and the Classical Standard of Civilization', <i>Journal of the History of International Law</i> 7 (2005)1-23. 6) Michael Mann, 'Has globalization ended the rise and rise of the nation-state?', <i>Review of International Political Economy</i> , 4: 3 (1997) 472 — 496.	Barry Buzan and Richard Little, <i>International Systems in World History. Remaking the Study of International Relations</i> (Oxford 2000)
4	De Goey	- Student presentations on: 7) Münkler chapters 5 and 6 8) Mark T. Berger, 'From Pax Romana to Pax Americana? The history and future of the new American Empire', <i>International Politics</i> 46:3 (2009) 140-156. 9) David Clark, 'European Foreign Policy and American Primacy', <i>International Politics</i> 45 (2008) 276-291). 10) Thomas Wilkins, 'The new 'Pacific Century' and the rise of China: an International Relations perspective', <i>Australian Journal of International Affairs</i> 64:4 (2010) 381-405.	Giovanni Arrighi & Beverly J. Silver, <i>Chaos and Governance in the Modern World System</i> (Minneapolis 1999)
5	Oonk		Amy Chua, <i>World on Fire. How Exporting Free Market Democracy Breeds Ethnic Hatred and Global instability</i> (New

			York 2003) + video
5			11 October 2011: Deadline first 3 papers for De Goey Münkler, additional literature and lectures
5	Mid-term Exam	11 October 2011, 13.30-16.30 hrs.	
6	Oonk	- Student presentations on: 11) Pomper, 'The History and Theory of Empires', <i>History and Theory</i> 44 (2005), 1-27. 12) Abernethy pp, 1-81 13) Abernethy pp, 81-175	Amy Chua, <i>Day of Empire. How Hyperpowers Rise to Global Dominance- and why They Fall</i> , (New York 2007).
7	Oonk	- Student presentations on: 14) Abernethy pp, 175-254 15) Abernethy pp, 254-325 16) Susan Seymour, 'Resistance', <i>Anthropological Theory</i> 3:6 (2006) 303-321.	Kishore Mahbubani, <i>The New Asian hemisphere. The irresistible shift of global power to the East</i> (New York 2008).
8	Oonk	- Student presentations on: 17) Abernethy pp, 325-363 18) Abernethy pp,363-309 19) David Strang, 'Global Patterns of Decolonization, 1500-1987', <i>International Studies Quarterly</i> 35:3 (1991) 429-454 20) Michael Bernhard, 'The Legacy of Western Overseas	Oonk: Relating big history to small cases. Example of Parsis in India

3. Orientation and content

This course combines two scientific specializations: International Relations Theory (IR) and World History (or Global History). To combine these perspectives, we will adopt throughout the course the highest possible level of international relations and global interactions: empires, groups of states, or even continents. The two course books are examples of this type of research.

Besides the course books, we shall discuss scholars that have produced perspectives on the rise and decline of empires and large regions since about 1600 until the present. Their publications contain global visions, covering both western and non-western countries. All authors use theories and/or paradigms to explain the history of these empires and regions. The focus is on therefore on 'Big questions, large theories and huge comparisons'. Some questions we will discuss during the course are: What general theory or model is presented in the book? What is precisely new and innovative about the book? What is the motor behind historical processes and in what direction are we developing? Has the book stimulated related research by other scholars? How to relate these theories with research on states, regions, NGO's and Multinational Corporations? Finally, we want to present theories on IR en Global History because they can be of use for conceptualizing your MA-thesis (what concept or theory?), for developing interesting research questions, for thinking about relevant units of analysis (is the state the only or best unit?), and for making meaningful comparisons (methodology).

The lecturers are divided in two parts in which the first part mainly focuses on international relations, whereas the second part stresses a global history approach. However, these two perspectives cannot be fully separated. Both parts stress the importance of the use of International Relations Theory/ and Global History. At the same time, we occasionally emphasize local perspectives and variations according to time and space. This is not to falsify the general theory but to highlight the dynamics between global theory and local histories.

4. Aims and skills

Aims:

- Students know recent literature on the rise and decline of empires and states and the relevant opinions of the authors.
- Students are aware of different theoretical assumptions and its consequences for the periodization and contextualization of the books.
- Students can differentiate between theory, assumptions, long term perspectives and presentation of case studies.
- Student can give a presentation and discuss the points of view of authors on the rise and decline of empires and states.
- Student can write a scientific paper.

Skills:

- Close reading and contextual analysis of texts and discourses.
- Academic presentation and debate

5. Organization

In each meeting, the lecturers present a new (theoretical) perspective on the global order, including the rise and fall of empires and states. Occasionally we will show a movie clip containing an interview with one of the authors. These perspectives on international relations and global history are supplemented by student presentations on chapters of the two course books and scientific articles relevant for the study of International Relations and/or Global History. Each week two or three students will give a presentation. All students are required to give a presentation at least once during the course.

All students are furthermore required to study the chapters of the course books and additional articles.

All students write papers that discusses the weekly compulsory literature (see under: 6. Assignments).

The papers will be discussed in the classroom.

- Presentations are marked on the quality or depth of analysis (covering the main points of the literature; relevant questions and remarks; interesting insights and contributions to the general discussion). It is not based on the fluency of your English or your quality as a presenter.
- 6.

Assignments

There are three types of assignments:

- A) Presentations
- B) Papers
- C) Two written exams

Assignment A: Presentations

Each week there are 2 or 3 presentations by the students (depending on the number of participants). The presentations cover chapters from the textbooks (Münkler and Abernethy), while the other presentations discuss selected scholarly articles.

Requirements of student presentations:

Present a clear summary of the literature in about 10-15 minutes maximum.

- What are the main arguments?
- Do the author(s) present these convincingly?
- What are possible points of critique? (method, theory, historical facts)
- What would you add to the argument?

You may use Power Point and/or handouts for your presentation.

All presentations are in English.

In addition, each presentation is made available in print for the lecturers to assist in their marking. The print contains at least:

- A copy of the presentation
- Relevant sources used in preparing the presentation

The marking the student presentations

Assignment B: Papers

Each week all students write a paper covering the required reading. In total 6 papers are thus written during the course. Email your paper to the instructors **before Thursday 17.00 hrs.** Do not forget to put your name on the paper! Bring a hard copy of your paper to the lectures for discussion.

7. Examination and final marking

The marking consists of:

I. Active participation (10 percent)

II. One presentation (20 percent)

III. Six papers(30 percent)

IV. Written examinations (average of the midterm and end-term examination) (40 percent)

Requirements of the papers

- Usual requirements (name, student number, title page, references (footnotes), etc.).
- Maximum length of each paper is about 1200-1400 words (text).
- Give your paper a relevant title: usually the question you want to raise or argument you want to present.
- Discuss the main points or arguments of the literature (textbook +articles), but avoid making a summary.
- Try to make connections between the chapters of the text book and articles.
- Formulate three relevant questions at the end of each paper.

Present the paper as a kind of 'mini-article', with a clear argument/question (in the title), introduction, core paragraphs and a conclusion.

Use the following questions as guidelines (you may add more!):

What are the main arguments used in the literature?

Do the author(s) present these convincingly?

Is there any periodization or selection of important dates? If so, is it convincing? Or, why not?

What is driving history (what is the motor? Economics, politics, social relations, technology?)

Are we moving in a certain direction? What will the future bring?

What is the relation between the argument and the sources?

What are possible points of critique (method, theory, historical facts)

You are not required to answer all these questions!

The marking of the papers

The marking of the papers is based on the quality of the discussion of the literature. Dutch students may choose to write their papers in Dutch or English. Foreign students use English only.

Collecting your papers for their marking

Collect the first three papers for De Goey in one printed file and deliver the file in the post box of De Goey on the 3rd floor ('Postkamer' opposite Bureau Student en Onderwijs) of the L-building.

Deadline: 11 October 2011.

Collect the next three papers for Oonk in one printed file and deliver the file in the post box of Oonk on the 3rd floor of the L-building. Deadline: 4 November 2011.

Add a short self-evaluation (about 1 page) for each set of papers. What have you learned? What did you find difficult? Did the presentation go as planned? Etc.

Please note: there is no opportunity to upgrade the marking of your participation and presentation.

Active participation

For a high grade, it is not sufficient to be present. We want you to engage in debates and contribute to the discussions and the subjects presented during the lectures. This implies:

- asking questions

- making remarks
- adding comments
- presenting your point of view
- engage in class room discussions
- respond to questions posed or comments by other students

There will be plenty of opportunities for doing so during the course.

Written examinations

There are two written examinations. In week 5 (mid-term) is a written examination for the book by Münkler, additional literature and lectures. In week 9 (end-term) a written examination is scheduled for the book by Abernethy, additional literature and lectures.

20. Desan, Christine

Harvard University; Cambridge, Massachusetts, U.S.A.

The Legal Architecture of Globalization: The History & Institutional Development of Money and Finance (2010)

The Legal Architecture of Globalization:
The History & Institutional Development of Money and Finance

Harvard Law School, Spring 2010
Professor Christine Desan

Course Description:

An integrated political economy now covers much of the globe; this course considers that historical development as a matter both carried out and contested through law. It focuses on the creation of monetary systems and financial institutions that cross national boundaries. The course seeks to explore those innovations as matters of governance, and tracks them through such historical dimensions as the British Empire, American state-building, and the 20th century architecture of the international order. The course aims to illuminate the power and limitations of the modern political economy, as well as the controversies that surround it.

Introduction:

Preliminary reading:

Radford, R. A. "The Economic Organisation of a P.O.W. Camp." *Economica* 12, no. 48 (1945): 189-201.

Day 1 -- An Introduction to the Issue

Part I: The Domestic and Geopolitical Challenges of a Metal Money: Case Study of The Medieval West

Day 1 (cont'd)

Reading:

Gordon, Barry J. *Economic Analysis before Adam Smith : Hesiod to Lessius*. London: Macmillan, 1975, pp. 25-36.

Aristotle, *Nicomachean Ethics*, 350 BCE, trans., W.D. Ross, Book V, available at <http://classics.mit.edu/Aristotle/nicomachaen.html>.

Aristotle, *Politics*, 350 BCE, trans. Benjamin Jowett, Book I, 8-10, available at <http://classics.mit.edu/Aristotle/politics.1.one.html>.

Day 2 -- De-mythologizing money: Money as Governance

Reading

St. Thomas Aquinas, *Summa Theologica*, II-II, Q 77, Articles 1,2, & 4, and Q. 78, Articles 1-4, in Arthur Monroe, ed., *Early Economic Thought: Selections from Economic Literature Prior to Adam Smith* (New York,: Gordon Press, 1975).

Nicholas Oresme, *De Moneta*, trans. Charles Johnson (London: Thomas Nelson & Sons, 1956, reprinted by the von Mises Institute, 2009), Chaps 1-8, 22-24.

Ruding, Rogers. *Annals of the Coinage of Great Britain and Its Dependencies : From the Earliest Period of Authentic History to the Reign of Victoria*, pp. 210-211, 3d ed. London: Printed for J. Hearne, 1840 (a sample of parliamentary action, taken in 1331).

Day 3 -- Medieval Practice and Conceptions of money

Reading – the Debate over Nominalism

Sargent, Thomas J., and Francois R. Velde. *The Big Problem of Small Change*, The Princeton Economic History of the Western World Indexes. Princeton, NJ: Princeton University Press, 2002, 69-80.

Nicholas Oresme, *De Moneta*, trans. Charles Johnson (London: Thomas Nelson & Sons, 1956, reprinted by the von Mises Institute, 2009), 15-22, 25-26.

Moneys Mixt (Le Case De) (Case of the Mixt Money), 80 (II) English Reports (Cobbett's Complete Collection of State Trials) 507 (114) (1605).

Day 4 -- The Social Stratigraphy of Coin & Credit

Reading

“Song Against the King’s Taxes,” in Isabel Stewart Tod Aspin, ed., *Anglo-Norman Political Songs*. Oxford: B. Blackwell, 1963.

“The Turnip Tale,” in Ziolkowski, Jan M. *Fairy Tales from before Fairy Tales : The Medieval Latin Past of Wonderful Lies*, pp. 321-331 Ann Arbor: University of Michigan Press, 2007.

Sally Livingston, “The Economy of the Turnip: Contributions of the *Rapularius* to the Medieval Debate on Greed,” forthcoming in Anne Scott and Cynthia Kossa, eds., *Poverty and Prosperity: The Rich and the Poor in the Middle Ages* (Brespols, 2010).

Day 5 - The Upper Track: High Finance – Public and Private Developments

Reading:

“A Report on the Exchanges, and the First Case About Which We Desire to Make Inquiry,” and “Reply of the Doctors of Paris to the Merchants of Antwerp,” (1530), as reprinted in Marjorie Grice-Hutchinson, *The School of Salamanca: Readings in Spanish Monetary Theory, 1544-1605* (Oxford: Clarendon Press, 1952).

Carolus Molinaeus (Charles Dumoulin), “A Treatise on Contracts and Usury” (1546), in Arthur Monroe, ed., *Early Economic Thought: Selections from Economic Literature Prior to Adam Smith* (New York,: Gordon Press, 1975).

Navarrus (Martin de Aspilcueta Navarro), *Comentario Resolutorio de Usuras* (1556),

Luis de Molina, *Disputationes de Contractibus* (1601),

Pedro de Valencia, *Discurso sobre el precio de del trigo* (1605), all as reprinted in Marjorie Grice-Hutchinson, *The School of Salamanca: Readings in Spanish Monetary Theory, 1544-1605* (Oxford: Clarendon Press, 1952).

Part II – Europe and an “Internationalizing” Order

Day 6 – An Atlantic World Remapped: Mercantilism, Empire, and the Price Revolution

Reading –

Jean Bodin, “Reply to the Paradoxes of Malestroit Concerning the Dearness of All Things and the Remedy Therefor” (1576), in Arthur Monroe, ed., *Early Economic Thought: Selections from Economic Literature Prior to Adam Smith* (New York,: Gordon Press, 1975).

Thomas Mun, “England’s Treasure by Forraign Trade” (1630, published 1664), in Arthur Monroe, ed., *Early Economic Thought: Selections from Economic Literature Prior to Adam Smith* (New York,:

Gordon Press, 1975).

Day 7 -- Experiments with Paper

Reading

Mather, Cotton. "Some Considerations on the Bills of Credit Now Passing in New-England." In *Colonial Currency Reprints*, edited by Andrew McFarland Davis, 189-196. Boston: John Wilson & Son, 1691. Reprint, 1910.

Anonymous. *A Copy of a Letter from Quebec*. Philadelphia, PA, 1747.

Adams, John. "Letter to the Comte de Vergennes." In *The Revolutionary Diplomatic Correspondence of the United States*, edited by Francis Wharton. Washington DC: Government Printing Office, 1780, June 22.

Benjamin Franklin, "Of the Paper Money of the United States of America" (1784), in Albert Smyth, IX *The Writings of Benjamin Franklin*, 234 (1907).

Part III: the Modern Turn: Money and the Financial Revolution

Day 8 -- Theory and Practice of a New Money

Reading:

"Payment in Course" Notices, *the London Gazette*, Nos. 135, 245, 411 (1667, 1668, 1669), as reprinted in H. Roseveare, *The Treasury, 1660-1870: The Foundations of Control* (New York: Barnes and Noble Books, 1973).

Case of the Bankers: A Complete Collection of State Trials. Howell, T.B., ed. Vol. 14:64. London, 1812.

Paterson, William *A Brief Account of the Intended Bank of England*. London: Randal Taylor, 1694.

Day 9 – The Financial Revolution I – Government Borrowing

Reading:

North, Douglass C., and Barry R. Weingast. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *The Journal of Economic History* XLIX, no. 4 (1989): 803-832.

Ming-Hsun Li, *The Great Recoinage of 1696 to 1699* (London: Weidenfeld and Nicolson, 1963), pp. 177-179.

John Locke, "Further Considerations Concerning Raising the Value of Money" (1695), excerpt.

Day 10 – The Financial Revolution II – The Development of Capital Markets and Conceptions.

Reading:

Emma Rothschild, *Economic Sentiments: Adam Smith, Condorcet, and the Enlightenment*. Cambridge, MA: Harvard University Press, 2001, pp. 7-39.

David Hume, *Political Discourses* (1752), in E. Rotwein, ed., *Writings on Economics* (Madison: Univ. of Wisc. Press, 1955), excerpt.

Day 11 – The Financial Revolution in the US

Reading:

Alexander Hamilton, "Report on the Public Credit," in *Documentary History of the First Federal Congress of the United States of America: Legislative Histories*, vol. V, (Baltimore: Johns Hopkins Univ. Press, 1986), pp. 752.

Debt debates, Statements of U.S. Representatives James Jackson, James Madison, Thomas Scott – Feb. 9, 11, 16, 1790, in *Documentary History of the First Federal Congress of the United States of America: Legislative Histories*, vol. 12, (Baltimore: Johns Hopkins Univ. Press, 1986).

Day 12 -- The Development of UK Banking and Movement Towards the Gold Standard Part I (Iain Frame)

Reading:

W. M. Scammell, *The London Discount Market* (London: Elek, 1968), pp. 115-158.

Bell, Stephanie. "The Role of the State and the Hierarchy of Money." *Cambridge Journal of Economics* 25, no. 2 (2001): 149.

Part IV: Gold and "Globalization"

Day 13 – The Development of UK Banking and Movement Towards the Gold Standard - Part II (Iain Frame)

Reading:

W. M. Scammell, *The London Discount Market* (London: Elek, 1968), pp. 159-191.

Samuel Knafo, "The Gold Standard and the Origins of the Modern International System", *Review of International Political Economy*, Vol. 13, No. 1(2006): 78-102.

Day 14 – The "Money Issue(s)" in late 19th century United States

Reading:

Margaret Myers, *A Financial History of the United States*. New York: Columbia Univ. Press, 1970, pp. 197-222.

W. H. Harvey, *Coin's Financial School (1894)*, excerpt.

Reform Club Sound Currency Committee, *Sound Currency*, vol. 3 (1896), excerpt.

Day 15 – The International Gold Standard: Center and Periphery

Reading:

Barry Eichengreen, *Globalizing Capital: A History of the International Monetary System*. Princeton, NJ: Princeton University Press, 2d ed., 2008, Ch. 2, pp. 6-42.

Marcello de Cecco, *Money and Empire: The International Gold Standard, 1890-1914*, excerpt.

Day 16 -- The System under Stress

Reading:

Barry Eichengreen, *Globalizing Capital: A History of the International Monetary System*. Princeton, NJ: Princeton University Press, 2d ed., 2008, Ch. 3, pp. 43-90.

Perry v. United States, 294 U.S. 330 (1935).

Nortz v. United States, 294 U.S. 217 (1935).

Day 17 – Licensing Liquidity: Banks and Money, Then and Now

Reading: Gary Gorton, "Bank Regulation When Banks and Banking Are Not the Same," *Oxford Review of Econ. Pol.* 10: 106-119 (1994).

Perry Mehrling, "Minsky and Modern Finance: The Case of Long Term Capital Management," *Journal of Portfolio Management*, vol. 26, no. 2 (Winter 2000): 81-88.

Anush Kapadia, "Banking and Trade in World Without Money" (draft, 2009).

Day 18 -- Bretton Woods and its Breakdown

Reading:

Eric Helleiner, *States and the Reemergence of Global Finance*. Ithaca, N.Y: Cornell Univ. Press, 1994, Ch. 2-5, pp. 25-122. Mark Blyth, *Great Transformations: Economic ideas and Political Change in the Twentieth Century*. Cambridge: Cambridge Univ. Press, 2002, Ch. 5, pp. 126-151. **Recommended:** Barry Eichengreen, *Globalizing Capital: A History of the International Monetary System*. Princeton, NJ: Princeton University Press, 2d ed., 2008, Ch. 4-5, pp. 91-184.

Part V: A Newer Monetary Order - Globalizing Capital & Liberalizing Rights

Day 19 –Blood Money: Odious Debt, Political Transition, and International Law

Reading:

Robert Howse, “The Concept of Odious Debt in Public International Law” (July 2007).

Ibanez Manuel Leandro and others v. Undetermined Financial Institutions

Day 20 - The Institutional Inheritance of Bretton Woods -- IMF, World Bank

Reading:

Ngaire Woods, *The Globalizers: The IMF, the World Bank and Their Borrowers*, Cornell University Press, 2006, Ch. 6, pp. 141-178.

Louis Pauly, *Who Elected the Bankers? Surveillance and Control in the World Economy*. Ithaca: Cornell Univ. Press, 1997, Ch. 5-7, pp. 79-143.

Day 21 – International Debt Crises: from the 1980s Reading:

Anne O. Krueger, “A New Approach to Sovereign Debt Restructuring,” IMF, Washington D.C, 2002.

John Taylor, “Sovereign Debt Restructuring: A U.S. Perspective” (April 2, 2002)

Day 22 – The Architecture of the IMF and the WB: Reform Proposals

Reading:

Dani Rodrik, “Goodbye Washington Consensus, Hello Washington Confusion?” (Jan. 2006).

Ngaire Woods, “From Intervention to Cooperation: Reforming the IMF and the World Bank,” *Progressive Governance* (London, 2008).

EP Report (author, Ngaire Woods), “The International Response to the Global Crisis and the Reform of the International Financial and Aid Architecture,” (European Parliament, Comm. on Development, 2009).

Day 23 -- The Financial Crisis of 2008

Reading:

“Credit Crisis – the Essentials,” N.Y. Times, Jan 12, 2010

“Securitization – Key Legal and Regulatory Issues” (IFC Technical Working Group)

Steven Schwartz, “Systemic Risk,” Duke Law School Legal Studies Research Paper 163, March 2008.

Opt’l:

James Stewart, “Eight Days: The Battle to Save the U.S. Financial System,” *The New Yorker*, Sept. 21, 2009.

Inside the Meltdown: <http://www.pbs.org/wgbh/pages/frontline/meltdown/view/>

Day 24 – Retrospectives on the System

Reading:

Alan Greenspan, *Testimony*, Oct. 23, 2008, Committee of Govt. Oversight and Reform, U.S. House of Representatives.

John Cassidy, “After the Blow Up,” *The New Yorker* (Jan. 11, 2010).

Paul Krugman, "Who did Economists Get it So Wrong," N.Y. Times, Sept. 2, 2009.

Barry Eichengreen, "The Last Temptation of Risk," The National Interest online, March 26, 2010.

21. Di Martino, Paolo

Birmingham Business School; Birmingham, England, UNITED KINGDOM

Models of Business

Course Outline

Themes

In modern economies businesses are organised in variety of forms and many very different models co-exist. Firms vary in size, managerial structures, and forms of governance. Some of them focus on a core business and operate in a single nation (or indeed a region or a city), while others are multinational. Some use (or even develop) state-of-the-art technologies, while other rely on cheap labour and very basic techniques.

The aim of the course is to analyse the causes and consequences of the existence of such a variety of models of business and forms of organisation.

To do so the course investigates the development and functioning of various models of business over time and space, starting with the forms of organisation which dominated the Western world before the beginning of the process of industrialisation, to finish with contemporary phenomena of downsizing and outsourcing. During the course students became familiar with the causes behind the emergence of production in factories, why certain firms grew and other did not, whether models alternative to mass production existed and still do.

The course focuses on the impact of factors such as technology, market structure and financial intermediation, but also official regulation and informal cultural norms.

Although the course does not assume students to have any background of economics, it uses ideas derived from various streams of the social sciences. Thus the neoclassical theory of the firm is introduced to analyse the nature of business organisation at early stages of industrialisation, while introductory elements of economic sociology, evolutionary theory, and institutional perspective are used to look at the emergence and development of multidivisional and multinational firms as well as the persistency of family business and industrial networks.

Course Content

Week 1: Introduction

Week 2: Models of business during the industrial revolution

Week 3: Firms in the neoclassical economics.

Week 4: The rise and development of big businesses

Week 5: Models of business in contractual and in evolutionary economics

Week 6: Theoretical views on big business

Week7: An alternative model: networks of firms and industrial districts

Week 8: Models of business in economic sociology

Week 9: Visit to the Birmingham jewellery quarter industrial district.

Week 10: Beyond the conglomerate: new models of business.

Week 11: Conclusions and revision class.

READING LIST

Textbooks

- Amatori, F. and A. Colli (2011). *Business history. Complexities and Comparisons*. Abington, Routledge.
- Jenkins, M., Ambrosini, V. and Collier, N. (2007) *Advanced Strategic Management – A Multi-Perspective Approach*, 2nd Edition, Palgrave
- Jones G. and J. Zeitlin (eds.), *The Oxford handbook of business history*. Oxford, Oxford University Press, 2007.

Specific Readings

Week 1: introduction

- MERCURO, N. and MEDEMA, S. (2006) 'APPENDIX b: Efficiency Concepts in Law and Economics', in *Economics and Law*, 2nd Edition, Princeton and Oxford, Princeton University Press, pp.68-93.
- SIMON, H. (1959) 'Theories of Decision-Making in Economics and Behavioural Science', *The American Economic Review*, 49(3), pp.253-83.
- LEIBENSTEIN, H. (1979) 'A Branch of Economics is Missing: Micro-Micro Theory', *Journal of Economic Literature*, 17(2), pp.477-502.
- BOWLES, S. (1998) 'Endogenous Preferences: The Cultural Consequences of Markets and Other Economic Institutions', *Journal of Economic Literature*, 36(1), pp.75-111.
- Coase, R. (1937). "The nature of the firm." *Economica* New series 4(16): 386-405.
- DEMSETZ, H. (1988) 'The Theory of the Firm Revisited', *Journal of Law, Economics and Organization*, 4(1), pp.141-61.
- Alchian, A. A. and H. Demsetz (1972). "Production, Information Costs, and Economic Organization." *The American Economic Review* 62(5): 777-795.

Week 2: Models of business during the industrial revolution

- Bruland, C., "Industrialization and technical change", in R. Floud and P. Johnson (eds.), *The Cambridge economic history of modern Britain. Vol I. Industrialisation, 1700-1860*, Cambridge, Cambridge University Press, 2004
- Hudson, P. (2004), "Industrial organization and structure", in R. Floud and P. Johnson (eds.), *The Cambridge economic history of modern Britain. Vol I. Industrialisation, 1700-1860*, Cambridge, Cambridge University Press, 2004
- Wilson, J. F., *British Business History 1720-1994*. Manchester and New York, Manchester University Press., 1995, ch.2 only

Week3: Firms in neoclassical economics

- Knick Harley, "Cotton Textiles and the Industrial Revolution, Competing Models and Evidence of Prices and Profits", Department of Economic, University of Western Ontario working paper, May 2001
- Adam Smith, *An enquiry into the nature and causes of the wealth of nations*, any edition, Book 1, chapters 1, 2, and 3
- Polanyi, K. (2001 (1st ed. 1944)). *The great transformation. The political and economic origins of our time*. Boston, Beacon Press.
- Rosenberg, N. (1965). "Adam Smith and the division of labor: two views or one?" *Economica* 32 n.s.(?): 127-139.
- Alan Griffiths and Stuart Wall, *Economics for Business and Management*, 3rd Edition, Pearson Education Limited, 2011, various chapters

Week 4: the rise and development of big business

- Chandler, A. (1984). "The emergence of managerial capitalism." *Business History Review* 58 (Winter), pp. 473-503.
- John, R. R. (1997). "Elaborations, Revisions, Dissents: Alfred D. Chandler, Jr. 's, The Visible Hand after Twenty Years." *Business history Review* 71(2): 151-200.

- Chandler, A. (1962). *Strategy and structure: chapters in the history of the American industrial enterprise*. Cambridge, Mass., Harvard University Press.
- Chandler, A. (1977). *The visible hand : the managerial revolution in American business*. Cambridge, Mass., Harvard University Press.
- Hannah, L. (2008). "Logistics, Market Size, and Giant Plants in the Early Twentieth Century: A Global View." *Journal of Economic History* 68(1): 46-79.

Week 5: models of business in contractual and evolutionary economics

- MILGROM, P. and Roberts, J. (1992) 'Moral Hazard and Performance Incentives' in *Economics, Organization and Management*, Englewood Cliffs, NJ, Prentice Hall, pp.166-97.
- WILLIAMSON, O. (1991) 'Comparative Economic Organization: The Analysis of Discrete Structural Alternatives', *Administrative Science Quarterly*, 36, pp.269-96.
- ALCHIAN, A. and Woodward, S. (1988) 'The Firm is Dead: Long Live the Firm – A Review of Oliver Williamson's *The Economic Institutions of Capitalism*', *Journal of Economic Literature*, pp.65-79.
- KLEIN, B., Crawford, R. and Alchian, A. (1978) 'Vertical Integration, Appropriable Rents, and the Competitive Contracting Process', *Journal of Law and Economics*, 21(2), pp.297-326.
- KLEIN, B. (1997) 'Why Hold-Ups Occur: The Self-enforcing Range of Contractual Relationships' in Lott, J. (Ed.), *Uncertainty and Economic Evolution: Essays in Honor of Armen A. Alchian*, London and New York, Routledge, pp.63-86.
- Williamson, O. (1984). "Corporate Governance." *Yale Law Journal* 93(7): 1197-1230.
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and

- MARCH, J. and Simon, H. (1958) 'Cognitive Limits on Rationality' *Organizations*, New York and London, John Wiley & Sons, pp.136-71.
- LEIBENSTEIN, H. (1966) 'Allocative Efficiency vs. "X-efficiency"', *American Economic Review*, 56(3), pp.392-415.
- ALCHIAN, A. (1950) 'Uncertainty, Evolution and Economic Theory', *Journal of Political Economy*, 58, pp.211-21.
- NELSON, R. and Winter, S. (2002) 'Evolutionary Theorizing in Economics', *Journal of Economic Perspectives*, 16(2), pp.23-46.
- WINTER, S. (1971) 'Satisficing, Selection, and the Innovating Remnant', *The Quarterly Journal of Economics*, 85(2), pp.237-61.
- NELSON, R. (1991) 'How Do Firms Differ, and How Does it Matter?', *Strategic Management Journal*, 12(Special Issue), pp.61-74.
- EISENHARDT, K. (2000) 'Dynamic Capabilities: What are They?', *Strategic Management Journal*, 21(10/11), pp.1105-21.
- TEECE, D., Pisano, G. and Shuen, A. (1997) 'Dynamic Capabilities and Strategic Management', *Strategic Management Journal*, 18(7), pp.509-33.
- Nelson, R. R. and S. A. Winter (1982). *An evolutionary theory of economic change*. Cambridge MA, Harvard University Press.

Week 6: theoretical views on big business

- Williamson, O. E. (1981). "The modern corporation: origins, evolutions, attributes." *Journal of Economic Literature* 19 (4): 1537-68.
- Chandler, A. D. (1992). "Organizational capabilities and the economic history of the industrial enterprise." *Journal of Economic Perspectives* 6(?): 79-100.

Week 7: networks of firms and industrial districts

- Carnevali, F. (2004). “‘Crooks, thieves, and receivers’: transaction costs in nineteenth-century industrial Birmingham.”, *Economic History Review* LVII(3): 533-550.
- Sabel, C. and J. Zeitlin (1985). “Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization.” *Past and Present* 108(Aug.)
- Dei Ottani, G. (2003). The governance of transactions in the industrial district: the “community market”. From industrial districts to local development. G. Becattini, M. Bellandi, G. Dei Ottani and F. Sforzi. Cheltenham, Edward Elgar.
- Dei Ottani, G. (2003). Trust, interlinking transactions and credit in the industrial district. From industrial districts to local development. G. Becattini, M. Bellandi, G. Dei Ottani and F. Sforzi. Cheltenham, Edward Elgar.
- Popp, A., (2001). Business structure, business culture and the industrial district. The potteries, c.1850-1914. Aldershot, Ashgate.
- Popp, A. and J. F. Wilson (2003). “Business networking in the industrial revolution: some comments.” *Economic History Review* LVI(?): 355-361.
- Wilson, J. F. and A. Popp, Eds. (2003). Industrial clusters and regional business networks in England, 1750-1970. Aldershot, Ashgate.

Week 8: models of business in economic sociology

- EMERSON, R. (1962) ‘Power-Dependence Relations’, *American Sociological Review*, 27, pp.31-41.
- HICKSON, D. and Hinings, C., Lee, C., Schneck, R. and Pennings, J. (1971) ‘A Strategic Contingencies’ Theory of Interorganizational Power’, *Administrative Sciences Quarterly*, 1971, 6, pp.216-229.
- SALANCIK, G. and Pfeffer, J. (1977) ‘Who Gets Power – And How They Hold on to It: A Strategic Contingency Model of Power’, *Organizational Dynamics*, 6, pp.3-21.
- MARCH, J. (1994) *A Primer on Decision Making: How Decisions Happen*, New York, The Free Press, pp.139-160.
- DiMaggio, P. J. and W. W. Powell (1983). “The iron cage revisited: institutional isomorphism and collective rationality in organizational fields.” *American Sociological Review* 48(2): 147-160.
- DiMaggio, P. J. and W. W. Powell, Eds. (1991). *The new institutionalism in organizational analysis*. Chicago and London, University of Chicago Press.
- Fligstein, N. (1985). “The spread of the multidivisional form among large firms, 1919-1979.” *American Sociological Review* 50(3): 377-391.
- Fligstein, N. (2001). *The architecture of markets. An economic sociology of twenty-first-century capitalist societies*. Princeton, Princeton University Press.
- Granovetter, M. S. (1985). “Economic action, social structure, and embeddedness.” *American Journal of Sociology* 91(3): 481-510.
- Granovetter, M. S. (2005). “The impact of social structure on economic outcomes.” *Journal of economic perspectives* 19(1): 33-50.
- Ingram, P. and V. Nee (1998). *Embeddedness and beyond: Institutions, exchange, and social structure. The new institutionalism in sociology*. M. Brighton and V. Nee. New York, Russell Sage Foundation.
- Meyer, J. W. and B. Rowan (1977). “Institutionalized organizations: formal structure as myth and ceremony.” *American Journal of Sociology* 83(2): 340-363.
- Nee, V. (1998). *The new institutionalisms in economics and sociology. The new institutionalism in sociology*. M. Brighton and V. Nee. New York, Russell Sage Foundation.
- Parsons, T. (1956). “Suggestions for a sociological approach to the theory of organizations.” *Administrative Science quarterly* 1(1): 63-85
- Veblen, T. (1904). *The theory of business enterprise*. New York, Scribner.
- Weber, M. (1947). *The theory of social and economic organization*. New York, The Free press.

Week 10: beyond the conglomerate; new models of business

- Amatori, F. and A. Colli (2011). *Business history. Complexities and Comparisons*. Abington, Routledge, Chapters 10, 13, 14, 19, and 20

22. Favero, Giovanni

Ca' Foscari University of Venice; Venice, ITALY

Business History (2012-2013)

BH – Business History

prof. Giovanni Favero -gfavero@unive.it -<http://virgo.unive.it/gfaver/>

Course Description:

This graduate seminar is loosely structured around new work in business history, and contains many student and guest scholar lectures. The course primarily focuses on “Pre-industrial forms of business”; “Classical business history as history of organizations and entrepreneurship” and “Quantitative knowledge and business practices in historical perspective.”

Purpose of the course

The course aims to provide a knowledge of the methods and contents of business history, with a focus on the interaction between organizational knowledge and practice in a long-term perspective.

Teaching method and requirements

For each of the three section of the course, students are required to

- actively discuss assigned readings that will be presented by the teacher:
- present a section or the whole of an assigned book (depending on the number of attending students).
- prepare and discuss a project in Business History concerning their research approach and interests (final project).

Lectures

Lessons will develop along a three-parted scheme, focusing on

- Pre-industrial forms of business.
- Business history as history of organizations and entrepreneurship.
- The relationship between quantitative knowledge and business practices in historical perspective.

A peculiar attention will be paid for the debate on the utility of an historical approach for students' researches.

Examination policy

Evaluation will be based on student participation to class discussion (25%); on the book presentation (25%); on a final research project (max 10,000 hits) on an historical topic related to the personal research interests of the student to be agreed with the teacher (50%).

Schedule

Lesson 1 – Introduction to the Course: discussion of students' interests and expectations. The historical approach to sources and its usefulness for research in management: how to read texts for discussion.

1st Part: Pre-Industrial Business

Lesson 2 – Pre-Industrial Business and Institutions

Readings

Epstein S.R., 1998, Craft Guilds, Apprenticeship and Technological Change in Pre-Industrial Europe, *Journal of Economic History*, 58(3): 684-713.

Ogilvie S.C., 2007, «Whatever is, is Right»? Economic Institutions in Pre-Industrial Europe, *Economic History Review*, 60(4): 649-84.

Lesson 3 – The Economics of Privilege

Reading

Favero G., 2006, Old and New Ceramics: Old and New Ceramics: Manufacturers, Products and Markets in the Venetian Republic in the 17th and 18th Centuries, in P. Lanaro (ed.), *At the Centre of the Old World: Trade and Manufacturing in Venice and the Venetian Mainland, 1400-1800*, Toronto (On): Centre for Reformation and Renaissance Studies: 271-315.

Lesson 4 – Pre-Industrial Accounting.

Readings

Carruthers B.G., Espeland W.N., 1991, Accounting for Rationality: Double-Entry Bookkeeping and the Rhetoric of Economic Rationality, *American Journal of Sociology*, 97(1): 31-69.

Hoskin K., Zan L., 1997, *Il Discorso del Maneggio*. Accounting and the Production of a 'Management Discourse' at the Venice Arsenal, 1580-1650, Eiasm Working Paper.

Lesson 5 – Reputation, Trust and Coalition in Merchant Contract Enforcement

Readings

Greif A., 1989, Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders, *Journal of Economic History*, 49(4): 857-82.

Edwards J., Ogilvie S., 2009, Contract Enforcement, Institutions and Social Capital: The Maghribi Trades Reappraised, *Economic History Review*, doi: 10.1111/j.1468-0289.2011.00635.x

Lesson 6 – Merchant Cross-Cultural Networks.

Book presentation by students

Trivellato F., 2009, *The Familiarity of Strangers: The Sephardic Diaspora, Livorno and Cross-Cultural Trade in the Early-Modern Period*, New Haven (Ct): Yale University Press.

2nd Part: Entrepreneurship & Organization

Lesson 7 – Business History as the History of Organizations

Readings

Chandler A.D., 1970, The Development of Large-Scale Economic Organizations in Modern America, *Journal of Economic History*, 30(1): 201-217.

Chandler A.D., 1973, Decision Making and Modern Institutional Change, *Journal of Economic History*, 33(1): 1-15.

Lesson 8 – Entrepreneurship and Innovation.

Readings

- Schumpeter J.A., 1947, The Creative Response in Economic History, *Journal of Economic History*, 7(2): 149-59.
- Schumpeter J.A., 1949, Economic Theory and Entrepreneurial History, in *Change and the Entrepreneur: Postulates and Patterns of Entrepreneurial History*, Cambridge (Ma): Harvard University Press: 63-84.

Lesson 9 – Schumpeter in Historical Perspective

Readings

- Amatori F., 2006, Entrepreneurship, WP, 6th IAESBE International Colloquium in Business History, Johns Hopkins University.
- Langlois R., 2002, Schumpeter and the Obsolescence of the Entrepreneur, University of Connecticut, Department of Economics, WP 19/2002.

Lesson 10 – Entrepreneurship, Networking and Brand

Reading

- Favero G., 2005, Benetton: Identifying an Image, Imagining an Identity, Paper presented at the European Business History Association Conference, Frankfurt, September 1-3.

Lesson 11 – A Global Industry under Examination

Book presentation by students

- Jones G., 2010, *Beauty Imagined: A History of the Global Beauty Industry*, Oxford: Oxford University Press.

3rd Part: Quantification & Business

Lesson 12 – Accounting as a Model for Quantification in Business

Readings

- Fleischman R.K., Tyson T.N., 1993. Cost Accounting during the Industrial Revolution: The Present State of Historical Knowledge, *Economic History Review*, 46(3): 503-517.
- Porter T.M., 1992, Quantification and the Accounting Ideal in Science, *Social Studies of Science*, 22(4), 633-51.

Lesson 13 – Quantification and Economics

Reading

- Desrosières A., 2002, *The Politics of Large Numbers: A History of Statistical Reasoning*, Cambridge (Ma): Harvard University Press, pp. 279-337.
- Desrosières A., 2010, Economic Crises and Statistics, from 1880 to 2010, *ParisTech Review*, August 30th.

Lesson 14 – A Case of Observatory Capture

Reading

- Favero G., 2011, Business Attitudes towards Statistical Investigation in Late Nineteenth Century Italy: A Wool Industrialist from Reticence to Influence, *Enterprise & Society*, 12(2): 265-316.

Lesson 15 – A Political History of Economic Statistics

Book presentation by students

- Stapleford T., 2009, *The Cost of Living in America: A Political History of Economic Statistics*, New York (Ny): Cambridge University Press.

23. 1. Fellman, Susanna

Göteborgs universitet [University of Gothenburg]; Gothenburg, SWEDEN

GM0105: International Business and Trade in a Historical Perspective

GM0105 International Business and Trade in a Historical Perspective

7.5 higher education credits

Second Cycle

The syllabus in English is the official binding document.

1. Confirmation

The syllabus was approved by the Graduate School and confirmed by the Faculty Board of the School of Business, Economics and Law 2008-12-17, last revised 2011-11-30 to be valid from the spring term, 2012.

Field of education: Social Science

Responsible department: Graduate School

ENIBU

2. Position in the educational system

The course International Business and Trade in a Historical Perspective is a course within in the Master of Science programme in International Business and Trade at the Graduate School, School of Business, Economics and Law, University of Gothenburg.

3. Entrance qualifications

To be eligible for the course International Business and Trade in a Historical Perspective the participant must fulfil the entrance qualifications for the Master of Science programme in International Business and Trade. Students from the other Master of Science Programmes at Graduate School may also be eligible for the course.

A1N

4. Course content

The objective of this course is to discuss the development of world trade from early modern times until today.

Firstly, the historical development of world trade and trade policies are discussed in terms of causes and effects of international trade. A central aspect is the discussion of the importance of trade for growth and distribution of wealth over the world. The role of trade for countries in the less industrialised world is compared to its role for the industrialised world. Linked to this, is the discussion of whether protectionism or free trade has been the best way to promote economic development.

Secondly, the course relates to the development of "big business". The aim is to achieve an understanding for the present situation of multinational companies by studying their historical development. The studies start with how multi-national companies were formed. Multinationals have sometimes been accused of contributing to social injustice in countries in the third world. In the industrialised world they are accused of disrupting competition. The effects of big business establishment are to a large extent decided by how the activities are regulated. The national state can build institutions and regulate business activities by for example introducing tariffs, different forms of taxation, regulation of wages and so on. An important issue is to study under what circumstances multinational companies are contributing to growth and redistribution and when they are not.

5. Learning outcomes

Upon completion of the course the student will be able to

1. Discuss the importance of world trade for economic development and growth over the world.
2. Understand the process of corporate change from the industrial revolution to the 21st century.
3. Analyse the importance of different competitive and judicial regimes in the process of international

business and trade.

6. Required reading

See separate list of required reading.

7. Assessment

Learning outcomes 1-3 are assessed through written individual assignments, and oral presentations.

A student who has failed a test twice has the right to change examiner, unless weighty argument can be adduced. The request shall be sent to the Graduate School and has to be in writing.

The Graduate School is obliged to offer the exam at least five times during the course of each two year period. Students who have made five unsuccessful attempts to pass an exam have lost the possibility of obtaining the Master of Science Degree.

8. Grading scale

The grades are Pass with Distinction (väl godkänd, VG), Pass (godkänd, G) or Fail (un-derkänd, U). For Pass on the course, pass is required on all three learning outcomes. For Pass with Distinction on the course, Pass with Distinction is required on at least two learning outcomes, and pass on the remaining learning outcome.

9. Course evaluation

The course will be evaluated upon completion. The results of the evaluation will be communicated to the students and will function as a guide for the development of the course.

10. Additional information

The language of instruction is English.

23. 2. Fellman, Susanna

Göteborgs universitet [University of Gothenburg]; Gothenburg, SWEDEN

GM0101: International Business Environmental Analysis

GM0101, International Business Environmental Analysis, 7.5 higher education credits

Second Cycle

The syllabus in English is the official binding document.

1. Confirmation

The syllabus was confirmed by the Faculty Board of the School of Business, Economics and Law 2007-08-16, last revised 2009-08-27, to be valid from the autumn term, 2009.

Field of education: Social Science

Responsible department: Graduate School

2. Position in the educational system

The course International Business Environmental Analysis, is a core course included in the Master of Science programme in International Business and Trade at the Graduate School, School of Business, Economics and Law, University of Gothenburg.

3. Entrance qualifications

To be eligible for the course International Business Environmental Analysis, the participant must fulfill the entrance qualifications for the Master of Science programme in International Business and Trade.

4. Course content

The course aims to give a broad overview of the international business environment, and to identify various factors affecting the growth and development of the transnational enterprise. It takes up the institutional setting – the economic, political, legal, social, cultural, historical and geographical preconditions that play a role in a firm's international strategy and organisation in different parts of the world. Relevant preceding courses given at the Bachelor's level are consolidated and synthesized into a new comprehensive context. Various scenarios of globalisation and the emergence of a 'borderless world' are confronted to parallel trends towards regionalism and nationalism, and are assessed and evaluated from the viewpoint of the transnational corporation in a cross-cultural communication context. The anti-globalisation dis-

course, manifested around various international official meetings, as well as through activities by NGOs, will be carefully analysed and penetrated from the viewpoint of the TNC, as well as the civil society and the private citizen.

A couple of "perspective" lectures, representing various aspects of the international economic and political environment will provide the necessary context of international business environment analysis, while the major part of the course will consist of a number of independent team work projects, aiming at identifying key components in business environment analysis, viewed from the corporate perspective.

The basic educational method used in the project work is problem-based learning. The participants are confronted with a concrete problem in order to train their capability to retrieve, to interpret and to evaluate international economic and political information sources, including macroeconomic data, particularly focusing on balance of payment statistics, data on international trade in goods and services, as well as statistics of foreign direct investment. Furthermore the team work projects will contain tasks aiming at assessing political risks, demographic trends, infrastructure, as well as the cultural and social environments affecting business. The ability to compile and to structure complex external business information, and to communicate the results in written and oral presentation is particularly regarded.

5. Learning outcomes

After completing the course, students will have reached an enhanced understanding of how various political and economic factors affect the external business environment of a transnational enterprise, and how consideration of these factors can be incorporated in the strategic management of the firm.

Furthermore, the practical ability to combine these factors into a systematic toolbox for using business environment analysis in the short- and long-term planning in the transnational company.

6. Required reading

See separate list of required reading.

7. Assessment

The assessment will be done through written exams, group work and assignments.

A student who has failed a test twice has the right to change examiner, unless weighty argument can be adduced. The request shall be sent to the Graduate School and has to be in writing.

The Graduate School is obliged to offer the exam five times during the course of each two year period. Students who have made five unsuccessful attempts to pass an exam have lost the possibility of obtaining the Master of Science Degree.

8. Grading scale

The grades are Pass with Distinction (väl godkänd, VG), Pass (godkänd, G) or Fail (underkänd, U).

For Pass on the course, 50% of the total of the points that are possible to achieve will be needed. For Pass with Distinction, 75% of the total of the points that are possible to achieve will be needed.

Grades are translated with a set model where the grades correspond to the following intervals according to EGIS (ECTS Grade Interpretation Scheme):

Pass with Distinction (väl godkänd, VG) A-B

Pass (godkänd, G) C-E

Fail (underkänd, U) FX-F

9. Course evaluation

The course will be evaluated upon completion. The results of the evaluation will be communicated to the students and will function as a guide for the development of the course.

10. Additional information

Tuition will be in English throughout the course.

23. 3. Fellman, Susanna

Göteborgs universitet [University of Gothenburg]; Gothenburg, SWEDEN

GM0410: Innovation and Structural Transformation

GM0410 – Innovation and Structural Transformation

Schedule 2011 Part I - history

Tuesday 8/11 11-13 Johan Brink

Room: HH-E45 *Introduction*

Fellman's lecture cancelled and added to the two remaining lectures by Fellman

Thursday 10/11

Room HH-E45 **9-11 LECTURE**

Institutions, innovations and growth

Teacher: Peter Sandberg

Literature: North, Veblen

11-13 CASE 1

Industrial innovations and organisation

Teacher: Peter Sandberg

Literature: Boje & Johansen, Gourvish, Lundqvist, Sandberg, Wilson & Gourvish

Tuesday 15/11

Room: HH-E43 **9-11 LECTURE**

Theories on innovations in a historical context

Teacher: Staffan Albinsson

Literature: Hébert & Link, Schumpeter, Witt

11-13 CASE 2

Case 2 – Knowledge economy and creativity

Teacher: Staffan Albinsson

Literature: Hayek, Albinsson, Frith, Scotchmer & Maurer

Thursday 17/11

Room: HH-E43 **10-13 LECTURE**

Technological revolutions and Industrial revolutions: the historian's perspective

Teacher: Susanna Fellman

Literature: Perez; Allen, Thelen, de Vries,

Tuesday 22/11

Room: CGsalen **9-11 LECTURE**

Danish Capitalism

Teacher: Martin Jes Iversen

Literature: Fellman et al, Iversen.

11-13 CASE 3

Case: H.N. Andersen and Østasiatisk Kompagni

Teacher: Martin Jes Iversen

Literature: (will be informed later).

- Thursday 24/11** **11-13 SEMINAR**
Room: HH-B23 *Examination case 1 – Industrial innovations and organisation*
Teacher: Peter Sandberg
- Tuesday 29/11** **10-13 LECTURE**
Room: HH-E43 Teacher: Susanna Fellman
Literature: Fellman et al (eds.), Perez; Thelen, Allen, De Vries
- Thursday 1/12** **SEMINAR**
Room: HH-E43 **9-11** *Examination Case 2 – Knowledge economy and creativity*
Teacher: Staffan Albinsson
Literature: Hayek, Albinsson, Frith, Scotchmer & Maurer
- 11-12 CONCLUDING LECTURE – part I - History**
Teacher: Susanna Fellman

Readings for lectures
Theory and history

Compulsory reading

Fellman, Susanna et al (eds): *Creating Nordic Capitalism: The Business History of a Competitive Periphery*, Palgrave 2008.

Iversen, Martin, Economic orders and formative phases: a business historical perspective. Pdf file on course web-site.

Hébert, Robert F. and Link, Albert N: *A History of Entrepreneurship*, Routledge, (e-book from Gunda) North, D. C. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press, Cambridge 1990

Perez, Carlotta. Technological revolutions and techno-economic paradigms. *Cambridge Journal of Economics* 2010 vol. 34, 185-202 (e-journal at Gunda)

Veblen, T. (1998) 'Why is Economics Not an Evolutionary Science', *Cambridge Journal of Economics*, Vol. 22, No. 1. (e-journal at Gunda)

De Vries, Jan. The Industrial Revolution and the Industrious Revolutions. *The Journal of Economic History* Vol. 54, 1994, 249-270 (e-journal at Gunda)

Recommended reading

Allen, Robert, 'The Industrial Revolution in Miniature: The Spinning Jenny in Britain, France and India'. *The Journal of Economic History* Vol. 69 No 4, 901-927.

Hayek, Friedrich A. (1945), 'The Use of Knowledge in Society', *The American Economic Review*, Vol. 35, No. 4 (Sep., 1945), pp. 519-530, pdf provided by JStor through the GU library

Schumpeter, Joseph (1911 - translated by Becker, Marcus C. and Knudsen, Torbjörn), 'New Translation: Theorie der Wirtschaftlichen Entwicklung', *American Journal of Economics and Sociology*, Vol. 61, No. 2 (April 2002), mainly pp. 405 - 414, pdf provided by JStor through the GU library

Witt, Ulrich, 'How evolutionary is Schumpeter's Theory of Economic Development?', *Industry and Innovation*, 1&2/2002, Routledge, pdf provided by JStor through Gunda

Thelen, Kathlen, 'Historical institutionalism in comparative perspective'. *Annual Review of Political Science*. 1999, 2, 369-404. (e-journal at Gunda)

Material for cases

Case 1 – The brewing industry

Boje, P. & Johansen, H.C. *The Danish Brewing Industry after 1880. Entrepreneurs, market structure and technology*, in: Wilson, R.G & Gourvish, T.R. *The Dynamics of the International Brewing Industry since 1800*, Routledge, New York 1998. (e-book at Gunda)

Gourvish, T. R. *Concentration, Diversity and firm strategy in European brewing, 1945 – 1990*, in: Wilson, R.G & Gourvish, T.R. *The Dynamics of the International Brewing Industry since 1800*, Routledge, New York 1998. (e-book at Gunda)

Lundqvist, T. *The Making of a National Cartel in the Swedish Brewing Industry 1885 – 1908*, in: *Scandinavian Economic History Review*, Vol. 46, No. 3 1998. (pdf on course web-site)

Sandberg, P. *The creation of big business in the Swedish brewing industry during the aftermath of the Second World War*, in: *Scandinavian Economic History Review*, Vol. 58, No. 1 2010. (e-journal at Gunda).

Wilson, R.G & Gourvish, T.R., *The Dynamics of the International Brewing Industry since 1800*, Introduction, Routledge, New York 1998. (e-book at Gunda)

Case 2 – Knowledge economy and music

Albinsson, Staffan: “*More Rhetoric than Money – on Swedish Music Copyrights 1980 – 2009*”, working paper for the 5th Sound Economic History Workshop, Lund, 2010, pdf copy on course web-site

Frith, Simon: “*Music and the Media*”, Chapter 10 in Frith, Simon and Marschall, Lee: “*Music and Copyright*”, Edinburgh University Press, 2004, pdf copy on course web-site

Scotchmer, Suzanne with Maurer, Stephen: “*A Primer for Nonlawyers on Intellectual Property*”, chapter 3 in “*Innovation and Incentives*”, Ch. 3: The MIT Press, 2004; pdf copy on course web-site

Case 3 – Guest by Associate professor Martin Iversen, Copenhagen Business School

Fellman & al (2008)

Iversen, Martin, Economic orders and formative phases: a business historical perspective. Pdf file on course web-site.

Teachers

Susanna Fellman susanna.fellman@econhist.gu.se, tel 786 6548

Staffan Albinsson, staffan.albinsson@econhist.gu.se, tel 786 4420

Peter Sandberg, peter.sandberg@econhist.gu.se, tel 786 4093

Guest lecture: Martin Iversen, Copenhagen Business School, mi.lpf@cbs.dk

Historia Económica y Financiera
[Financial and Economic History]
(2012-2013)

1. ASIGNATURA / COURSE TITLE

Historia Económica y Financiera / Financial and Economic History

Course Description [translated roughly]:

“The overall objective of the course is a knowledge of the general dynamics of the major historical processes in economic and financial matters. The aim is for students acquire skills in analyzing economic and financial systems and the factors that determine their evolution throughout history.” The course is divided into six parts.

(1) “General characteristics of preindustrial economies”

(2) “The industrial and technological revolutions until 1914” analyzing “the concept of Industrial Revolution... The financial background of the First (1760-

1870) and Second (1870-1914) Industrialisations. (3) “The formation of an international economy: the First Globalisation (1870-1914)” covering “the integration of world economy. The movement of production factors: international migrations and capital exports. International monetary system: the Gold Standard. Imperialism and colonialism.” (4) “The interwar period (1914-1939)” (5) “The golden age of economic growth (1950-1973)” and (6) “From the 1973 oil crisis to the financial and debt crises.”

Historia/History

1.3. Tipo /Course type

Formación Básica (FB)

1.4. Nivel / Course level

Grado

1.5. Curso / Year

Segundo

1.6. Semestre / Semester

Primero

1.7. Número de créditos / Credit allotment

1.8. Requisitos previos / Prerequisites

No

1.9. Requisitos mínimos de asistencia a las sesiones presenciales/ Minimum attendance requirement

Dado que la asistencia a clase está contemplada en el cómputo total de horas de trabajo del alumno, ésta resulta clave para la evaluación continua y en consecuencia para la obtención de resultados positivos.

As attendance is part of the student workload, it will be a key aspect for assessing the ongoing evaluation and thus for obtaining positive results.

1.10. Datos del equipo docente / Faculty data

Nadia Fernández de Pinedo

Facultad de CC. Económicas y Empresariales. Dpto. Análisis Económico: Teoría Económica e Historia Económica. Despacho: E-II-308 Tfno. (91-4972688). E-mail: nadia.pinedo@uam.es Horario de tutorías: A disposición del alumno en la Secretaría del Departamento una vez iniciado el curso académico.

Nadia Fernández de Pinedo

School of Economics and Business Administration Department of Economic analysis: Economic Theory and Economic History Office: E-II-308 Phone: (91-4972699). E-mail: nadia.pinedo@uam.es Office

hours: Available once the academic year begins.

Xabier Lamikiz Gorostiaga

Facultad de CC. Económicas y Empresariales. Dpto. Análisis Económico: Teoría Económica e Historia Económica. Despacho: E-II-313 Tfno. (91-4972901). E-mail: xabier.lamikiz@uam.es Horario de tutorías: A disposición del alumno en la Secretaría del Departamento una vez iniciado el curso académico.

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Marta Felis

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Marta Felis

School of Economics and Business Administration Department of Economic analysis: Economic Theory and Economic History Office: E-II-312 Phone: (91-4978717). E-mail: marta.felis@uam.es Office hours: Available once the academic years begins.

1.11. Objetivos del curso / Course objectives

El **objetivo general** del curso es el conocimiento de la dinámica general de los grandes procesos históricos en materia económica y financiera. Se pretende que el alumno adquiera capacidades para analizar los sistemas económicos y financieros, así como los factores que determinan su evolución a lo largo de la historia.

Competencias genéricas:

Instrumentales

Capacidad de análisis y síntesis Comunicación oral y escrita en lengua nativa Capacidad de organización y planificación Habilidad para analizar y buscar información proveniente de fuentes diversas Capacidad para la resolución de problemas Capacidad de tomar decisiones Leer y comunicarse en el ámbito profesional en más de un idioma, en especial en inglés Manejar correctamente la terminología específica de la materia

Interpersonales

Capacidad para trabajar en equipo Habilidad en las relaciones personales Capacidad crítica y autocrítica Compromiso ético en el trabajo Desarrollar habilidades para transmitir los conocimientos adquiridos.

Sistémicas

Capacidad para aplicar los conocimientos en la práctica Habilidades de investigación Capacidad de aprendizaje autónomo Motivación por la calidad Sensibilidad hacia temas medioambientales y sociales

Competencias específicas

Identificar y anticipar problemas económicos en relación con la asignación de recursos en general, tanto en el ámbito privado como en el público Aportar racionalidad a la descripción y al análisis de la realidad económico-financiera. Emitir informes de asesoramiento sobre situaciones concretas de la economía y las finanzas. Entender los fundamentos y el funcionamiento de los mercados financieros nacionales e internacionales.

The **overall goal** of the course is to achieve a general understanding of the main economic and financial trends in history. The student will acquire the tools and abilities required to analyze economic and financial systems, as well as the defining factors of their historical evolution.

Intended General Abilities:

Instrumental skills

Analysis and synthesis skills Oral and written communication in native language Ability to organize and plan Ability to analyze and search for information from various sources Ability to solve problems Ability to make decisions Reading and communicating in a professional environment in more than one language, especially English Handling the subject's specific terminology correctly

Interpersonal Skills

Ability to work as a team Ability to be openly critical, even of oneself Ethical commitment to work
Developing skills to convey knowledge

Systemic Skills

Identifying and anticipating economic problems in connection with resources allowance in general, both in private and public sphere Applying knowledge to practical tasks Personal relationship skills Research skills Independent learning ability Motivation for quality work Awareness of environmental and social issues

Specific Skills

- 1- Applying rationality to both the description and the analysis of economic and financial reality
- 2- Writing assessment reports on specific situations of both economy and finance
- 3- Understanding the foundations and functioning of national and international financial markets

1.12. Contenidos del programa / Course contents

Chapter 1: General characteristics of preindustrial economies

Preindustrial economic growth. Transformations in agriculture, industry and trade. Transformations in the financial world.

Chapter 2: The industrial and technological revolutions until 1914

The concept of Industrial Revolution. Economic growth and structural change. The processes of industrialisation. The financial background of the First (1760-1870) and Second (1870-1914) Industrialisations. The different banking and financial systems.

Chapter 3: The formation of an international economy: the First Globalisation (1870-1914)

The integration of world economy. The movement of production factors: international migrations and capital exports. International monetary system: the Gold Standard. Imperialism and colonialism.

Chapter 4: The interwar period (1914-1939)

World War One, the reconstruction and the financial problems. The crash of 1929 and the great depression of the 1930s. The arrival of the socialist economic system: the USSR.

Chapter 5: The golden age of economic growth (1950-1973)

World War Two and its financial consequences. The acceleration of world economic growth: developed countries, socialist economies, and developing countries. The complexity of the international financial system.

Chapter 6: From the 1973 oil crisis to the financial and debt crises

The oil crisis and its consequences. The model of economic growth and finance. The problems of debt.

*** These contents could be updated and adjusted for a better pursuance of the course objectives.**

1.13. Referencias de consulta / Course bibliography

REFERENCIAS BÁSICAS / MAIN BIBLIOGRAPHY

- BROADBERRY, S. and O'ROURKE, K.H., *The Cambridge Economic History of Modern Europe, Vol 1/Vol 2*, Cambridge University Press, 2010.
- CAMERON, R., *Historia Económica Mundial, desde el Paleolítico hasta el presente*. Madrid, Alianza Editorial, 2000.
- COMÍN, F.; HERNÁNDEZ, M.; LLOPIS, E., eds., *Historia Económica Mundial, siglos X-XX*. Crítica, Barcelona, 2005.
- DI VITTORIO, A. et al., *Historia económica de Europa, siglos XV-XX*. Barcelona, Crítica, 2007.
- EICHENGREEN B. y BORDO M.D., *A Retrospective on Bretton Woods System. Lessons for International Monetary Reform*, Chicago, 1993.
- EICHENGREEN, B., *Golden Fetters. The Gold Standard and the Great Depression 1919-1939*, Oxford: Oxford University Press, 1992.
- FERGUSON, N., *The Ascent of Money: A Financial History of the World*, London, Allen Lane, 2008.
- FLANDREAU M., HOLTFRERICH, C. L. y JAMES H., *International Financial History in the Twentieth Century. System and Anarchy*, Cambridge University Press, 2003.
- FOREMAN-PECK, J., *A History of the World Economy: International Economic Relations since 1850*, Hemel Hempstead, 1995 (2nd edition).
- FRIEDEN, J. A., *Capitalismo global. El trasfondo económico del siglo XX*. Barcelona. Crítica, 2006.

- KINDLEBERGER, Ch. P., *Historia Financiera de Europa*, Barcelona, Crítica, 1988.
- OLIVER, M.J. and ALDCROFT, D.H., *Economic Disasters of the Twentieth Century*, Edward Elgar, 2007.
- PERSSON, Karl Gunnar, *An Economic History of Europe: Knowledge, Institutions and Growth, 600 to the Present*, Cambridge, 2010.
- REINHART, C. M. y ROGOFF, K., *The times is different. Eight Centuries of Financial Crisis*, Princeton University Press, 2009.
- TEMIN, P., *Lessons from the Great Depression*, Cambridge, Mass: MIT Press, 1989.

2. Métodos Docentes / Teaching methodology

En las **clases teóricas** el profesor ofrecerá una visión general del temario, insistiendo en los conceptos claves de la materia. El profesor aportará los recursos necesarios (bibliografía seleccionada, material docente, páginas web, etc.) para que los alumnos puedan preparar y desarrollar los esquemas y contenidos del temario.

Las **clases prácticas** tendrán como objetivo adquirir habilidades y experiencia en el análisis histórico de la economía y las finanzas. Para ello se seleccionaran materiales docentes adecuados (series temporales, gráficos y cuadros de macro-variables y textos). Los alumnos realizaran y entregarán prácticas individuales y de grupo.

Las **actividades complementarias** pretenden reforzar el proceso de aprendizaje tanto teórico como práctico. Estas actividades podrán realizarse individualmente o en grupos y consistirán en participación en debates, preparación y seguimiento de trabajos, individuales o de grupo, y en la orientación sobre distintas metodologías de estudio y trabajo.

During the **lectures** a general view of the course contents will be offered, paying special attention to key concepts for the study of a particular period. The teacher will provide useful resources (selected bibliography, learning material, interesting websites, and so on) so that students can prepare and take their own notes.

Several **practices** will be carried out with the intention of letting students acquire experience in the historical analysis of both economy and finance. With that aim, adequate materials will be selected (statistical series, graphs, tables, and texts). Students will work on and hand in both individual and group practices.

	N° horas	%
ACTIVIDADES PRESENCIALES	50	33,3
- Clases teóricas	1,5 x 30 clases =45h	
- Actividades complementarias	1 x 2h = 2h	
- Evaluación	1 X 3h= 3 h	
ACTIVIDADES NO PRESENCIALES	100	66,6
- Preparación de actividades prácticas	25h	
- Estudio y preparación de exámenes	75h	
TOTAL	150	

	N° hours	%
IN-CLASS ACTIVITIES:	50	33.3%
-Lectures 3 hours/week x 15 weeks	45	30%
-Complementary activities	2	1.3%
-Final exam	2	1.3%
OUT-OF-CLASS ACTIVITIES	99	66%
-Practices preparation	25	13.3%
-Exam preparation & hours of study	75	52.7%
TOTAL: 25 HOURS X 6 ECTS	150	100%

There will also be **additional activities** intended to support the learning process as a whole. These activities can be completed both individually and in groups, and will consist of debates, preparation of presentations, and methodological guidance.

1 **Tiempo de trabajo del estudiante / Student workload**

2 **Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade**

La evaluación final será resultado de la ponderación de:

I-Evaluación continua (EC), que supondrá el **30% de la nota final**, mediante:

. Realización de 3 trabajos individuales, consistentes en: comentarios de textos, tablas, gráficos o cuestiones similares.

. Elaboración y exposición de 1 trabajo en equipo sobre temas y materiales propuestos por el profesor.

. Participación activa en clase, seminarios y tutorías.

Es obligatoria la entrega del 75% de las actividades planteadas para poder realizar la evaluación continua, independientemente de la calificación de la misma.

II-Evaluación del examen final (EF), que supondrá el **70% de la nota final**.

Comprende un examen de 2 horas de duración cuyo objetivo es evaluar el grado de aprendizaje de los conocimientos teóricos y prácticos estudiados a lo largo del curso y la capacidad de análisis y síntesis.

La nota final de la asignatura se calculará mediante la suma de las notas obtenidas en la evaluación continua y el examen final, exigiéndose una nota mínima de 4 sobre 10 en cada parte para poder compensar en la calificación final.

III-Convocatoria extraordinaria: La convocatoria extraordinaria consistirá únicamente en un examen final que supondrá el 70% de la nota de la asignatura. A dicha nota se le sumará la calificación obtenida por los estudiantes a lo largo del periodo lectivo en las actividades de evaluación continua. **Las actividades de evaluación continua realizadas durante el curso no son recuperables.**

The final evaluation will be the result of weighing:

I-Continuous evaluation (CE) will involve 30% of the final grade by:

-Individual papers. Students must at least solve 3 individual papers that could consist of reviews of texts, tables, graphs or similar issues. -One presentation of a topic in team. The topic will be chosen previously with the instructor. -Active participation in class, seminars and tutorials.

Delivery of the 75% of planned activities is compulsory to perform continuous assessment, regardless of the mark obtained.

II- Evaluation of the final exam (FE) will represent 70% of the final grade.

-

Includes an exam of 2 hours which assesses the degree of learning knowledge and skills studied throughout the course and the capacity for analysis and synthesis.

-

The final grade will be calculated by adding the marks obtained in continuous assessment and in final exam, requiring a minimum score of 4 out of 10 in each part to make the final score.

III- Extraordinary examination: This will consist of a final exam that will have a weight of 70% in the final course grade. This grade will be combined with the respective marks obtained during the course in continuous evaluation.

Grades obtained in continuous evaluation cannot be re-considered.

5. Cronograma* / Course calendar

*Este cronograma tiene carácter orientativo.

Semana		Horas presenciales	Horas no presenciales del estudiante
1	Introducción	3	0
2	Tema 1	3	5
3	Tema 1	3	5
4	Tema 2	3	5
5	Tema 2	3	5
6	Tema 2	3	5
7	Tema 3	3	5
8	Tema 3	3	5
9	Tema 4	3	5
10	Tema 4	3	5
11	Tema 4 Tema 5	1.30 1.30	5
12	Tema 5	3	5
13	Tema 5	3	5
14	Tema 6	3	5
15	Tema 6	3	5
	Actividades complementarias	15	10
	Examen final	2	15
	Total	60	95

Week		In-class hours	Out-of-class hours
1	Introduction	3	0
2	Chapter 1	3	5
3	Chapter 1	3	
4	Chapter 2	3	5
5	Chapter 2	3	5
6	Chapter 2	3	5
7	Chapter 3	3	5
8	Chapter 3	3	5
9	Chapter 4	3	5
10	Chapter 4	3	5
11	Chapter 4 Chapter 5	1.30 1.30	5
12	Chapter 5	3	5
13	Chapter 5	3	5
14	Chapter 6	3	5
15	Chapter 6	3	5
	Final exam	2	15
	Further training	15	10
	Total	55	95

25. Fernández Pérez, Paloma

Universitat de Barcelona; Barcelona, SPAIN

Empresas Familiares, Innovación y Globalización en el Mundo **[Family Businesses, Innovation, and Globalization in the World]**

Title: *Family businesses, innovation and globalization in the world* (“Empresas familiares, innovación y globalización en el mundo”).

Taught in the Master of Creation of Technologically Innovative Businesses.

Course Description: Analyzes the evolution, transformation, and continuities of family businesses in innovative sectors in developed countries and emerging economies during the 19th and 20th centuries. The aim is to show how entrepreneurial families were behind innovation in past developed economies, and that they are also now leading innovation increasingly in emerging economies. Case studies and social networks are used to create communities of learning within and outside the classroom.

List of readings

- Fagerberg, J. i D.C. Mowery, eds., *The Oxford Handbook of Innovation*. Oxford, Oxford University Press, 2005.
- H. James, *Family Capitalism: Wendels, Haniels, Falcks, and the Continental European model*. Cambridge, MA, Belknap Press, 2006.
- D.S. Landes. *Dinastías : fortunas y desdichas de las grandes familias de negocios*. Barcelona, Crítica, 2006.
- G.G. Jones i J. Zeitlin, eds., *The Oxford Handbook of Business History*. Oxford, Oxford University Press, 2008.
- L. Casanova, *Global Latinas : Latin America's emerging multinationals* . Palgrave-McGraw Hill, 2010
- Fernández Pérez, Paloma and Mary B. Rose, eds., *Innovation and Entrepreneurial Networks in Europe*. New York: Routledge International Studies in Business History, 2010
- Fernández Pérez, Paloma, *La última globalización y el renacer de los negocios familiares en el mundo*. Bogotá: Cátedra Corona, 2012.

26. Forster, Benjamin

University of Western Ontario; London, Ontario, CANADA

HIST 4807E: Select Topics in Business History [Graduate Seminar]

Department of History
University of Western Ontario
History 4807E Select Topics in Business History
2009-2010

B Forster Tuesday 1:30-3:30, TH 3101

Canada, Britain and the United States are business civilizations: many of our values focus on the market. The course explores the ideas, the institutions and the people that generate and evolve the market, with a particular focus on Canada.

The approach is thematic and stresses industry and case studies both in regular seminars and in the presentation of research work. Those who take the course can expect to develop an appreciation of the evolution of business organization, and of the social and economic functions of business activity stretching back to the Industrial Revolution.

Grading

A major research paper, due in the second term, will be worth 40% and two reports or reviews will be required, each worth 15%. Seminar participation will be worth 40%, so ongoing reading and analysis will be of much importance.

Seminar meetings, first term

Sept. 15 **Organizational**

Sept. 22 Core and Periphery: The Staples Thesis

Immanuel Wallerstein, *The Modern World System 1*, New York: 1974

H.A. Innis, *The Fur Trade in Canada: An Introduction to Canadian Economic History*, (1956) reprinted in W.T. Eaterbrook and M.H. Watkins, *Approaches to Canadian Economic History* Toronto: 1967, pp. 16-19

M.H. Watkins, "A Staple Theory of Economic Growth," *CJEPS*, vol. 29, 1963, pp. 96-105

J. McCallum, *Unequal Beginnings: Agriculture and Economic Development in Quebec and Ontario until 1870*, Toronto, 1980, pp. 9-24, 115-20

D. McCalla, "The Wheat Staple and Upper Canadian Development," *CHA Historical Papers*, 1978, pp. 34-46

Sept. 29 **Staples and the Structure of International Business: mostly lumber**

T.W. Acheson, "The Great Merchant and Economic Development in Saint John 1820-1850," *Acadiensis*, vol. 8, 1979, pp. 3-27

Graeme Wynn, "Industrialism, Entrepreneurship and Opportunity in the New Brunswick Timber Trade," in L.R. Fischer and E. Sager, eds., *The enterprising Canadians: Entrepreneurs and Economic Development in Eastern Canada 1820-1914*, St. John's 1979, pp. 7-22

David M. Williams, "Merchanting in the First Half of the Nineteenth Century: The Liverpool Timber Trade," *Business History*, vol. 8, 1966, pp. 107-17

L. Deschenes "William Price" Dictionary of Canadian Biography, vol. 9, Toronto: 1976, pp. 638-42
D. McCalla, The Upper Canada Trade 1834-1872: A Study of the Buchanans" Business, Toronto, 1979, pp.

Oct. 6 Transportation – shipping and shipbuilding

C.K. Harley, "On the Persistence of Old Techniques: The Case of North American Wooden Shipbuilding," Journal of Economic History, 33, 1973, 372-98
Sager, Eric, and L.R. Fischer, "Atlantic Canada and the Age of Sail Revisited," Canadian Historical Review, 63, 1982, 125-50
A. Faucher, "The Decline of Shipbuilding at Quebec in the Nineteenth Century," Canadian Journal of Economic and Political Science, 33, 1957, 195-215
Robert G. Albion, "Early Nineteenth-Century Shipowning – A chapter in Business Enterprise," The Journal of Economic History, 1, 1941, 1-11.
P.N. Davies, "The Development of the Liner Trades, in K. Matthews and G. Panting, eds, Ships and Shipbuilding, St. John's, 1978
A.G. Finley, "The Morans of St. Martins, N.B., 150-1880. Towards and Understanding of Family Participation in Maritime Enterprise," in L.R. Fisher and E. Sager, eds., The enterprising Canadians, St. John's, 1979, 35-54

Oct. 13 Transportation – Railways

A.D. Chandler, Jr., "The Railroads: Pioneers in Modern Corporate Management," Business History Review, 39, 1965
Terrence Gourvish, "Captain Mark Huish: A Pioneer in the Development of Railway Management," Business History, 12, 1970 46-58
P. Baskerville, "Professional vs. Proprietor: Power distribution in the Railroad world of Upper Canada/Ontario, 1850 to 1881, CHA Historical Papers, 1978 47-63
Paul Craven, "Labour and Management on the Great Western Railway," in P. Craven, ed., Labouring Lives: Work & Workers in Nineteenth-Century Ontario, Toronto: 1995 335-410

Oct. 20 Industrialization and consumer demand

I.M. Drummond, "CHR Dialogue: Ontario's Industrial Revolution," Canadian Historical Review, 69, 1988, 283-314
A.D. Chandler, Jr., Anthracite coal and the Beginnings of the Industrial Revolution in the United States," Business History Review, 46, 1972, 141-81
David Gagan and R. Gagan, "Working Class Standards of Living in Late-Victorian Urban Ontario," Canadian Historical Association Journal, 1990, 157-79
N. McKendrick, J. Brewer and J.H. Plumb, The Birth of a Consumer Society: The Commercialization of Eighteenth-century England, London, 1982, 1-33

Oct. 27 Distribution and business organization

G. Porter and H.C. Livesay, Merchants and manufacturers; studies in the changing structure of nineteenth-century marketing, Baltimore, 1971
D. McCalla, The Upper Canada Trade, 1834-1872: A Study of the Buchanans" Business, Toronto, 1979

Nov. 10 The expansion of financial markets - 1

R.C. Michie, "The Canadian Securities Market, 1850-1914," Business History Review, 62, 1988, 35-73
Whiteside, John F., "The Toronto Stock Exchange and the Development of the Share Market to 1885,"

Journal of Canadian Studies, 20, 1985, 64-81

I.M. Drummond, "Canadian Life Assurance companies and the Capital Market, 1890-1914," Canadian Journal of Economics and Political Science, 28 1962 202-24

Sun Life

Nov. 17 The expansion of financial markets - 2

R.C. Michie, "The London Stock Exchange and the British Securities Market, 1850-1914," Economic History Review, 38, 1985, 61-82

Gene Smiley, "The Expansion of the New York Securities Market at the turn of the Century," Business History Review, 55, 1981 75-85

Navin, T.R., and M. Sears, "The Rise of a Market for Industrial Securities, 1887-1902," Business History Review, 29 1955, 105-38

L. Neal, "Trust Companies and Financial Innovation, 1897-1914," Business History Review, 45 1971 35-51

David F. Hawkins, "The Development of Modern Financial Reporting Practices," Business History Review, 37, 1963 134-68

Nov. 24 Business consolidation

L. Hannah, "Mergers in British Manufacturing Industry, 1880-1918," Economic History Review, 18, 1965

M.A. Utton, "Some Features of the Early Merger Movements in British Manufacturing Industry," Business History, 14, 1972 51-60

George J. Stigler, "Monopoly and Oligopoly by Merger," American Economic Review Proceedings 9, 1950

M. Bliss, "Another Anti-Trust Tradition: Canadian Anti-Combines Policy, 1889-1910," in Glenn Porter and Robert Cuff, eds., Enterprise and National Development: Essays in Canadian Business and Economic History, Toronto, 1972

B. Forster, "Finding the Right Size: Markets and Competition in Mid- and Late-Nineteenth-Century Ontario, in R. Hall, W. Westfall and W.S. MacDowall, eds., Patterns of the Past: Interpreting Ontario's History, Toronto 1988 150-73

Ralph Nelson, Merger Movements in American Industry, 1895-1956, Princeton, 1959

Dec. 1 The rise of social science

Margaret McCallum, "Corporate Welfarism in Canada 1919-39, Canadian Historical Review, 71, 1990 46-79

D. Nelson, "Scientific Management, Systematic Management, and Labor, 1880-1915, Business History Review 48 1974 479-500

Nelson, D., and Studart Campbell, "Taylorism Versus Welfare Work in American Industry: H.L. Gannt and the Bancrofts," Business History Review 46 1972 1-16

H. Eilbert, "The Development of Personnel Management in the United States," Business History Review, 33 1959 345-64

G.S. Lowe, "„The Enormous File“: The Evolution of the Modern Office in Early Twentieth-Century Canada, in D. McCalla, The Development of Canadian Capitalism,

JoAnne Yates, Control through Communication: The Rise of System in American Management, Baltimore, 1989

27. 1. Godley, Andrew C.

Henley Business School, University of Reading; Reading, England, UNITED KINGDOM

**MMM060: Global Entrepreneurial Management
(2012)**

**Global Entrepreneurial Management MMM060
Module Outline 2011/12**

This module is concerned with national variations in management, innovation and organisation behaviour, and how these differences influence firm performance. The module starts with an examination of globalisation and the financial crisis before going on to consider the basic components of business systems in different countries in an increasingly globalised world economy, corporate governance and management education. Then we consider the US, European and Asian business systems in detail.

Teaching and Learning

The module will be taught by lectures. The module convenor is Professor Andrew Godley (HBS Room 235). Lectures will be given also by Dr Haiming Hang (HBS 230) and Dr Denise Tsang (HBS 135). All have regular Office Hours. The Lectures will take place in room HBS 201 on Wednesdays from 11.00 to 1.00pm. There will also be three seminars, as scheduled below, in PBG06.

Course Work and Examination

The coursework requirement is a 3,000 word essay, to be submitted by 4.00pm on Thursday, March 22nd 2012. You will need to submit a hard copy to the management coursework submission box which is situated on the first floor of the Henley Business School. You will also have to submit an electronic version via Blackboard through the TurnitinUK option by the same deadline.

Your coursework will constitute 30% of your final mark, the rest being from your final exam. If for any reason you are unable to meet the deadline, you must complete the University's Extenuating Circumstances form.

The examination will be in the summer term. You will have to answer 2 out of 5 questions in two hours. I will circulate copies of previous exam questions relevant to this year's module content in the revision lecture in the first week of summer term. The final exam this year will reflect what has been taught this year.

Reading

You **DON'T** have to read everything on the reading list! However, do try to read the core readings (marked * under each topic). For the essay, you will need to have read most of the readings for two or three topics. Because the course is interdisciplinary and comparative, there is no single textbook, but we will be drawing on David J. Hickson (ed) *Management in Western Europe* (1993), D.J. Hickson (ed), *Exploring Management across the World* (1997), and Richard Whittington and Michael Mayer, *The European Corporation: Strategy, Structure and Social Science* (2002). Much up to date informed comment is available from the *Financial Times*, *Economist* and other reliable publications. Regular blogs worth consulting are by Martin Wolf (*FT*) and Paul Krugman (*New York Times*).

LECTURES AND RECOMMENDED READING LIST

1. INTRODUCTION: GLOBALIZATION AND THE FINANCIAL CRISIS (Andrew Godley) 18th January, 2012

*R. Rajan, *Fault Lines: How Hidden Fractures Still Threaten the World Economy* (2009), esp. chapters 1-5 and 7.

*US Financial Crisis Inquiry Commission Report. 2011. Conclusion. http://fcic-static.law.stanford.edu/cdn_media/fcic-reports/fcic_final_report_conclusions.pdf

*C. Kobrak and M. Wilkins ‘The 2008 Crisis in an economic history perspective: looking at the twentieth century’, *Business History* (April 2011).

*S Tilford and P. Whyte, *Why Stricter Rules Threaten the Eurozone* Centre for European Reform (2011), http://www.cer.org.uk/sites/default/files/publications/attachments/pdf/2011/essay_eurozone_9nov11-4084.pdf

P. Krugman, *Crises* Nobel Lecture, American Economics Association, January 2010.

Also pretty much any column or blog by Martin Wolf of the *Financial Times*.

SEMINAR 1. Thursday January 19th, 2.00pm, HumSS G10

Discussion Topic: Exploring Constraints on Eurozone Management and Innovation

Core reading: S Tilford and P. Whyte, *Why Stricter Rules Threaten the Eurozone* Centre for European Reform (2011),

http://www.cer.org.uk/sites/default/files/publications/attachments/pdf/2011/essay_eurozone_9nov11-4084.pdf

2. COMPARATIVE CORPORATE GOVERNANCE (Andrew Godley) 25th January, 2012

*L.A. Bebchuk and A Hamdani, The Elusive Quest for Global Governance Standards, Harvard Law School, DP 633 (2009) [L.A. Bebchuk 633](#)

* Julian Franks, Colin Mayer, Stefano Rossi, ‘[Ownership: Evolution and Regulation](#)’ (2005).

* Julian Franks, Colin Mayer, Hannes Wagner, ‘[The Origins of the German Corporation - Finance, Ownership and Control](#)’ (2005).

*L. Enriques and P. Volpin ‘Corporate Governance Reforms in Continental Europe’ *Journal of Economic Perspectives* Winter 2007, pp.117–140.

R. Whittington and M. Mayer, *The European Corporation: Strategy, Structure and Social Science* (2002), chapters 1-6.

Jim Jenkinson and Colin Mayer, “The Assessment: Corporate Governance and Corporate Control”, *Oxford Review of Economic Policy* (Autumn 1992).

W. Carl Kester, “Industrial Groups as Systems of Contractual Governance”, *Oxford Review of Economic Policy* (Autumn 1992).

3. MANAGEMENT IN CHINA (Haiming Hang) February 1st, 2012

* Min Chen, *Asian Management Systems (2nd Edition)* (2004), Chapters 5 to 11

* Ilan Alon (ed.), *Chinese Culture, Organizational Behavior, and International Business Management* (2003), Chapters 11 to 15

Malcolm Warner and Pat Joynt (ed.), *Managing Across Culture* (2002), Chapter 13

* Jie Tang and Anthony Ward, *The Changing Face of Chinese Management* (2003)

*S. Gordon Redding, *The Spirit of Chinese Capitalism* (1990).

M. Weidenbaum(1996), 'The Chinese family business enterprise', *California Management Review*, 38(4), 141-156.

T. Khanna, 'Learning from Economic Experiments in China and India', *Academy of Management Perspectives* 23 (2) 2009.

K.F. Pun, S.K. Chin and Henry Lau (2000) 'A Review of the Chinese cultural influences on Chinese enterprise management', *International Journal of Management Reviews*, 2 (4), 325-338.

Denise Tsang (2002), *Business Strategy and National Culture*, Chapters 4 and 10, Cheltenham, UK: Edward Elgar.

4. GLOBAL MANAGEMENT EDUCATION (Andrew Godley) 8th February 2012

*G. Currie, D. Knights and K. Starkey (2010) 'Introduction: a post crisis reflection on business schools', *British Journal of Management* 21, pp. 1-5.

*C. Grey, 'What are Business Schools for? On Silence and Voice in Management Education' *Journal of Management Education*.2002; 26: 496-511

*Warren Bennis and James O' Toole, '[How Business Schools Lost Their Way](#)', *Harvard Business Review* (2005).

W. J. Byrt *Management Education: An International Survey* (1988).

Matthias Kipping, "The Hidden Business Schools. Management Training in Germany Since 1945", in L. Engwall and V. Zamagni (eds.), *Management Education in an Historical Perspective*, (1998).

R.P. Amdam, *Management Education and Competitiveness* (1996), chapters on Sweden, Japan and USA.

J. Pfeffer and C. Fong, 'The Business School 'Business': Some lessons from the US experience' *Journal of Management Studies* (2004) 41 (8).

C. Lane, *Management and Labour in Europe* (1989), Chapters 3 and 4.

5. GLOBAL BUSINESS CULTURE (Denise Tsang) 15th February, 2012.

* D. Tsang, *Business Strategy and National Culture* (2002), Chapter 5.

*G. Hofstede, *Cultures and Organizations* (1991), Chapters 2-5.

*C. Hampden-Turner and F. Trompenaars, *The Seven Cultures of Capitalism* (1993), Chapters 3 and 8.

*R. Kumar and V. Worm, *International Negotiation in China and India* (2011)

B. Shimoni and H. Bergmann, 'Managing a Changing World: From Multiculturalism to Hybridization – The Production of Hybrid Management Cultures in Israel, Thailand, and Mexico', *Academy of Management Perspectives* 20 (3) 2006.

T.G. Andrews and N. Chompusri, 'Lessons in Cross-vergence: Restructuring the Thai subsidiary corporation', *Journal of International Business Studies* 32(1) 2001.

J.L. Graham and N.M. Lam, 'The Chinese Negotiation', *Harvard Business Review* 81 (10) 2003.

D. Tsang, *The Entrepreneurial Culture* (2006), Chapters 1, 3 and 4.

6. MANAGEMENT IN THE UNITED STATES (Andrew Godley) 22nd February 2012.

*Margaret Graham, 'Entrepreneurship in the United States, 1920-2000', *The Invention of Enterprise* eds David Landes, Joel Mokyr, Will Baumol 2010, ch. 14.

*P. Cappelli 'The Future of the US Business Model and the Rise of Competitors', *Academy of Management Perspectives* 23 (2) 2009.

*R. Whitley, 'US Capitalism: A Tarnished Model?' *Academy of Management Perspectives* 23 (2) 2009.

*W. Lazonick, 'Innovative Business Models and Varieties of Capitalism: Financialization of the U.S. Corporation', *Business History Review* 84 (Winter 2010): 675–702.

<http://www.hbs.edu/bhr/84/4/innovative-business-models.html>

A.D.Chandler, "The United States: Engines of economic growth in the capital-intensive & knowledge-intensive industries", A.D. Chandler, *Big Business & the Wealth of Nations* (1997).

M Guillén and E. Garcia-Canal, 'The American Model of the Multinational Firm and the 'New' Multinationals from Emerging Economies', *Academy of Management Perspectives* 23 (2) 2009.

Mauro F. Guillén, *Models of Management* (1994), chapter 2.

Peter Lawrence, *Management in the USA* (1996), especially Chapters 3-9.

SEMINAR 2. Thursday 23rd February, 2.00pm, HumSS G10

Discussion Topic: Will China ever become the world's dominant economy?

Two articles will be pre-circulated.

7. MANAGEMENT IN JAPAN (Andrew Godley) 29th February 2012

*D. Coffey, 'Globalization, vertical relations, and the J-mode firm', *Journal of post Keynesian economics* 2003 (Vol. 26, 1).

*W. Mark Fruin, *The Japanese Enterprise System* (1992), pp. 1-13, Chs 1, 5, 6, 7.

*Min Chen, *Asian Management Systems* (1995), chapters 11-14.

E. Abe and R. Fitzgerald, "Japanese Economic Success: Timing, Culture and Organisational Capability", *Business History* (1995).

R. Shimizu and Y. Higuchi 'The Value of MBA Education in the Japanese Labor Market', *Japanese Economy* (2009) 36 (4).

C. Hampden-Turner and F. Trompenaars, *Seven Cultures of Capitalism* (1993), chapter 8.

K. Suzuki, "From Zaibatsu to Corporate Complexes", in T. Shiba and M. Shimotani (eds) *Beyond the Firm* (1997).

R.J. Crawford, "Reinterpreting the Japanese Economic Miracle", *HBR* (1998).

S. Humes, *Managing the Multinational* (1993), chapter 8.

Malcolm Warner and Pat Joynt (ed.), *Managing Across Culture* (2002), Chapters 11-12 and 14-15

8. MANAGEMENT IN GERMANY (Andrew Godley) 7th March 2012

*Ulrich Wengenroth, 'History of Entrepreneurship: Germany after 1815', *The Invention of Enterprise* eds David Landes, Joel Mokyr, Will Baumol 2010, ch. 10.

*R. Whittington and M. Mayer, *The European Corporation: Strategy, Structure and Social Science* (2002), chapters 1-6.

*M. Witt and G. Redding, 'Culture, Meaning and institutions: Executive Rationale in Germany and Japan', *Journal of International Business Studies* 40 (5) 2009.

*Christel Lane, *Industry and Society in Europe: Stability and Change in Britain, Germany and France* (1995), esp chs 5-8.

Rosemary Stewart, "German management: a challenge to Anglo-American managerial assumptions", *Business Horizons* 39, No. 3 (May-June 1996), pp. 52-

Ulrich Wengenroth, "Germany: Competition abroad – co-operation at home, 1870-1990", in A. D. Chandler, F. Amatori and T. Hikino (eds), *Big Business and the Wealth of Nations*, (1997).

Simon, H., 'Lessons from Germany's Midsize Giants', *Harvard Business Review*, March-April, (1992).

Harding, R. 2001, "Competition and collaboration in German technology transfer", *Industrial and Corporate Change*, vol. 10, no. 2, pp. 389-417.

Mason, G. & Wagner, K. 1999, "Knowledge transfer and innovation in Germany and Britain: "intermediate institution" models of knowledge transfer under strain?", *Industry and Innovation*, vol. 6, no. 1, pp. 85-109.

Siebert, H. & Michael, S. 2002, "Germany," in *Technological Innovation and economic performance*, B. Steil, G. D. Victor, & R. R. Nelson, eds., Princeton University Press, Princeton.

9. MANAGEMENT IN BRITAIN (Andrew Godley) 14th March 2012

*Andrew Godley and Mark Casson, 'History of Entrepreneurship in Britain, 1900-2000', *The Invention of Enterprise* eds David Landes, Joel Mokyr, Will Baumol 2010, ch. 9.

*G. Jones, "Great Britain: Big business, management, and competitiveness in twentieth century Britain", in A.D. Chandler et al, *Big Business and the Wealth of Nations* (1997).

*Monir Tayeb, "English Culture and Business Organisations", in Hickson (ed.), *Management in Western Europe*.

ARM plc – case study. <http://businesscasestudies.co.uk/arm/motivation-within-an-innovative-work-environment/introduction.html>

10. MANAGEMENT IN FRANCE AND ITALY (Andrew Godley) 21st March, 2012.

France

*Michel Hau, 'Entrepreneurship in France', *The Invention of Enterprise* eds David Landes, Joel Mokyr, Will Baumol 2010, ch. 11.

*Economist, 'The French Way of Work' (November 19th 2011),
<http://www.economist.com/node/21538733>

J-L. Barsoux & P. Lawrence, *French Management: Elitism in Action*, (1997) esp. chs. 3 and 5.

Hancke, B., 'Trust or Hierarchy? Changing Relationships Between Large and Small Firms in France', *Small Business Economics*, 11, pp. 237-52 (1997).

Patrick Fridenson, "France: The relatively slow development of big business in the twentieth century", in A. D. Chandler et al. (eds.), *Big Business and the Wealth of Nations*, (1997).

Edward H. Lorentz, "Neither friends nor strangers. Informal networks of subcontracting in French industry", in: D. Gambetta (ed.), *Trust: Making and Breaking Cooperative Relations*, (1988) pp. 194-210.

Vivien Ann Schmidt, *From state to market? The transformation of French business and government*, (1996), esp. chaps. 10-11 and 13-15.

Arndt Sorge, "Management in France", in: D. J. Hickson (ed.): *Management in Western Europe*, (1993).

Italy

P. Gagliardi and B.A. Turner, "Aspects of Italian Management", in Hickson (ed) *Management in Western Europe* (1993).

A Bull and P. Cozner, *From Peasant to Entrepreneur: The Survival of the Family Economy in Italy* (1993).

M.L. Blim, *Made in Italy: Small Scale Industrialization and its Consequences* (1990), chapters 4 and 5.

D. Hickson, (ed.), *Management in Western Europe. Society, Culture and Organisation in twelve nations*, ch.11 and ch. 12 (1993).

SEMINAR 3. Thursday March 22nd, 2.00pm, HumSS G10

Discussion Topic: Imbalances and European Management: an introduction
Core reading to follow.

11. RETURN OF ESSAYS, FEEDBACK AND PREPARATION FOR EXAMINATIONS (Andrew Godley) Week 1 summer term – time, date and place to follow

Essay Questions: [Choose only one of the options from each of the lecture topics.]

1.
 - 1) Critically evaluate the principal determinants of the current global financial crisis.
 - 2) Explain why the US 'sub-prime' financial crisis is now having such a significant impact in Europe.
2.
 - 1) Why are there so many variations in national systems of corporate governance?
 - 2) Assess the differences in corporate governance in Britain and Germany. What are the consequences for firms' long term competitiveness?
3.
 - 1) Critically evaluate the major characteristics of the Chinese style of management and how it differs from traditional western management styles.
 - 2) Compare and contrast the management styles in Chinese family enterprises and state-owned enterprises.
4.
 - 1) Britain trains accountants, Germany engineers and America managers. Why and with what consequences?
 - 2) Why does education provide the screening process for management recruitment?
5.
 - 1) Critically assess the concept of hybridization in global business culture.
 - 2) Compare business cultures in the UK and China. What key advice would you give to a British manager going to China to negotiate collaboration with a Chinese firm? And how should he subsequently prepare for the return visit of a Chinese delegation to the UK.
6.
 - 1) Why was American management criticised so much in the 1980s, so widely admired in the 1990s, and now so despised again?
 - 2) How significant an impact on the US model will the financial crisis have?
7.
 - 1) Why are interfirm networks so prevalent in Japan? Why do they appear to be so effective in promoting industrial competitiveness?
 - 2) Critically evaluate the impact of Japanese HRM policies on competitiveness?
8.
 - 1) Examine how the German management style might have contributed to the success of the country in the post-war period. Why does it seem to have been less successful in recent years?
 - 2) Critically evaluate the relationship between the German education system and firm performance.
9.
 - 1) Why has investment in human resources been given such a low priority by British managers for so long? What have been the consequences?
 - 2) Evaluate the long term impact of excessive financialization on British competitiveness
10.
 - 1) Consider how the French government influences companies in France and evaluate its long term impact on French rates of innovation?

2) Compare and contrast the typical style of management in a large Italian firm with a small one. Assess the implications for Italian competitiveness.

27. 2. Godley, Andrew C.

Henley Business School, University of Reading; Reading, England, UNITED KINGDOM

MMM029: The Evolution of Multinational Enterprise (2008-2009)

The Evolution of Multinational Enterprise 2008-09

MMM029

Module Outline

This module examines the growth of international business and changes in international business strategy over time. It focuses on the historical development of multinationals in the twentieth century, examining the chronological evolution of international business, and the countries from which the leading multinationals emerged. The course is internationally comparative. It is also interdisciplinary and the recommended literature is drawn from a number of subjects, including economics, business history and management. Relevant theory is also discussed, but the course emphasis is on what has happened and what is happening in the real world.

Teaching

The course will be taught in the form of weekly two-hour sessions, which will be a mixture of lectures and class discussions. These will take place in HUMSS 125 on Mondays between 11am and 1pm.

The course convenor is Andrew Godley (HUMSS Room 80). Regular office hours will be posted on his door.

Assessment

Students are expected to write one essay for this module. Essays should be a length of approx. 2,500 words. You may select any essay question from the list provided. They should be submitted in hard copy, and also electronically via the turn-it-in software. Hard copies should be handed in via one of the coursework submission boxes in HumSS building, underneath the PG noticeboard, which is between rooms 301 and 302 (post room) by **Friday 12 December**. In addition, an electronic copy of coursework is to be posted to <http://submit.ac.uk/>. You will need to enrol yourselves. The enrolment password and the class ID will be posted on the Blackboard site in due course. Please note that a ten percent penalty applies to any work handed in late. Any work handed in later than one week after the deadline will not be marked. Any requests for coursework extensions must be made to the Departmental Senior Tutor.

The final examination consists of a two-hour paper in which students must answer two out of five questions. The final overall mark is 70% exam and 30% coursework.

Reading

Almost all the books and journals on the reading list for both modules are in the University Library. Anything not available in the library can be obtained from the Resource Centre (Room 274 on the second floor of the HumSS Building). The Resource Centre should hold a selection of the key readings for every topic, but please remember that this facility will only work if it is used properly. **You may make copies of articles held in the Resource Centre, but the articles themselves must not be taken away.**

The main textbook for this module is Geoffrey Jones, *Multinationals and Global Capitalism* (Oxford University Press, 2005). It is essential to read more widely than this book, as many topics are discussed in more detail than in the text. J. H. Dunning and S. Lundan, *Multinational Enterprises and the Global Economy: Second Edition* (2008) is very useful for both theory and recent empirical evidence. A. Rugman and T. Brewer (eds.), *The Oxford Handbook to International Business* (2001) provides an overview of a number of the themes covered in the course. Also relevant are A. Chandler and B. Mazlish (eds.), *Leviathans: Multinational Corporations and the New Global History* (2005), and F. Amatori and G. Jones, *Business History Around the World* (2003). N. Hood and S. Young, *The Economics of Multinational Enterprise* (1990) is a good introduction to the economics literature. C. Pitelis and R. Sugden (eds.), *The Nature of the Transnational Firm* (1991) contains a survey of recent economics approaches to the subject. Peter Dicken, *Global Shift* (2007 edition) also provides a very good introduction to some of the key issues addressed in the module. Tarun Khanna, *Billions of Entrepreneurs: How China and India are Reshaping their Futures and Yours* (2008) gives a good insight into how past performance is influencing current developments in East Asia.

Mira Wilkins, *The Emergence of Multinational Enterprise* (1970) and *The Making of Multinational Enterprise* (1974) are hardback books on the historical development of American multinationals. G. Jones (ed.) *British Multinationals: Origins, Growth and Performance* (1986) and G. Jones and H. Schroter (eds.), *The Rise of Multinationals in Continental Europe* (1993) have essays on the growth of European multinationals. G. Jones (ed.), *The Making of Global Enterprise* (1994) is a paperback which contains recent research on the evolution of multinationals.

Much of the reading for this subject is in journals. Mira Wilkins (ed.) *The Growth of Multinationals* (1991) contains a good selection of key journal articles. There are copies in the University Library. Similar volumes of the 'best' articles on selected topics are G. Jones (ed.), *Multinational and International Banking* (1992) and G. Jones (ed.) *Coalitions and Collaboration in International Business* (1993).

Try to read one item before each lecture. You should read everything set for topic 1 (or at the very least the core readings) because it provides essential background for the course. If you write an essay on a topic, read all the recommended reading. Contact the module convenor if you have difficulty accessing any items.

THE EVOLUTION OF MULTINATIONAL ENTERPRISE

CLASS 1: INTRODUCTION AND THEORY. INTERNATIONAL BUSINESS IN HISTORICAL PERSPECTIVE: MULTINATIONALS FROM C.1870 TO THE PRESENT (Andrew Godley) 6 October

Core readings

G. Jones, *Multinationals and Global Capitalism* (2005), chapter 1

J. H. Dunning and S. Lundan, *Multinational Enterprises and the Global Economy* (2008), Part 1.

G. Jones and T. Khanna, 'Bringing history (back) into international business', *Journal of International Business Studies*, Vol. 37 (2006), pp. 453-468.

J-F Hennart, 'Theories of the Multinational Enterprise', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).

J. H. Dunning, 'The Key Literature on IB Activities: 1960-2000', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).

M. Wilkins, 'Multinational Enterprise to 1930: Discontinuities and Continuities', in Chandler and Mazlish (eds.), *Leviathans: Multinational Corporations and the New Global History* (2005), pp. 45-80.

G. Jones, 'Multinationals from the 1930s to the 1980s', in Chandler and Mazlish (eds.), *Leviathans: Multinational Corporations and the New Global History* (2005), pp. 81-105.

Additional readings

Thomas Friedman, *The world is flat: the globalized world in the twenty-first century* (2006).

W. Ruigrok and R. van Tulder, *The Logic of International Restructuring* (1995), chapter 7, 'The myth of the "global" corporation.'

N. Hood and S. Young, *The Economics of Multinational Enterprise* (1990), chapter 2.

J. Cantwell and R. Narula (eds.), *International Business and the Eclectic Paradigm* (2003), esp. chapters 1 & 2.

Jean-Francois Hennart, 'The transaction cost theory of the multinational enterprise' in C. N. Pitelis and R. Sugden (eds.) *The Nature of the Transnational Firm* (1991).

Richard Caves, *The Multinational Enterprise and Economic Analysis* (1996), chapters 1 and 2.

Peter Dicken, *Global Shift* (2003 edition), chapter 7.

P. J. Buckley and M. Casson, 'A Theory of International Operations', in P. N. Ghauri and S. B. Prasad, *International Management: A Reader* (1995), pp. 15-20.

CLASS 2: Early Entrepreneurial Multinationals (Andrew Godley) 13 October.

Case study (everyone to read)

Andrew Godley, Lisa Bud Frierman and Judith Wale, 'Weetman Pearson in Mexico and the Emergence of a British Oil Major, 1901-1919', *Business History Review* 2010 (Summer) 84 (2), forthcoming. [\(A pre-publication copy is available as Discussion Paper #42\)](#)

Readings

G. Jones, *Multinationals and Global Capitalism* (2005), chapter 1

J. H. Dunning and S. Lundan, *Multinational Enterprises and the Global Economy* (2008), Part 1.

- G. Jones and T. Khanna, 'Bringing history (back) into international business', *Journal of International Business Studies*, Vol. 37 (2006), pp. 453-468.
- Casson, Mark and Andrew Godley, 'Reinterpreting British Entrepreneurship in the Twentieth Century', *Imprese e storia*, 2007 June (35): 39-75 (Resource Centre).
- J-F Hennart, 'Theories of the Multinational Enterprise', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).
- J. H. Dunning, 'The Key Literature on IB Activities: 1960-2000', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).
- M. Wilkins, 'Multinational Enterprise to 1930: Discontinuities and Continuities', in Chandler and Mazlish (eds.), *Leviathans: Multinational Corporations and the New Global History* (2005), pp. 45-80.
- G. Jones, 'Multinationals from the 1930s to the 1980s', in Chandler and Mazlish (eds.), *Leviathans: Multinational Corporations and the New Global History* (2005), pp. 81-105.

Essay Question: What do you consider to be the main differences between the global economy that exists now, and that which was approaching its peak a century ago? Is the current wave of globalization more sustainable than the last one?

CLASS 3: TAKING THE 'LONG VIEW' OF INTERNATIONAL BUSINESS GROUPS: MULTINATIONAL TRADING COMPANIES BEFORE 1914 (*Lucy Newton*) 20 October

Core Readings

- Jones, G., *Merchants to Multinationals* (Oxford, OUP, 2000).
- Jones, G. (ed.), *The Multinational Traders* (London, Routledge, 1998).
- Yonekawa, S. (ed.) *General Trading Companies: a Comparative and Historical Study* (Tokyo, UNUP, 1990).

Additional Readings

- Jones, *Multinationals and Global Capitalism* (2005), chapter 5.
- G. Jones and T. Khanna, 'Bringing history (back) into international business', *Journal of International Business Studies*, Vol. 37 (2006), pp. 453-468.
- Yonekawa, S. and Yoshihara, H., (eds), *Business History of General Trading Companies* (Tokyo, University of Tokyo Press, 1987).
- H. Cox, H. Biao and S. Metcalfe, 'Compradors, Firm Architecture and the "Reinvention" of British Trading Companies: John Swire and Sons' Operations in Early Twentieth Century China', in *Business History*, Vol. 45, No. 2 (2003), pp. 15-34.
- M. Wilkins, 'European and North American Multinationals, 1870-1914: Comparisons and Contrasts', *Business History* (1998).

M. Wilkins, *The Free Standing Company in the World Economy, 1830-1996* (1998).

T. Hara and A. Kudo, 'International Cartels in Business History', in Kudo and Hara (eds.), *International Cartels in Business History* (1992).

Essay Question: Why did trading companies play such an important role in the international economy before 1914? What were the main competitive advantages possessed by such firms?

CLASS 4: GLOBALIZATION, FDI AND THE EMERGENCE AND RE-EMERGENCE OF ASIA (*Haiming Hang*)
27 October

Core readings

Jones, *Multinationals and Global Capitalism* (2005), chapters 2 and 3 and pp. 245-249.

Dunning and Lundan, *Multinational Enterprises and the Global Economy* (2008), chapter 6.

G. Jones and T. Khanna, 'Bringing history (back) into international business', *Journal of International Business Studies*, Vol. 37 (2006), pp. 453-468.

Tarun Khanna, *Billions of Entrepreneurs: How China and India are Reshaping their Futures and Yours* (2008), chapters 6-8.

K. H. O'Rourke and J. G. Williamson, 'When did Globalisation Begin?' *European Review of Economic History*, 6 (2002), pp. 23-50 (Resource Centre).

Additional readings

L. T. Wells, *Third World Multinationals: the Rise of Foreign Investment from Developing Countries* (1983) (Resource Centre).

J. H. Dunning (ed.), *Globalization, Trade and Foreign Direct Investment* (1998).

John Child, 'China and International Business', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).

M. Zeng and P. J. Williamson, 'Hidden Dragons', *Harvard Business Review*, Vol. 81, No. 10 (2003).

Gordon Redding, 'The Smaller Economies of Pacific Asia and their Business Systems', in Rugman and Brewer (eds.), *The Oxford Handbook of International Business* (2001).

Essay Question: Compare and contrast the continuities and discontinuities of East Asian integration into the world economy between 1880-1930 with 1980 to the present.

CLASS 5: THE GROWTH AND MATURING OF THE 'CLASSIC' MNE – THE CASE OF SINGER (*Andrew Godley*) 3 November

Core readings

Jones, *Multinationals and Global Capitalism* (2005), chapters 2, 4, 6 and 7.

M. Wilkins, *The Emergence of Multinational Enterprise* (1970), pp. 35-110.

M. Wilkins, *The Maturing of Multinational Enterprise* (1974), pp. 138-205.

J. H. Dunning, 'Globalisation and the New Geography of Foreign Direct Investment', *Oxford Development Studies* (1998).

Additional readings: Singer.

Casson, Mark and Andrew Godley, 'Revisiting the Emergence of the Modern Business Enterprise: Entrepreneurship and the Singer Global Distribution System', *Journal of Management Studies*, 2007 (November) 44 (7): 1064-1077

Godley, Andrew. 'Selling the Sewing Machine around the world: Singer's International Marketing Strategies, 1850-1920', *Enterprise and Society* 2006 (June) 7 (2): 266-314.
<http://es.oxfordjournals.org/cgi/reprint/7/2/266>

Godley A. 'Pioneering Foreign Direct Investment in British Manufacturing', *Business History Review* 1999 (Autumn) 73 (3): 394-429.

Gordon, Andrew, 'Singer in Japan', *Business History Review* (2008)

Williamson, Oliver (1981), 'The Modern Corporation: Origins, Evolution, Attributes', *Journal of Economic Literature* 19: 1537-1568.

Essay question: Why did Singer internationalize both its upstream and its downstream activities?

CLASS 6: MULTINATIONALS FROM THE USA: THE RISE (AND FALL?) OF THE CHANDLERIAN FIRM
(Andrew Godley) 10 November

Core readings

A. D. Chandler, *The Visible Hand: The Managerial Revolution in American Business* (1977), 'Introduction', pp. 1-12.

A. D. Chandler, 'The Growth of the Transnational Industrial Firm in the United States and the United Kingdom: A Comparative Analysis', *Economic History Review* (1980).

A. D. Chandler, 'The Competitive Performance of US Industrial Enterprises since the Second World War', *Business History Review* (1994).

Bruce Kogut, 'National Organising Principles of Work and the Erstwhile Dominance of the American Multinational Corporation', *Industrial and Corporate Change* (1992).

Additional readings

M. Wilkins, *The Emergence of Multinational Enterprise* (1970), pp. 35-110.

M. Wilkins, *The Maturing of Multinational Enterprise* (1974), pp. 138-205.

- R. E. Lipsey and Irving Kravis, 'The Competitiveness and Comparative Advantage of U.S. Multinationals 1957-1984', *Banca Nazionale Del Lavoro Quarterly Review* (1987).
- Suma Athreye and Andrew Godley, 'Foreign Internationalising to create Firm Specific Advantages: U.S. Pharmaceutical firms in the 1930s and 1940s & Indian Pharmaceutical firms in the 1990s and 2000s', *Industrial and Corporate Change* 2009 May (a pre-publication copy is available from the Resource Centre or Paper #51 from [here](#)).
- Lawrence G. Franko, 'Global Corporation Competition: Is the Large American Firm an Endangered Species', *Business Horizons* (Nov-Dec, 1991).
- R. J. Mataloni, 'US Multinational Companies: Operations in 1996', *Survey of Current Business*, 78(9), 1998, pp. 47-73.
- R. N. Langlois, 'Chandler in a Larger Frame: Markets, Transactions Costs, and Organizational Form in History', *Enterprise and Society*, Vol. 5 (2004).
- N. R. Lamoreaux, D. M. G. Raff and P. Temin, 'Against Whig History', *Enterprise and Society*, Vol. 5 (2004).
- C. F. Sabel and J. Zeitlin, 'Neither Modularity nor Relational Contracting: Inter-Firm Collaboration in the New Economy', *Enterprise and Society*, Vol. 5 (2004).

ESSAY QUESTION: To what extent was American predominance in the field of international business for much of the twentieth century based on the growth of large, integrated 'Chandlerian' firms? Do such firms continue to be as important now as they were in the decades after the Second World War?

CLASS 7: MULTINATIONAL RETAILING: OVERVIEW (Haiming Hang) 17 November

Core readings

- Jones, *Multinationals and Global Capitalism* (2005), pp. 139-145.
- Alexander, N. and Doherty, A.M. (2008) *International Retailing: second edition*, OUP, Oxford.
- Alexander, N. and Doherty, A.M. (2000) 'The Internationalisation of Retailing: Current Research Themes and Future Directions', *International Marketing Review*, 17(4/5), 322-326.
- Cavusgil, S. (1984) 'Differences among exporting firms based on their degree of internationalisation', *Journal of Business Research*, 12(2), 195-208
- Dawson, J.A. (1994) 'Internationalisation of retailing operation', *Journal of Marketing Management*, 10, 267-282

Additional readings

- Dunning, J. (1981) *International Production and the Multinational Enterprise*, London: Allen and Unwin
- Dunning, J. (1988) 'The Eclectic Paradigm of international production: a restatement and some possible extensions', *Journal of International Business Studies*, 19, 1-31

Godley, A.C. 'Foreign Multinationals and Innovation in British Retailing: 1850-1962', *Business History*, 2003 (January) 45: 80-100.

McGoldrick, P. and Davies, G.(1995) (Eds), *International Retailing: Trends and Strategies*,

Palmer, M. and Quinn, B. (2005) 'An Exploratory Framework for Analysing International Retail Learning', *International Review of Retail, Distribution and Consumer Research*, 15(1), 27-55

Sternquist, B. (1997) 'International expansions of US retailers', *International Journal of Retail and Distribution Management*, 25(8), 262-268

Vida, I. (2000) 'An Empirical Inquiry into International Expansion of the United States Retailers', *International Marketing Review*, 17(4/5), 454-475

Vida, I. and Fairhurst, A. (1998) 'International expansion of retail firms: a theoretical approach for future investigations', *Journal of Retailing and Consumer Services*, 5(3), 143-151

Essay Question: Why has there been so little agreement about the underlying conceptualisation of international retailing? Is it possible to explain international retailing with standard models and concepts from other forms of international business?

CLASS 8: International Fashion Retailing. (Haiming Hang) 24 November.

Core readings

H. Leibenstein, 'Bandwagon, Snob and Veblen Effects in the theory of Consumer Demand', *Quarterly journal of Economics* (1950), pp. 183-207

G.B. Richardson, 'Information and Investment: a study in the working of the competitive economy', Oxford University Press, 1960

R. Cappetta, Cillo, P. and A. Ponti, 'Convergent designs in fine fashion: An evolutionary model for stylistic innovation', *Research Policy* (2006), pp.1273-1290

C. Miller, S. McIntyre and M. Mantrala 'Toward Formalizing Fashion Theory', *Journal of Marketing Research* (1993), pp. 142-158

S. Wigley, C. Moore and G. Birtwistle 'Product and brand: Critical success factors in the internationalisation of a fashion retailer', *International Journal of Retail & Distribution Management* (2005), pp.531-544,

D. Miller and B. Merrilees 'Fashion and commerce: a historical perspective on Australian fashion retailing 1880-1920', *International Journal of Retail & Distribution Management* (2004), pp.394-402

Additional reading

A. Godley, *Jewish Immigrant Entrepreneurship in London and New York: Enterprise and Culture* Palgrave, 2001, chapter 5.

- A. Godley, 'What was New about the 1980s? International Retailing in Britain, 1850-1994', *International Review of Retail Distribution and Consumer Research*, 2002 (January) 11: 1-14.
- Fernie, J.; Moore, C.; Lawrie, A.; Hallsworth, A. 'The internationalisation of the high fashion brand: the case of central London', *Journal of Product & Brand Management* (1997), pp.151-163
- Godley, Andrew. 'Foreign Multinationals and Innovation in British Retailing: 1850-1962', *Business History*, 2003 (January) 45: 80-100.
- Fletcher, S. and Andrew Godley, 'Foreign Entry into British Retailing, 1850-1994', *International Marketing Review*, 2000 (October) 17: 392-400.
- Fletcher, S. and Andrew Godley, 'Foreign Direct Investment in British Retailing, 1850-1962', *Business History*, 2000 (April) 42 (2): 43-62.

Essay Question: Compared with other retailing sectors, what are the unique features of fashion retailing? How have they influenced fashion retailers' international expansion over recent decades?

CLASS 9. Food and Global Vertical Marketing Systems. (Andrew Godley) 1 December

Core readings

- Andrew Godley and Bridget Williams, '[Democratizing Luxury and the Contentious "Invention of the Technological Chicken" in Britain](#)', *Business History Review 2009 Summer* (83, 2) . Download DP #54.
- Andrew Godley and Bridget Williams, '[The Chicken, the Factory Farm, and the Supermarket: The Industrialization of Poultry Farming in Britain and the United States, 1950-1980](#)', with Bridget Williams, in Roger Horowitz and Warren Belasco eds, *Food Chains* University of Pennsylvania Press, 2008, Download DP #50.
- Competition Commission (2000), 'Supermarkets: A report on the supply of groceries from multiple stores in the United Kingdom', report # 446. http://www.competition-commission.org.uk/rep_pub/reports/2000/fulltext/446c1.pdf

Additional readings

- David, Paul A (2004), 'Understanding the Emergence of Open Science Institutions: Functionalist Economics in Historical Context', *Industrial and Corporate Change*, 13 (1), August.
- Dawson, John A. Susan A. Shaw, (1989), 'The Move to Administered Vertical Marketing Systems by British Retailers' *European Journal of Marketing*, 23 (7): 42 - 52
- Langlois, Richard, (2003), 'The Vanishing Hand: The Changing Dynamics of Industrial Capitalism', *Industrial and Corporate Change* 12, 351-385.
- US Department of Agriculture (2002), 'Vertical Co-ordination of Marketing Systems: Lessons from the Poultry, Egg and Pork Industries', *Agricultural Economic Report* #807.

Williamson, Oliver (1981), 'The Modern Corporation: Origins, Evolution, Attributes', *Journal of Economic Literature* 19: 1537-1568.

Essay question: Compared with food retailers elsewhere, why have UK supermarkets been so adept at controlling their supply chain?

CLASS 10. Global Pharmaceuticals and Market Gatekeepers (Andrew Godley) 8 December

Core reading

Suma Athreye and Andrew Godley, 'Foreign Internationalising to create Firm Specific Advantages: U.S. Pharmaceutical firms in the 1930s and 1940s & Indian Pharmaceutical firms in the 1990s and 2000s', *Industrial and Corporate Change* 2009 forthcoming.

Andrew Godley, *Merck and the Emergence of Ethical Marketing in the Modern Pharmaceuticals Industry* forthcoming, chapters 5 & 6 (to follow).

Additional reading

Bud, Robert (2007), *Penicillin: Triumph and Tragedy* (Oxford University Press, Oxford).

Cantwell, John (1995), 'What remains of the product cycle model', *Cambridge Journal of Economics*.

Greene, Jeremy A. (2005), 'Releasing the Flood Waters: Diuril and the Reshaping of Hypertension', *Bulletin of the History of Medicine* 79 (4): 749-794.

Temin, Peter (1979), 'Technology, regulation, and market structure in the modern pharmaceutical industry', *Bell Journal of Economics*.

Wilkins, Mira (1970) *The Emergence of Multinational Enterprise: American Business Abroad from the Colonial Era to 1914* (Harvard University Press, Cambridge MA).

Essay question: Evaluate Merck's key contribution to the global marketing of pharmaceuticals in the 1960s and 1970s.

CLASS 11: REVIEW AND REVISION (ANDREW GODLEY) TBA

28. Handelshøyskolen BI [BI Norwegian Business School]; Oslo, NORWAY

[no specific faculty members]

[from school] “BI Norwegian Business School has adapted the European model with 3 year bachelor programs, 2 year Master of Science programs and 4 year Doctoral programs. The business historians constitute around one fourth of the Department of Innovation and Economic Organisations which offer a bachelor program in entrepreneurship, a master program in innovation and entrepreneurship and a doctoral program in innovation and entrepreneurship. The historians do not teach any part of the bachelor program as such, but the course “Bedriften” (translated into “The Firm” or “The Company”) is a basic first semester course for all students at BI. We are running around 24 classes with approximately 4000 students. It is our single greatest undertaking and I attach the course description (the course description for the English sister course The Firm which is run for English speaking students is almost identical). Apart from that we have some special bachelor courses run for students in finance. I can add the course descriptions if you would want me to, but these would not really be business history courses (and perhaps as history courses go, more economic history), although their teachers would have that background.

Three of our courses are in the master program in innovation and entrepreneurship and I send their descriptions as well.

From time to time we are involved in doctoral courses, but the last one was really not business history. The next one, next year, will be part business history, but it is still under construction.”

EXC 3410: The Firm

Bedriften

(7) Introduction

The course provides a broad introduction to the main features of the role of firms in the economy. The versatility of firms will be presented in a broader social context with the aid of historical, ethical and theoretical perspectives. The course aims to educate participants through an introduction to broad historical developments in the Western world, focusing in particular on the foundations relevant for firms and the market economy.

(8) Learning outcome

Acquired knowledge

Familiarity with theories of why firms exist.

Familiarity with the main features of the historical development of the firm, with an emphasis on understanding traditions underpinning the firms of today.

Acquire knowledge with respect to the functioning of the inner life of firms.

Understand how power structures in firms reflect different forms of legitimacy.

Acquire knowledge of the significance of innovation, development and crises.

Acquired skills

Be able to reflect on the role of firms in the economy in general.

Be able to understand and reflect on the main features of the ethical and moral dimensions relating to firms.

Be able to discuss situations involving moral dilemmas for firms.

Be able to distinguish between the different roles and bases of ownership and leadership.

Understand the many roles of the state vis-à-vis firms.

Be able to reflect in writing on complex contexts.

Developed reflection

Develop recognition of our personal responsibility as members of society.

Develop recognition of the individual moral responsibility of both firms and employees.

Develop recognition of the relationship between firms and society at large.

Develop recognition of historical change and historical foundations, not least with respect to ethical and moral dimensions.

(9) Prerequisites

None.

(12) Course outline

Introduction

The firm Ltd.

The firm and the three industrial revolutions

The problem of self-interest

The firm's social responsibility

Process: Ethical issues (Writing a paper)

Who runs the firm?

Process: Group discussions
 Who owns the firm?
 The firm and globalization
 How are firms created and developed?
 Innovation and society
 The state and the firm
 Process: Summing up
 Summing up

(13) Computer-based tools

No particular IT tools are used in this course.

(14) Learning process and workload

The course consists of lectures, writing an assignment for submission and discussing and summarizing assignments. There are 9 course lectures based on the principal course components. In addition there will be 3 lectures in connection with writing a paper, about the group discussions and summing up. In the part about writing the students will learn proper citation practices. The assignment will be distributed via It's learning at the start of the course. The assignment is to be written individually, submitted electronically and then discussed in groups of 4-6 students. On the basis of group discussions of each other's assignments, students are to submit a presentationwrite a short report consisting of the following components:

What did the group learn from discussing the technical aspects of writing?
 How would the group *as a whole* summarize the academic content of the question?

The group presentations are submitted individually and electronically, students can not submit on behalf of anyone else.

Summary of the process:

- Plenary lecture on writing technique and ethics
- Submission of individual paper on It's learning, 4-6 pages (mandatory)
- Students are divided into groups and there is a lecture about the group discussions
- Group work on writing presentation. The presentation must be submitted on It's learning. (mandatory)
- The process is summed up by the lecturer.

Course work requirement

Students must submit both the individual paper and the group report on It's learning.
 During the semester there will be 8 multiple-choice tests of which 5 must be approved in order for the student to sit for exam. It is a requirement that such a test is passed and that at least 30 % of the possible points are achieved. The students will be allowed three attempts before the deadline of the test.
 Information about the time period for the tests to be taken, will be given in the lectures and through It's learning.

Activity	Hours
Participation in lectures I	27
Preparation for lectures	18
Writing individual paper for submission	20
Colloquiums on academic papers	12
Participation in lectures II	9
Self- study and colloquiums	111
Examination	3

Total recommended use of hours	200
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Students are required to participate in all parts of the process activities. Submission of individual papers and group presentation are registered on It's Learning.

E-learning

The e-learning platform It's learning is used by the e-learning centre to administrate the mandatory exercises, and make students able to communicate with each other and the lecturer. Module sessions are carried out at the beginning of the semester and before exams. The e-learning students are also offered a study guide which is an educational guide to the syllabus.

Recommended use of hours:

Activity	Hours
Lectures (weekends)	8
Prepare for lectures/reading literature	12
Write individual assignment	20
Exercises individually and in groups	12
Individual study, assignments and activities on It's Learning	145
Exam	3
Total recommended use of hours	200

GRA 3150: Theories of Economic and Business Development

Theories of Economic and Business Development

The course gives an introduction to perspectives and theories that are helpful in order to analyse and understand the business institutions and the development of the modern economy.

(8) Learning outcome

By applying both theoretical and historical perspectives to the rise and development of the modern economy, this course introduces students to frameworks of interpretation highlighting broad and constituting developments of the modern economy. The course aims at both introducing basic concepts for understanding business studies and economics at the same time as placing these concepts in the historical setting where they once emerged.

Acquired knowledge

Students should know about broad historical and geographical developments of the organisation of the economy and the business firm over the last couple of centuries. They should also know the major changes occurring over this period, as well as a number of theoretical perspectives used to understand these changes.

Acquired skills

The student should be able to reflect – orally as well as in writing - upon the causes of these changes and be able to interpret why the economy and the business firm changes over time. In particular they should be able to discuss our own time from different angles.

Reflection

Students should develop a constructive as well as critical attitude towards the multitude of perspectives they learn, and take this course as starting point in order to reflect upon their whole situation as students.

(9) Prerequisites

A bachelors degree qualifying for admission to the Master programme

(12) Course outline

- The rise of markets
- The industrial revolutions
- the role of innovation and entrepreneurship in economic development
- The rise of the business enterprise
- The roles of the business enterprise
- Long-term effects of the market economy

Annet: During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

Artikkelsamling: Selected articles

Bok: Frieden, Jeffrey A. 2006. Global capitalism : its fall and rise in the twentieth century. W.W. Norton

GRA 3139: Financing Innovation and Entrepreneurial Ventures

Financing Innovation and Entrepreneurial Ventures

The problems and challenges connected to the task of financing innovation processes and entrepreneurial ventures are several and complex. To be able to cope with this complexity, this course is based on two principles:

- It is based on practical experience
- It is grounded in a cross-disciplinary approach

Hence, the course will consist of a combination of case studies and articles with both a practical and a more theoretical content. The cross-disciplinary approach of the course will comprise contributions from financial economics, organizational theory, financial history and law.

(8) Learning outcome

Knowledge:

The students shall acquire a broad base of theoretical and practical knowledge on the financing of entrepreneurial ventures in different phases of development, as well as obtain a historical perspective on such processes. Furthermore, the students will acquire an overview of both the loan market and different aspects of the risk capital market, including venture capital and gather insight in the cyclical nature of financial markets. They will also obtain knowledge about the demand side and thus the financial management of entrepreneurial ventures, as well as challenges related to growth.

Skills:

The students acquire the skills necessary to make a coherent financial plan for different entrepreneurial enterprises, from start ups to growth oriented ventures, and be able to handle and manage the process of funding entrepreneurial enterprises and be able to identify pitfalls facing the entrepreneur in the process of acquiring necessary investment capital.

Reflection:

The students will come into the possession of a solid basis for ethical reflection upon ethical dilemmas connected to financing entrepreneurial ventures and obtain ability to critical theoretical and methodological reflection.

(9) Prerequisites

Introductory, core course in corporate finance like GRA 6025 Financial Management

(12) Course outline

For details, see syllabus.

The major themes will be:

- I. Topics from applied financial economics (emphasis on valuation methods)
- II. Financing of innovations – theory and history
- III. Financial options for entrepreneurial ventures – an overview
- IV. The market for risk capital: organized markets and venture capital markets
- V. Financing growth
- VI. Financial management of entrepreneurial ventures, the making of a financial plan

Annet: During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

Artikkelsamling: Selection of articles and cases (to be presented at the beginning of the course)

Artikkel: O' Sullivan, Mary. 2005. Finance and Innovation. I: Fagerberg, Mowery, Nelson, eds: The Oxford handbook of innovation. Oxford University Press. Ch. 9

Bok: Casson, Mark ... et al, eds. 2006. The Oxford handbook of entrepreneurship. Oxford University

Press. ch. 14, 15 and 18

Bok: Lamoreaux, Naomi R. and Kenneth L. Sokoloff, eds. 2007. Financing innovation in the United States, 1870 to the present. MIT Press. Intro+ ch. 3,4,7,10

Bok: Leach, Chris, J. & Ronald W. Melicher. 2011. Entrepreneurial finance. 4th ed. South-Western

Bok: Perez, Carlota. 2002. Technological revolutions and financial capital : the dynamics of bubbles and golden ages. Edward Elgar. ch. 1-15

28. 4. Handelshøyskolen BI [BI Norwegian Business School]; Oslo, NORWAY
[no specific faculty members]

GRA 3154: International Perspectives on Innovation

International Perspectives on Innovation

The objective of the course is to show how different perceptions on *innovation* has evolved as a result of theoretical, academic, technological, industrial, economic and political development. And how the international development has effected Norway

(8) Learning outcome

Students will be able to:

Comprehend theories on innovation and technological development.

Reflect upon how different forces, such as theoretical, academic, technological, industrial, economic and political forces, affect the perception and understanding of innovation.

Appreciate the historical development of theories of innovation, with emphasis on the traditions underpinning our understanding today.

Acquire a general understanding of the main political dimensions related to innovation.

Consider innovation's role and place in society.

Understand business and companies' roles towards innovation.

Understand the governments' roles towards innovation.

Get a thorough understanding of the Norwegian innovation system, or Norwegian clusters.

Contemplate on firms in relation to innovation, development and crises.

Be able to discuss and appreciate different viewpoints and opinions on innovation and innovation policy

To reflect in writing on the issues above.

(9) Prerequisites

A bachelor degree qualifying for entrance to the master programme in innovation and entrepreneurship.

(12) Course outline

Wave theories

Theories on innovation and systems of innovation

“The American challenge”

The Norwegian innovation system

The Nordic model

Annet: During the course there may be hand-outs and other material on additional topics relevant for the course and the examination.

Artikkelsamling: Compendium with selected articles/book chapters

29. Hannah, Leslie & Geoffrey Owen

London School of Economics; London, England, UNITED KINGDOM

Business in the Global Environment (2010-2011)

Business in the Global Environment (MN425)

Leslie Hannah and Geoffrey Owen, with Chris Colvin, Eric Golson and Rajiv Maluste Department of Management, London School of Economics Michaelmas Term, 2010-2011

Description

This course is available for MSc Management and Strategy, MSc International Management and related degrees. It looks at the process of globalisation at three levels: industries, firms and nations. The topics include: the changing structure of industries, using sectors such as automobiles and electronics to illustrate the new international division of labour; the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; differences between countries in their institutions and policies, focusing in particular on financial systems and corporate governance and on government industry and technology policies.

Assessment

The assessment is based on two essays of 2,000 words each. The first essay will be set in week 4, for delivery in week 8, and will be based on the topics covered in the first five lectures. The second essay will be set in week 7, for delivery at the start of the Lent term, and will be based on the topics covered in the second five lectures. In addition, each student will provide a short seminar presentation (not assessed) on one of the topics discussed in the lectures.

Core reading

- Peter Dicken, *Global Shift: Transforming the World Economy* (Sage, 6th edn., 2011)
- Giorgio Barna Navaretti and Anthony J. Venables, *Multinational firms in the world economy* (Princeton, 2004)
- Martin Wolf, *Why globalisation works* (Yale, 2004)
- John Roberts, *The modern firm* (Oxford, 2004)
- David Mowery and Richard Nelson (eds.), *Sources of industrial leadership: studies of seven industries* (Cambridge, 1999)

Programme Topic 1: The impact of globalisation on the structure and location of industries

- What has driven the increase in foreign direct investment in services?
- What are the factors that underlie the growth of cross-border production networks in East Asia?
- How have advances in information technology contributed to the globalisation process?
- What are the factors that have driven consolidation in the world steel industry?

Topic 2: The impact of globalisation on the strategy and organisation of firms

- Why have investors in the US and the UK encouraged over-diversified companies to specialise in fewer businesses?
- Discuss the changes that have taken place in the structure of the world chemical industry since the 1980s.
- In what circumstances does it make sense for companies to “de-integrate”, that is, to outsource an activity that it previously carried out in-house?

- What are the principal factors driving cross-border mergers and acquisitions?

Topic 3: The evolution of industries: computers and semiconductors

- To what extent can the Silicon Valley environment be recreated in other parts of the world? Discuss with reference either to Asia or Europe.

- Does “Wintel” (Microsoft and Intel) have more to fear from Google or from new Asian challengers? Is Google Safe? What does this tell us about the continued competitiveness of US Companies?

- Why has Europe been relatively successful in the mobile/cellular phone business? Discuss with reference to Nokia, Vodafone and any other companies you think are relevant.

- Who controls the Internet?

Topic 4: The evolution of industries: cars

- What are the principal factors which explain why Toyota overtook General Motors as the world’s largest and most profitable automobile company?

- Why have most of the big cross-national mergers that have taken place in the motor industry in recent years been unsuccessful?

- Discuss the strategies adopted by Chinese and Indian car manufacturers as they seek to establish themselves in the world market

- In recent years vehicle assemblers have outsourced more of their component production to outside suppliers. How far is this process likely to go?

Topic 5: The evolution of industries: pharmaceuticals and biotechnology

- What have been the principal drivers of the mergers and acquisitions that have taken place in the pharmaceutical industry in the last thirty years?

- Why has the biotechnology industry developed faster in the US than in Europe?

- How can Indian pharmaceutical companies build a stronger position in the world pharmaceutical industry?

- Is the vertically integrated structure of “Big Pharma” companies – from early-stage research through production to marketing and distribution – no longer appropriate in today’s conditions?

Topic 6: How do late-comers catch up?

- Discuss the strategies of four BRIC companies which have had some international success. What are the main problems they have had to overcome?

- How can established “western” companies best protect their position against new BRIC challengers? Discuss in relation to the electronics or automotive sectors.

- Why is the conglomerate form, out of fashion in the advanced industrial countries, still widely used in emerging markets? Discuss with reference to families and other regional networks.

- Do International Production Networks make it harder or easier for latecomer companies to become successful global players?

Topic 7: Capital markets and corporate governance

- What distinguishes Japanese and German corporate governance from that of the US?

- “The financial crisis can be to an important extent attributed to failures and weaknesses in corporate governance arrangements”. Discuss.

- Many publicly quoted companies, especially in Continental Europe and in most emerging markets, have a family as their principal shareholder. What are the advantages and disadvantages of family control?

- In recent years many publicly quoted companies have been taken off the stock market by private equity firms such as KKR and Blackstone. What explains this phenomenon, and how far does it reflect weaknesses in the way publicly quoted companies are governed?

Topic 8: The role of the state: industry and technology policy

- Some countries have designated certain industries as “strategic” and therefore deserving of government support. What is the case for such policies?
- Successive French governments have sought to preserve strong, nationally owned companies in important industries, whereas the UK has generally welcomed, or at least not sought to obstruct, foreign acquisitions of major British industrial companies. Which is the better policy?
- What has been the contribution of the US government to the success of US-based firms in high-technology industries?
- Does the success of Airbus support the case for an active industrial policy in Europe?

Topic 9: Industrial Policy in Emerging Markets

- Should China and India be aiming to foster “national champions” in strategic industries?
- Compare and contrast the industrial policies of at least two of the “BRICs” (Brazil, Russia, India, China) OR two of the Asian Dragons (South Korea, Hong Kong, Singapore, Taiwan).
- What role has Foreign Direct Investment played in China's recent growth?
- What policies are needed to turn “emerging” economies into genuine centres of innovation?

Topic 10: Can Europe compete?

- What were the reasons for Europe’s lag behind the US, in terms of productivity growth, after the mid-1990s?
- Why has the Lisbon agenda failed?
- How far should the UK, having been “Thatcherised” in the 1980s, be regarded as a model for other European countries?
- Is Western Europe too dependent on slow-growing, medium-technology industries?

30. 1. Hansen, Per H.

Copenhagen Business School; Copenhagen, DENMARK

Finance and Financial Institutions in Society (2011)

Finance and Financial Institutions in Society, Globe 2nd Quarter, Fall 2011

REVISED November 16, 2011

Professor Per H. Hansen, Centre for Business History, phh.lpf@cbs.dk

The primary overall aim of this course is to bring together the knowledge and skills that the students have attained from the first five quarters and to allow them to put their future courses into a context that brings together economic, political, social and cultural – or, broadly conceived, institutional – developments. This course will allow the students to use their foundational skills but it will also force them to think out of the box, and to consider the often path dependent and time and space specific character of institutions and organizations.

The course is not a finance or corporate finance course and it is not a strategy course, but it allows the students to draw on their competencies within these areas. The course provides the students with a critical, contextual and institutional foundation for further study in these fields.

Over the last 20-30 years, the international financial sector has developed into an economically highly important as well as a culturally and politically contested industry. In particular, the 2007-2009 financial crisis has stressed the importance of the financial sector as only a massive public intervention in financial markets averted a systemic breakdown. This intervention has led to other problems such as moral hazard and massive public debt problems in the US and European Union. At the same time global economic and financial imbalances such as increasing inequality and a basic shift in economic power from the Western world to Asia seems to be accelerating.

As a result, the interplay between the financial industry and society has become topical and much debated. Do we need more regulation of the financial sector, or smarter regulation, or is the problem the exact opposite that too much state intervention in markets have led to moral hazard and irresponsible rent seeking by huge financial actors? At the more general societal level, the crisis has provoked a new confrontation between Keynesian and neo-liberal (and Austrian) approaches to the market, the economy and society in general. Moreover, the focus on share holder value has been questioned along with problems of rising inequality, and more generally the values and the financial industry's compensation and share of the economy have been hotly debated.

The debate on the financial industry, economic and finance theory, regulation, and the role of the state is likely to continue. Competing narratives will struggle to define the future role of finance and business in society.

Purpose, teaching methods, and learning objectives

The purpose of this course is to give the Globe students a unique opportunity to try to bring together their theoretical and empirical knowledge attained from other courses in the Globe program and outside of Globe in a discussion oriented course with no fixed answers. The main learning objective of the course is to train the students' capacity to analyze and discuss financial crises and the role of the financial system in society – that is in a larger economic, political, social and cultural context. A second learning objective is to train the students' ability to navigate and make sense of events in an uncertain environment with different institutional frameworks.

At the more empirical level, the course also aims at increasing the students' grasp and understanding of the role of financial institutions in society. The students will develop their skills at understanding, evaluating and discussing the complex interplay between the financial sector, the institutional framework, the state and the social and cultural context. Moreover, the course will situate the development of financial systems in the context of globalization.

The literature for the course will be a mixture of academic texts and articles from international newspapers such as the New York Times, Financial Times, and the Economist. Before each class the students will be asked to relate the class readings to study questions that will then be debated in class. The students are expected to be well prepared for each class, and it is a good idea to read the financial coverage in, say, the Financial Times, the New York Times and the Economist during the run of the course. The students are expected to present and to debate each other in class. During class, students will be called upon to comment on the readings and their fellow students' analyses, and group presentations and discussions will be part of the classes.

In general, the course will be based upon

- Short introductory lectures
- Discussion in class
- Student group presentations
- Guest lectures by invited speakers

Exam: Home assignment, maximum of 10 pages

In order to get a 12 the student must

- Demonstrate a thorough and critical understanding of the course literature
- Demonstrate an excellent ability to use the course literature to analyze problems with relation to the role of finance and financial institutions in society
- Demonstrate an excellent ability to communicate and discuss his or her findings and understanding of the subject

Course readings (subject to change)

"25 People to Blame for the Financial Crisis. The good intentions, bad managers and greed behind the meltdown." *Time Magazine*:

<http://www.time.com/time/specials/packages/completelist/0,29569,1877351,00.html#ixzz1OgGVty5k>

Baker, George & George D. Smith, *The New Financial Capitalists. Kohlberg, Kravis Roberts and the Creation of Corporate Value*, Cambridge University Press 1998, Chapter 1, pp. 1-44

This text is included in the compendium.

Bhidé, Amar, "In Praise of more Primitive Finance", *Economists' Voice*, February 2009

This text is included in the compendium.

Cassidy, John, "What good is Wall Street?", *The New Yorker*, November 29, 2010.

http://www.newyorker.com/reporting/2010/11/29/101129fa_fact_cassidy

Coffee, Jr, John C., "A Theory of Corporate Scandals: Why the USA and Europe Differ", *Oxford Review of Economic Policy*, Vol. 21, no. 2, 2005, pp. 198-211.

This text must be downloaded from CBS Library E-Resources

Creswell, Julie, "Profits for Buyout Firm as Company Debt Soared", *New York Times*, 4 October 2009.

<http://www.nytimes.com/2009/10/05/business/economy/05simmons.html?fta=y>

<http://www.nytimes.com/packages/html/business/2009-private-equity/index.html>

De Bondt, Verner, "Bubble Psychology", in William C. Hunter et al (eds.), *Asset Price Bubbles. The Implications for Monetary, Regulatory, and International Policies*, Cambridge, MA: MIT Press 2003, pp. 205-16.

This text is included in the compendium.

Dore, Ronald, "Financialization of the Global Economy", *Industrial and Corporate Change*, vol. 17, no. 6, 2008, pp. 1097-1112

This text must be downloaded from CBS Library E-Resources

Eichengreen, Barry, "The Great Detour: European Money and Banking in the Second Half of the 20th Century", in Rathkolb, Oliver, Theodor Venus and Ulrike Zimmer, *Bank Austria Creditanstalt. 150 Jahre Österreichische Bankengeschichte in Zentrum Europas*, 2005

This text is included in the compendium.

Eichengreen, Barry, "The Euro's Never Ending Crisis", *Current History*, March 2011, pp. 91-96

Eichengreen, Barry & Peter Temin, "Fetters of Gold and Paper", *Oxford Review of Economic Policy*, Vol. 26, no. 3, 2010, pp. 370-384

This text must be downloaded from CBS Library E-Resources

Fox, Justin, "Cultural change is key to reform", *Financial Times*, 26-03-2010
<http://www.ft.com/intl/cms/s/0/6966893c-3847-11df-8420-00144feabdc0.html>

Gobert, James & Maurice Punch, "Because They Can. Motivations and Intent of White-Collars Criminals", in Henry N. Pontell & Gilbert Geis (eds.), *International Handbook of White Collar and Corporate Crime*, New York: Springer Press 2007, pp. 99-122

This text will be uploaded to LEARN

Goodhart, Charles, "How should we regulate bank capital and financial products? What role for living wills?" Adair Turner et al, *The Future of Finance. The LSE Report*, London School of Economics and Political Science, London 2010: <http://harr123et.files.wordpress.com/2010/07/futureoffinance-chapter51.pdf>

Hamilton, Stewart & Alicia Micklethwait, *Greed and Corporate Failure. The Lessons from Recent Disasters*, Palgrave MacMillan: New York 2006. Chapters 1, 2, 3 and 10

This text is included in the compendium.

Hansen, *Making sense of financial crisis and scandal. A Danish bank failure in the era of finance capitalism*", Working Paper, 2011

This text will be uploaded on CBS Learn

Ho, Karen, "Disciplining Investment Bankers, Disciplining the Economy: Wall Street's Institutional Culture of Crisis and the Downsizing of Corporate America", *American Anthropologist*, vol. 111, no. 2, 2009, pp. 177-189

This text must be downloaded from CBS Library E-Resources

James, Harold, *The Creation and Destruction of Value. The Globalization Cycle*. Harvard University Press, 2009

The book must be purchased (in the Bookstore at Solbjerg Plads or somewhere else)

Johnson, Simon, "The Quiet Coup", *The Atlantic*, May 2009,

<http://www.theatlantic.com/magazine/archive/2009/05/the-quiet-coup/7364/>

Kindleberger, Charles and Robert Z. Aliber, "The Anatomy of a Typical Crisis", in *Manias, Panics and Crashes. A History of Financial Crises*, New York, Palgrave, MacMillan 2011, pp. 26-38.

This text is included in the compendium.

Lai, Linda, "The Norwegian banking crisis: Managerial Escalation of Decline and Crisis", *Scandinavian Journal of Management*, 10(4): 397-408.

This text must be downloaded from CBS Library E-Resources

Lamoreaux, Naomi, "Scylla or Charybdis? Historical Reflections on Two Basic Problems of Corporate Governance", *Business History Review*, vo. 83, (Spring 2009), pp. 9-34

This text must be downloaded from CBS Library E-Resources

Minsky, Hyman, "A Theory of Systemic Fragility", in Edward I. Altman & Arnold W. Sametz (eds.), *Financial Crises: Institutions and Markets in a Fragile Environment*, New York, Wiley 1977, pp. 138-52.

This text is included in the compendium.

Moss, David A., "Reversing the Null. Regulation, Deregulation and the Power of Ideas", Harvard Business School Working Paper, 10-080, 2010. <http://www.hbs.edu/research/pdf/10-080.pdf>

North, Douglas C., "Institutions and the Performance of Economies Over Time" in Claude Menard & Mary M. Shirley, *Handbook of New Institutional Economics*, Dordrecht, 2005, pp. 21-30.

This text is included in the compendium.

Schumpeter, Joseph A., "The Process of Creative Destruction", in Schumpeter, *Capitalism, Socialism and Democracy*, 1944. pp. 81-6.

This text is included in the compendium.

Schwartz, Anna. "Real and Pseudo-Financial Crises", in Forrest Capie & Geoffrey Wood (eds.), *Financial Crises and the World Banking System*, London: MacMillan 1986, pp. 11-31. **(Read pp. 11-12 and 21-28)**

Schwartz, Anna, "Origins of the Financial Market crisis of 2008", *Cato Journal*, vol. 29, no. 1, pp. 19-23
<http://www.cato.org/pubs/journal/cj29n1/cj29n1-2.pdf>

Straumann, Tobias, "The UBS crisis in historical perspective", Expert Opinion 2010, University of Zürich. Can be downloaded from <http://www.ubs.com/1/e/transparencyreport.html> (the right hand panel "Downloads": Expert opinion Dr. T. Straumann)

Smith, Roy & Ingo Walter, *Governing the Modern Corporation. Capital Markets, Corporate Control, and Economic Performance*, Oxford: Oxford University Press 2006, chapter 11, pp. 270-292.

This text is included in the compendium.

Wade, Robert, »From global imbalances to global reorganizations«, *Cambridge Journal of Economics*, vol. 33, 2009, pp. 539-562.

This text must be downloaded from CBS Library E-Resources

White, Lawrence H., "How did we get into this financial mess?" *Cato Institute Briefing Papers*, No. 110, November 18, 2008.

<http://www.cato.org/pubs/bp/bp110.pdf>

Course schedule

The course consists of 13 classes of three hours each.

Besides the readings mentioned in the list of literature and below, brief additional texts from newspapers and magazines may be assigned before the class.

24. Oct. Introduction to the course and general frameworks

Lecture on 150 years of financial institutions by Per H. Hansen

Eichengreen, "The Great Detour: European Money and Banking ..."

North, "Institutions and the Performance of Economies over Time"

Hansen, *Making sense of financial crisis and scandal*.

28. Oct. The broad perspective I

Class cancelled, Study trip to Berlin

31. Oct. Business, Government and Ideas

Lamoreaux, *Scylla or Charybdis?*

Moss, *Reversing the Null*

Group presentation: How to find the right balance between markets, companies and government?

GROUPS 1 and 2

4. Nov. The Broad Perspective

James, *The Creation and Destruction of Value*, Intro and chapters 1-3, pp. 1-143

Group presentation of chapters: **GROUPS 3 and 4**

James, *The Creation and Destruction of Value*, chapters 4-6, pp. 144-277

Group presentation of chapters **Groups 5 and 6**

7. Nov. Financial crises I

Schumpeter, *The Process of Creative Destruction*

Minsky, *A Theory of Systemic Fragility*

Kindleberger, *The Anatomy of a Typical Crisis*

White, "How did we get into this financial mess?"

Schwartz, Anna, *Origins of the Financial Market crisis of 2008*

Group presentation: Where do financial crises come from? **GROUPS 1 and 2**

11 Nov. Financial crises II

Johnson, "The Quiet Coup"

Straumann, "The UBS crisis in historical perspective"

"25 People to Blame for the Financial Crisis."

Group presentation: Who were the culprits in the financial crisis? **GROUPS 3 and 4**

14. Nov. Cultural, behavioral and sociological perspectives on finance

de Bondt, "Bubble Psychology"

Ho, *Disciplining Investment Bankers, Disciplining the Economy*

Cassidy, *What good is Wall Street?*

Lai, "The Norwegian banking crisis: Managerial Escalation of Decline and Crisis"

Fox, Justin, "Cultural change is key to reform"

Group presentation: How do you understand culture and how do you change behavior? **GROUPS 5 and 6**

18. Nov. The European Debt Crisis and the Euro

Eichengreen and Temin, *Fetters of Gold and Paper*

Eichengreen, Barry, "The Euro's Never Ending Crisis", *Current History*, March 2011, pp. 91-96

21. Nov. Business Scandals - approaches

Gobert & Punch, "Because They Can."

Coffee, Jr, *A Theory of Corporate Scandals*

Hamilton & Micklethwait, *Greed and Corporate Failure*, Chapters 1 and 10

Group presentation: What should we do about corporate and financial scandals?

GROUPS 1 and 2

25. Nov. Cases: Barings Bank and Enron

Hamilton & Micklethwait, *Greed and Corporate Failure*. Chapters 2 and 3, Barings and Enron

28. Nov. Guest Lecture: CEO Jeppe Christiansen, Maj Invest A/S

All groups prepare questions for Mr. Christiansen

2. Dec. Private Equity – Good or Bad?

Guest Lecture: Viggo Nedergaard Jensen, Former Managing Partner and current Senior Advisor, Polaris Equity

Baker and Smith, *The New Financial Capitalists*. Chapter 1, pp. 1-44

<http://www.nytimes.com/packages/html/business/2009-private-equity/index.html>

<http://www.nytimes.com/2009/10/05/business/economy/05simmons.html?fta=y>

All groups prepare questions for Mr. Nedergaard Jensen

5. Dec. Financial globalization

Dore, Ronald, "Financialization of the Global Economy"

Wade, "From global imbalances to global reorganizations"

Group presentation: Is globalization good or bad? **GROUPS 3 and 4**

9. Dec. Financial Regulation after the financial crisis

Goodhart, Charles, "How should we regulate bank capital and financial products?"

Bhidé, "In Praise of More Primitive Finance"

Smith, Roy & Ingo Walter, *Governing the Modern Corporation*.

Group presentations: How should we regulate banks after the financial crisis? **GROUPS 5 and 6**

30. 2. Hansen, Per H.

Copenhagen Business School; Copenhagen, DENMARK

Bubbles, Greed and Corporate Failure

M.Sc. Elective, Fall 2008

Professor Per H. Hansen, Centre for Business History, phh.lpf@cbs.dk

Class hours: Wednesdays, 13.30-16.05, weeks 43-50, twice in week 51.

Exam form and date: Project/home assignment. Project due date: January 5, 2009 at 12.00 o'clock.

Course prerequisites and restrictions:

A general knowledge of economics, accounting, finance, strategy, business and management. The course also provides students with psychological qualifications to study cognitive problems associated with bubbles and corporate failures.

Course content:

Bubbles and corporate failures have become a widespread phenomenon involving a number of issues that business managers cannot avoid to think about. Among these issues are strategy, auditing, leadership, fraud and the question of the economic and social context in which bubbles and failures take place. By analysing a number of corporate failures at the micro level and bubbles and financial crises at the macro level – and the relationship between the two – this course is addressing issues that any future business leader must be able to analyse and discuss.

Aim of course:

Enron, WorldCom, Tyco, Parmalat, Swissair and the dot.com bubble are just a few of the corporate scandals and speculative manias that have plagued the corporate world during the last few years. In this case based course, the moral, strategic, managerial, corporate governance and accounting implications of bubbles and corporate failures are discussed and analysed. The course has two main aims, one to develop the students' knowledge about the causes of failures and bubbles, and, two, to develop the analytical skills of the students in assessing the causes of corporate failure and how to avoid it.

Course content:

The content of the course is split into two main parts

- 1) analysis and discussion of the causes of bubbles and financial crises
- 2) analysis and discussion of recent and older corporate failures

In the first part, focus will be on the reasons for bubbles and financial crises and their relation to the business cycle and the build-up over time of debt structures that increases the financial fragility of economies. The most recent examples are the sub-prime crisis, the dot.com bubble, but the Asian and Latin-American bubbles of the 1990s, and the Wall Street Crash of 1929 will also be discussed.

In the second part individual corporate failures and their relation to bubbles are analysed. The causes of failures are analysed from the strategic, managerial, accounting and other perspectives. One aim is to provide an explanation for the regular occurrence of corporate failures and what responsible business managers and governments can do to prevent them in the future.

Finally the course will discuss corporate governance initiatives in relation to corporate failures. It will also be discussed whether hedge funds and private equity funds pose a challenge to financial stability.

Teaching methods:

The course is taught as a mixture of lectures with discussion and cases based on class discussion of individual cases – Enron, Tyco, WorldCom, Swissair, Parmalat, Royal Ahold etc.

Learning objectives:

The course will provide the student with a solid theoretical understanding of financial crises and corporate failures. The student will learn to apply this theoretical understanding to companies' strategic challenges and by means of case discussion the student will also engage in discussions of business ethics, accounting, regulation, corporate governance, HRM etc. This discussion will improve the student's abilities to analyse and comprehend what challenges financial and non-financial firms encounter during the business cycle.

Overall, the course will provide the student with a thorough understanding of the challenges that the modern corporation faces in a dynamic competitive environment. Furthermore, the course will enable the student to better understand the precondition of financial crises and corporate failures and what to do about them.

In order to receive the grade 12 the student must be able to:

- demonstrate a comprehensive knowledge and understanding of the theories and cases discussed in the course
- combine the different theories used in the course in order to apply these theories and to analyze the macro as well as the micro level with these theories – i.e. the relationship between bubbles, financial crises and corporate failures
- critically evaluate, discuss and expand on the theories and analyze the cases used in the course
- analyze other cases with the theories discussed in the course, and on that background propose appropriate measures in order to avoid future crises

Required literature:

[The two books by Kindleberger & Aliber and Hamilton and Micklethwait as well as a compendium with the other texts are available from the bookstore at Solbjerg Plads]

Anheier, Helmut K & Lynne Moulton, "Studying Organizational Failures", in Helmut K. Anheier (ed.), *When Things Go Wrong. Organizational Failures and Breakdowns*, London: Sage 1999, pp. 273-90.

Bordo, Michael, "The Lender of Last Resort: Alternative Views and Historical Experience", *Federal Reserve Bank of Richmond Economic Review*, vol. 76, no. 1, pp. 18-29.

de Bondt, Verner, "Bubble Psychology", in William C. Hunter et al (eds.), *Asset Price Bubbles. The Implications for Monetary, Regulatory, and International Policies*, Cambridge, MIT Press 2003, pp. 205-16.

Fisher, Irving, "The Debt-Deflation Theory of Great Depressions", *Econometrica*, 1933, I, pp. 337-57.

Flesher, Dale, L. & Tonya K. Flesher, "Ivar Kreuger's Contribution to U.S. Financial Reporting", *The Accounting Review*, vol. LXI, no. 3, July 1986, pp. 421-34.

Gobert, James & Maurice Punch, "Because They Can. Motivations and Intent of White-Collars Criminals", in Henry N. Pontell & Gilbert Geis (eds.), *International Handbook of White Collar and Corporate Crime*, New York: Springer Press 2007, pp. 99-122

Hamilton, Stewart & Alicia Micklethwait, *Greed and Corporate Failure. The Lessons From Recent Disasters*, Palgrave MacMillan: New York 2006.

Jones, Geoffrey, Ivar Kreuger and the Swedish Match Empire, Harvard Business School Case no. 9-804-078. This text must be purchased and downloaded from http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=804078&referral=2340

Kindleberger, Charles & Robert Z. Aliber, *Manias, Panics and Crashes. A History of Financial Crises*, 5th edition, Palgrave MacMillan: New York 2005.

Lai, Linda, "The Norwegian banking crisis: Managerial Escalation of Decline and Crisis", *Scandinavian Journal of Management*, 10(4): 397-408.

McKenna, Chris, *The World's Newest Profession. Management Consulting in the Twentieth Century*, Cambridge: Cambridge University Press, 2006, chapter 9, pp. 216-44.

Minsky, Hyman, "A Theory of Systemic Fragility", in Edward I. Altman & Arnold W. Sametz (eds.), *Financial Crises: Institutions and Markets in a Fragile Environment*, New York, Wiley 1977, pp. 138-52.

North, Douglass C., "Institutions and the Performance of Economies Over Time" i Claude Menard & Mary M. Shirley, *Handbook of New Institutional Economics*, Dordrecht 2005, pp. 21-30.

Punch, Maurice, *Dirty Business. Exploring Corporate Misconduct. Analysis and Cases*, London: Sage 1996, chapters 1-3, pp. 1-83.

Schumpeter, Joseph A., "The Process of Creative Destruction", in Schumpeter, *Capitalism, Socialism and Democracy*, 1944. pp. 81-6.

Schwartz, Anna. "Real and Pseudo-Financial Crises", in Forrest Capie & Geoffrey Wood (eds.), *Financial Crises and the World Banking System*, London: MacMillan 1986, pp. 11-31.

Shiller, Robert J., *The New Financial Order. Risk in the 21st Century*, Princeton: Princeton University Press 2003, chapter 6, pp. 82-98.

Shiller, Robert J., *Irrational Exuberance*, 2nd edition, Princeton University Press: Princeton 2005. Chapters 1-2, pp. 1-27.

Smith, Roy C. & Ingo Walter, "Four Years After Enron. Assessing the Financial-Market Regulatory Cleanup", *The Independent Review*, vol. XI, no. 1, Summer 2006, pp. 53-66. The article can be downloaded from: http://www.independent.org/pdf/tir/tir_11_01_04_smith.pdf

Smith, Roy & Ingo Walter, *Governing the Modern Corporation. Capital Markets, Corporate Control, and Economic Performance*, Oxford: Oxford University Press 2006, chapter 11, pp. 270-292.

Schedule: Classes are on Wednesdays, 13.30 to 16.05

Part One: Bubbles and Financial Crises

22. Oct. Introduction to the course

Readings: Kindleberger and Aliber, *Manias, Panics and Crashes*, chapter 1, pp. 1-20, and Shiller, *Irrational Exuberance*, 2nd edition, chapters 1-2, pp. 1-27;

29. Oct. The psychology of bubbles and crises

Readings: Lai, “The Norwegian banking crisis: Managerial Escalation of Decline and Crisis”; De Bondt, “Bubble Psychology”, and Shiller, *The New Financial Order*, chapter 6, pp. 82-98.

5. Nov. Bubbles and financial crises, definitions, causes and development, part one

Readings: Kindleberger & Aliber, *Manias, Panics and Crashes*, chapters 2-8, pp. 21-142

Guest lecture, Senior Vice President, Head of Group Treasury, Cato Baldvinsson, Danske Bank

12. Nov. CLASS CANCELLED

19. Nov. What to do about bubbles and financial crises?

Readings: Kindleberger & Aliber, *Manias, Panics and Crashes*, chapters 10-13, pp. 176-255, and Bordo, “The Lender of Last Resort: Alternative Views and Historical Experience”

Guest lecture, Member of the Board of Governors of the Danish Central Bank, Torben Nielsen

26. Nov. Bubbles and financial Crises, definitions, causes and development, part two

Readings: Schwartz, “Real and Pseudo-Financial Crises”; Fisher, “The Debt-Deflation Theory of Great Depressions”, and Minsky, “A Theory of Systemic Fragility”,

3. Dec. The Subprime crisis, UBS and Bear Stearns, Texts will be uploaded on Sitescape

Part Two: Greed and Corporate Failure

10. Dec. Corporate and Organizational Failures, Theory

Readings: Kindleberger & Aliber, *Manias, Panics and Crashes*, chapter 9, pp. 143-175; Hamilton & Micklethwait, *Greed and Corporate Failure*, chapter 1, pp. 1-12; and Anheier & Moulton, “Studying Organizational Failures”, and Schumpeter, “The Process of Creative Destruction”

Cases: Barings Bank and Enron

Readings: Hamilton & Micklethwait, *Greed and Corporate Failure*, chapters 2-3, pp. 13-58

17. Dec: I Cases: WorldCom, Tyco, Marconi, Swissair, Royal Ahold and Parmalat

Readings: Hamilton & Micklethwait, *Greed and Corporate Failure*, chapters 4-9, pp. 58-172

Institutions, Organizations and the Rules of the Game

Readings: North, “Institutions and the Performance of Economies over Time”

17 Dec: II Corporate Crime

Readings: Gobert and Punch, *Because they Can*. Text will be uploaded on Sitescape

Regulatory responses to bubbles and corporate failures

Readings: McKenna, Chris, *The World’s Newest Profession*, chapter 9, pp. 216-44, Smith & Walter, “Four Years After Enron; Hamilton & Micklethwait, *Greed and Corporate Failure*, chapter 10, pp. 173-83, Smith & Walter, *Governing the Modern Corporation*, chapter 11, pp. 270-292

31. Harlaftis, Gelina & Alexandra Papadopoulou
Ionian University; Corfu, GREECE

Business History
SEMINAR CLASS, INΣ 603
Spring Semester 2013-2014

Professor Gelina Harlaftis
gelina@ionio.gr
Dr. Alexandra Papadopoulou
aleksandrapapad@gmail.com

Department of History
Ionian University

Scope of the course: The subject of this course is international business and its evolution during the 19th and 20th centuries. The aim of the seminar is to make students familiar with business history and to educate them to combine history with theory. This will be done with the examination of case studies of international British, German, French, Japanese, American and Greek companies in perspective within the framework of a wide range of issues that concern their organisation, structure, administration, strategies etc. How did international business develop in the last two centuries? How did firms and entrepreneurs handle the risk and uncertainty that international activities entail? How did entrepreneurs solve problems and how did they survive and how did they exploit the opportunities found beyond their countries of origin? What was the role of technology in the evolution of firms? What was the importance of local business culture and informal social institutions in the success or failure of international businesses? What was the role of the state(s) in this process? What is the role of multinationals in the wealth and economic development of countries?

The above questions will be answered through the examination of big British (like the Levant Company or East India Company), Greek (Ralli Brothers and Vagliano Brothers) or Jewish (Dreyfus) international trading companies; of big British shipping companies (Peninsular and Oriental or Cunard); big Greek shipping companies (Onassis, Niarchos, Kulukundis, Livanos etc.); American companies (oil companies like Standard Oil, car industry like Ford, cinema industry like Hollywood or Walt Disney, beauty companies like Estee Lauder); Japanese companies (car industry like Toyota or beauty industry like Shiseido); consumption goods industries (Nestle και Unilever). After all, it is the evolution of international businesses and the formation of gigantic multinational corporations that replaced market forces and contributed to the internationalization and integration of world markets that led the path to globalization. The aim here is to put business in the centre of the study of capitalist development through theory and history.

Organisation of seminar

The seminar is based on a direct collaboration between instructors and students. Students are expected to be present in all classes and to make presentations on scheduled dates. The content of their presentations and the thematics of their papers are chosen in consultation with the instructors of the course.

All the organisation of the course, the bibliography, the announcements and the programme of the presentations will be posed in the **e-Class** platform of the course with the code: **DH214**. Students should register in order to follow the class at <http://www.ionio.gr/central/gr/elearning>.

Evaluation of students

The evaluation of the students will be done throughout the seminar a) through their participation in class b) through two presentations and c) through two essays of 3,000 words each, written according to guidelines posted in e-class. The presentations are scheduled by instructors. The written essays are handed over electronically at the end of the semester.

Students should choose the themes of presentations and essays from groups A and B, (choose one thematic from each Group).

Group A. Overall and theoretical approaches

Thematic	Bibliography
1. Trading companies before 1870	Jones 2008, chapters 1 and 2
2. Trading companies, 1870-1939	Jones 2008, chapters 1 and 2
3. Trading companies as multinational business groups	Jones 2008, chapters 5 and 6
4. Greek Shipping companies in the 19th century	Harlaftis (1996), chapters 3 and 4
5. British Shipping companies in the 19th century	Kirkaldy, book 2, pp.151-257
6. Shipping companies in the 20th century	Harlaftis and Theotokas, 2004 Theotokas and Harlaftis, 2009, chapt. 2
7. International business and states	Boyce and Ville 2006, chapters 10 and 11
8. Entrepreneurship, administration and information	Boyce and Ville 2006, chapters 2 and 3
9. Production and marketing	Boyce and Ville 2006, chapters 6 and 7
10. Business structure and corporate relations	Boyce and Ville 2006, chapters 8 and 9

Group B. Businesses

Businesses
1. International Trading Companies: Levant Company, East India Company, Dreyfus, Ralli Bros, Vagliano Bros
Shipping companies: Peninsular and Oriental, Cunard, Blue Funnel Line, Furness and Withy, Rethymnis & Kulukundis, Onassis, Niarchos, Livanos, Alafouzos, Vardinoyannis, Latsis
Banks: Merchant bankers in the City of London, Rothschild, Schroeder, National Bank of Greece, Ionian Bank
Beauty Industry: Estee Lauder, Shiseido, Coty
Cinema Industry: Hollywood, Walt Disney
Car Industry: Toyota, Ford, Volkswagen
Petroleum and machinery: Standard Oil, Singer, Siemens
Food industry: Nestle, Unilever

Bibliography:

- Bak Richard, *Henry and Edsel. The creation of the Ford Empire*, John Wiley & Sons, New Jersey, 2003
- Boyce Gordon και Simon Ville, *Η Εξέλιξη των σύγχρονων επιχειρήσεων*, Αλεξάνδρεια, 2006, [The Evolution of modern Business]
- Gordon Boyce, *The Growth and Dissolution of a Large-Scale Business Enterprise: The Furness Interest 1892-1919*, (St.John's Newfoundland, 2012)
- Bowen H. V., *The Business of Empire. The East India Company and Imperial Britain, 1756-1833*, Cambridge University Press, Cambridge & New York 2006
- Cottrell P. I., *The Ionian Bank. An Imperial Institution, 1839-1864*, Alpha Bank Historical Archives, Athens, 2007
- Chapman Stanley, *The Rise of Merchant Banking*, George Allen & UNWIN, London 1984
- Epstein M., *The Early History of the Levant Company*, Reprints of Economic Classics, New York, 1968
- Falkus Malkolm, *The Blue Funnel Legend, A History of the Ocean Steam Ship Company, 1865-1973*, Macmillan, London, 1990
- Feldenkirchen Wilfried, *Werner von Siemens: Inventor and International Entrepreneur*, Ohio State University Press, Columbus 1994
- Ferguson Niall, *The House of Rothschild, The world`s Banker 1849-1999*, Penguin, London & New York 1999
- Foglesong Richard, *Married to the Mouse: Walt Disney World and Orlando*, Yale University Press, New Haven, 2001
- Gabler Neal, *Walt Disney: The Triumph of the American Imagination*, Alfred A. Knopf, New York, 2006
- Harlaftis Gelina and Ioannis Theotokas, “European family firms in international business: British and Greek tramp-shipping firms”, *Business History*, April 2004, σελ. 219-255
- Harlaftis Gelina and Ioannis Theotokas, «Maritime business during the 20th century: continuity and change», in C. Th. Grammenos (ed.), *Handbook of Maritime Economics and Business*, Lloyd’s of London Press, London, 2002, σελ. 9-34
- Harlaftis Gelina, *A History of Greek-Owned Shipping. The Making of an International Tramp Fleet, 1830 to the present day*, Routledge, 1996.

- Harlaftis Gelina, Helen Beneki and Manos Haritatos, *Ploto. Greek Shipowners from the late 18th century to the eve of WWII*, (Athens, 2003), (in Greek and English)
- Theotokas Ioannis and Gelina Harlaftis, *Leadership in World Shipping: Greek Family Firms in International Business*, Palgrave/Macmillan, 2009
- Harlaftis Gelina, *Greek Shipowners and Greece, 1945-1975. From Separate Development to Mutual Interdependence*, Athlone Press, 1993
- Harlaftis Gelina, Stig Tenold and Jesús M. Valdalisó (eds.), *World's Key Industry. History and Economics of International Shipping*, Palgrave/MacMillan, London 2012
- Harlaftis Gelina, "From Diaspora Traders to Shipping Tycoons: The Vagliano Bros.", *Business History Review*, vol. 81, no.2, Summer 2007, σελ. 237-268.
- Hope Ronald, *A new history of British shipping*, John Murray, London, 1990
- Howarth David, Howarth Stephen(eds), *The Story of P&O, The Peninsular and Oriental Steam Navigation Company*, London, 1986
- Hyde E. Francis, *Cunard and the North Atlantic, 1840-1973. A History of Shipping and Financial Management*, M. 1975
- Jones Geoffrey, *Renewing Unilever: Transformation and Tradition*, Oxford University Press, Oxford 2005
- Jones Geoffrey, *Από τους εμπόρους πολυεθνικές. Οι βρετανικές εμπορικές εταιρείες τον 19^ο και 20^ό αιώνα*, Αλεξάνδρεια, 2008 [*From Merchants to Multinationals*]
- Jones Geoffrey, *Beauty Imagined. A History of the Global Beauty Industry*, Oxford
- Geoffrey Jones and B. Daniel Wadhvani, "Creating Global Oil, 1900-1935", Harvard Business School case study
- Jones Geoffrey and David Kiron, "Bernd Beetz: Creating New Coty", Harvard Business School case study
- Jones Geoffrey and David Kiron, "Globalizing Consumer Durables: Singer Sewing Machine before 1914", Harvard Business School case study
- Jones Geoffrey, Akiko Kanno, Masko Egawa, "Making China Beautiful: Shiseido and the China Market", Harvard Business School case study
- Jones Geoffrey and B. Daniel Wadhvani, "Creating Global Oil, 1900-1935", Harvard Business School case study
- Jones Geoffrey and David Kiron, "Bernd Beetz: Creating New Coty", Harvard Business School case study
- Jones Geoffrey and David Kiron, "Globalizing Consumer Durables: Singer Sewing Machine before 1914", Harvard Business School case study
- Jones Geoffrey, Akiko Kanno, Masko Egawa, "Making China Beautiful: Shiseido and the China Market", Harvard Business School case study
- Kirkaldy Adam, *British Shipping. Its History, organisation and importance*, David & Charles Reprints, 1970
- Κωστής Π. Κώστας, *Ιστορία της Εθνικής Τράπεζας της Ελλάδος 1914-1940*, Εθνικής Τράπεζα της Ελλάδος, Αθήνα, 2003 [Kostas Kostis, *History of the National Bank of Greece, 1892-1919*]
- Landes S. David, *Dynasties. Fortunes and Misfortunes of the World's great Family Businesses*, Penguin Books, London, 2006
- Miller Michael B., *Europe and the Maritime World. A Twentieth-Century History*, Cambridge, Cambridge University Press, 2012
- Morgan Dan., *Merchants of Grain. The power and profits of the five giant companies at the center of the world's food supply*, An Authors Guild Backinprint, 1979
- Trumbour John, *Selling Hollywood to the World*, Cambridge University Press, 2002
- Togo Yukiyasu, Wartman William, *Against All Odds. The Story of the Toyota Motor Corporation and the Family That Created It*, St. Martin's Press, New York 1993
- Sloniger Jerry, *The VW Story*, Patrick Stephens, Cambridge 1980
- "The Standard Oil Company (A) and (B)", Harvard Business School case study
- Roberts Richard, *Schroders. Merchants and Bankers*, MacMillan, London 1992, University Press, Oxford 2010

Schwartz Friedhelm, *Nestlé: the secrets of food, trust and globalization*, 2003
Vourkatioti Katerina, "Ralli bros", in Maria Christina Chatziioannou and Gelina Harlaftis, (eds),
Following the Nereids. Sea routes and maritime business, 16th-20th centuries, Kerkyra
Publications, Αθήνα, 2006
Wood Alfred C., *A History of the Levant Company*, Frank Cass&Co LTD, 1964

32. Iversen, Martin Jes & Stefan Schwarzkopf
Copenhagen Business School; Copenhagen, DENMARK

The Company in Its Historical and International Setting

B. Sc. IB - Autumn 2012

The Company in its Historical and International Setting
Syllabus

Lecturers:

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Martin Jes Iversen is Associate Professor in Business History at Copenhagen Business School. He is the author and editor of several business history books including “GN Store Nord – a company in transition” published by CBS Press in 2005 and ”Creating Nordic Capitalism” published by Palgrave-Macmillan in 2008.

Stefan Schwarzkopf is Associate Professor in Business History at Copenhagen Business School. He teaches various courses at CBS on marketing, branding and consumer behaviour. His publications have appeared in numerous journals and he is the editor of a book on the history of psychoanalytic consumer research (published with Palgrave-Macmillan in 2010).

Credits: 7,5 ECTS

Grading scale: The new Danish 7-grade scale

Teaching methods: The course is based on a combination of lectures, case-based teaching (the Harvard BS method), written assignments and student group work including presentations. The course will actively employ e-learning aspects through a virtual debate forum and student expert groups.

Purpose: The aim of the course is to provide the students with a basic understanding of the economic history and the development of capitalist societies. The students should also learn to understand the role played by regulators, companies and entrepreneurs in the development of modern capitalism.

Content: The course gives insight in the relations between economic development, corporate strategies and entrepreneurial choices over time. It focuses on the role played by management and helps to understand the internal dynamics of the growth and expansion of enterprises in their interaction with various national and international environments.

Learning objectives: After having followed the course the students should be able to:

- To describe the most important differences between the capitalist systems in Northern Europe, Southern Europe, North America, South America and South East Asia from 1850 to 2000.

- To understand the dynamic relationship between capitalist societies, companies and entrepreneurs over time.
- To analyze capitalist development through various political, economic and business historical concepts and theories.
- To synthesize the development of capitalist societies and the relationship between societies, companies and entrepreneurs using the relevant theories and concepts of economic change.

Examination date: To be filled in by the BSc IB office

Examination form: 4 hours written exam (closed book)

Literature:

- Compendium
- Uploaded texts and articles

Group work:

Before the lectures begin you will be divided into 32 working groups. These groups function partly as preparation groups for the case based teaching and partly as the assignment groups. Each group will have to make a 15 minutes oral presentation (plus 5 minutes feedback). A detailed time schedule will follow. The assignment and the presentation have to be passed before the student can take the exam.

Week 36:

Session 1 - The aim of the course, syllabus

Monday, 3rd September, 08.55-11.30, DSc033 (MJI + SS)

- Presentation of literature
- “Rules of the game”: Lectures, the Harvard BS Case based teaching method and assignment team work
- Group port-folio and participation
- Capitalism, the company and the entrepreneur

Readings:

Compendium

Session 2 - Conceptualizing the dynamics of capitalism: Markets, firms and entrepreneurs

Team preparation – 45 min. before the lecture – questions will be posted

Group A, Thursday, 6th September, 8.00-10.35, Ks43 (MJI)

Group B, Friday, 7th September, 11:40-14.15, Ks43 (MJI)

- Two market assumptions: Friedman vs. Fligstein
- Joseph Schumpeter and the entrepreneur
- Dealing with change of capitalism: periodization and explanation

Readings:

- Friedman, Milton: *Capitalism and Freedom*, The University of Chicago Press, 1962/2002, p. 1-36
- Fligstein, Neil: “Markets as Politics”, *American Sociological Review*; vol. 61, no. 4, 1996, p. 656-673
- Schumpeter, Joseph: “The Creative Response in Economic History”, *The Journal of Economic History*, Vol. VII, November 1947, no. 2, p. 149-159

Week 37:

Monday, 10th September, 08.55-11.30, DSc033 (SS and guest lecturer Professor John Wilson, University of Liverpool)

Session 3 – Capitalism in Northern and Western Europe (SS and JW)

- What is capitalism?
- British Capitalism

Readings:

- Bowles, Paul, *Capitalism*, Pearson, 2007, p. 23-88
- Botticelli, Peter: “British Capitalism and the Three Industrial Revolutions” in McCraw, Thomas K. (ed.): *Creating Modern Capitalism – How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press, 1996, p. 49-93

Session 4: Danish Capitalism and Carlsberg

Team preparation – 45 min. before the lecture – questions will be posted

Group A, Thursday, September 13, 15.20-17.55, SP201 (MJI)

Group B, Friday, September 14, 11:40-14.15, Ks43 (MJI)

- Danish Capitalism
- Carlsberg - Regulation of the home market and international expansion

Readings:

- Iversen, Martin Jes & Andersen, Steen: “Co-operative Liberalism: Denmark from 1857 to 2007” in Fellman, Susanna, et. al.(eds.): *Creating Nordic Capitalism – the business history of a competitive periphery*, Palgrave Macmillan, 2008, p. 263-334.
- Iversen, Martin Jes & Arnold, Andrew: “Carlsberg: Regulation of the Home Market and International Expansion” in Fellman, Susanna, et al. (eds.): *Creating Nordic Capitalism – the business history of a competitive periphery*, Palgrave Macmillan, 2008, p. 365-391.

Week 38:

Session 5

Monday, 17th September, 08.55-11.30, DSc033 (SS)

German capitalism and Deutsche Bank

- The dynamics of German capitalism
- Deutsche Bank
- Introduction to assignment (MJI)

Readings:

- Fear, Jeffrey: “German Capitalism” in McCraw, Thomas K. (ed.): *Creating Modern Capitalism – How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press, 1996, p. 135-182
- Moss, David A.: “Deutsche Bank” in McCraw, Thomas K. (ed.): *Creating Modern Capitalism – How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press, 1996, p. 227-26

Session 6

American Capitalism, GM and Ford

Team preparation – 45 min. before the lecture – questions will be posted

Group A, Thursday, 20 September, 8.00-10.35, Ks43 (MJI)

Group B, Friday, 21 September, 11:40-14.15, Ks43 (MJI)

- American capitalism
- Case: Henry Ford, Alfred Sloan and the three phases of marketing
- Group work & presentations: Ford, Sloan & Schumpeter’s entrepreneur theory

Readings:

- McCraw, Thomas K.: “American Capitalism” in McCraw, Thomas K. (ed.): *Creating Modern Capitalism – How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press, 1996, p. 303-348
- McCraw, Thomas K., Tedlow: “Henry Ford, Alfred Sloan and the three phases of marketing” in McCraw, Thomas K. (ed.): *Creating Modern Capitalism – How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions*, Harvard University Press, 1996, p. 264-300
- Chandler, Alfred: *Scale and Scope*, The Belknap Press, 1990, p. 14-49

Week 39:

Session 7

Capitalism in South America (SS and guest lecturer, tba.)

Monday, 24 September, 8:55-11:30, DSC033

Introduction to South American capitalism

Case on entrepreneurs in Argentina

Readings:

- Thorp, Rosemary: “Introduction” and “Growth and the quality of life over the century” in Thorp, Rosemary *Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century*, John Hopkins, 1998, p. 1-11; 13-46
- Jones, Geoffrey & Lluch, Andrea: *Ernesto Tornquist, Making a fortune on the Pampas*, Harvard BS case, 807155

Monday, 24 September

Hand in group assignment

- Hand in (upload) the 25 pages group work (08:00 AM as the latest)

Session 8

Thursday 27th and Friday 28th September

Student presentations of Group Assignments; 8:30-15:30, Porcelæns haven 18 A, 3rd floor, meeting room, 3.135

- 15 minutes presentation of the group work – passed / non passed

Week 40

Session 8: China: What sort of capitalism?

Monday, October 1, 10:45-13:20, SP202 (SS)

- Chinese capitalism
- Enterprise Culture in China
- Marketing in China

Readings:

- Spar, Debora, Oi, Jean: *China: Building “Capitalism with Socialist Characteristics”*, HBS Case 9-706-041 (Oct. 16, 2006)
- Nolan, Peter: “Chapter 2: The Challenges to China’s Economic and Political Stability” in *China at the Crossroads*, Polity, 2004

Week 40

Session 9: Booms & crises in capitalism - Introduction to Freeman & Louca

Thursday, October 4, 11:40-14.15, Ks43 (MJI)

Friday, October 5, 14:25-17:00, SP216 (MJI)

Readings:

- Freeman, Chris; Louca, Francisco: “Introduction: Technical Change and Long Waves in Economic Development” in *As Time Goes By – from the Industrial Revolutions to the Information Revolution*, Oxford University Press, 2001, p. 139-151

- Freeman, Chris; Louca, Francisco: “The Third Kondratiev Wave: The ...” in *As Time Goes By*, Oxford University Press, 2001, p. 257-300

Week 41:

Session 10: Capitalism in Southern Europe

Monday, October 8th, 08:55-11:30, DSC033 (SS and professor Andrea Colli, Bocconi University, Milan)

Readings:

- Scott, Bruce R.; Matthews, Jamie L.: *Two Systems?: Italy and the Mezzogiorno*, HBS Case
- Di Tella, Rafael, Vogel, Ingrid: *Spain: Straddling the Atlantic*, HBS case

Session 11: Booms & crises in capitalism - Freeman & Louca

Tuesday, October 9th, 08:00-10:35, DSc033 (MI)

Freeman & Louca: Technical Change and Economic Development

Readings:

- Freeman, Chris; Louca, Francisco: “The Fourth Kondratiev Wave: The Great Depression and the Age of Oil, Automobiles, Motorization, and Mass Production” in *As Time Goes By*, Oxford University Press, 2001, p. 257-300
- Freeman, Chris; Louca, Francisco: “The Emergence of a New Techno-economic Paradigm: The Age of Information and Communication Technology (ITC)” in *As Time Goes By*, Oxford University Press, 2001, p. 301-335
- Iversen, Martin Jes: “Economic Orders and Formative Phases: A Business Historical Journey through Danish Capitalism, 1850-2000” in Colli, Andrea, et al. (eds.): *Mapping European Corporations*, Routledge, 2012, p. 169-194.

Session 12 – What is capitalism? Conclusion and Discussions, guest lecturer, professor Jeff Fear, Redlands University, LA

Team preparation – 45 min. before the lecture – questions will be posted

Group A, Thursday, October 11, 8.00-10.35, DSC033 (MJI & JF)

Group B, Friday, October 12, 12:35-15.10, Kronprinsesse Sofies Vej 35, A112 (MJI & JF)

- Summarizing the course content
- Preparing for the exam

Readings:

- Schumpeter, Joseph A.: *Capitalism, Socialism and Democracy*, Routledge, 1943/2005, p. 72-86
- Rosenberg, Nathan: “Innovators and mere Imitators” in *Schumpeter and Endogeneity of Technology: Some American Perspectives*, Routledge, 2000, p. 58-78

33. Jones, Geoffrey

Harvard Business School; Boston, Massachusetts, U.S.A.

Entrepreneurship and Global Capitalism

Entrepreneurship and Global Capitalism

Professor Geoffrey Jones

Harvard Business School

Course Organization and Objectives

EGC is taught in the second year of Harvard Business School's MBA program. It offers a wide-ranging historical framework for understanding the role of entrepreneurs in shaping global capitalism. It provides cases on entrepreneurs and firms from many countries who were active in pursuits ranging from opium trading and luxury watches to fashion, beauty, shipping, finance and information and communications technologies. The course is organized into four modules which are broadly chronological. Each module ends with a module review.

The course includes some of the world's most well-known entrepreneurs, as well as some of the most infamous, and shows their roles in the major events of the last century, from Gandhi's struggle for Indian Independence to the nightmare of Nazi Germany. The course is concerned to place business in a broad political, economic and cultural context as it explores the challenging decisions and ethical dilemmas entrepreneurs have faced in countries with repressive regimes and failed states in different historical eras. By reviewing the historical evidence on global entrepreneurship, it provides perspective and a unique learning opportunity for those considering careers both in entrepreneurship and general management.

Pedagogy

At the Harvard Business School EGC is taught entirely by case method. Each of the cases listed in the course can be purchased and downloaded from Harvard Business School Publishing website. (hbsp.harvard.edu). Many of the cases have Teaching Notes which registered educators can also buy from the site. Professor Jones is also happy to share informal teaching plans and discuss teaching strategies for those new to case method teaching. Most of the cases on Latin America are available in Spanish and some are also in Portuguese.

A major challenge of teaching historical material by case method is that students may lack adequate contextual information. In response, the course employs a data mapping tool known as Historical Data Visualization. It is intended to make this freely available as soon as possible. In addition, selective readings are made available to provide background.

At many other schools, the cases listed here are combined with formal lectures and seminars, and used as a vehicle to encourage discussion. Geoffrey Jones, *Multinationals and Global Capitalism* (Oxford University Press, 2005) is a textbook covering the business history of global capitalism, and is used by some schools teaching this material.

Entrepreneurship and Global Capitalism

Module 1 Building Global Capitalism

The first module examines how entrepreneurs built a global economy in the nineteenth century by creating business organizations that pursued resources and markets across borders. It shows how these pioneers in the United States, Latin America, Europe and Asia identified opportunities and managed risks in the face of challenging circumstances.

Class 1 Opium and Entrepreneurship

This case concerns the growth of multinational trading companies in the first global economy. It examines two Scottish-owned merchant houses, Jardine Matheson and James Finlay, and shows their changing trade and investment strategies as well as their use of an organizational form later known as business groups. It also demonstrates the role of ethnic networks in globalization during this historical period.

Materials



[Opium and Entrepreneurship in the Nineteenth Century](#)

(805010)

Assignments

1. What features of the global political economy in the nineteenth century provided entrepreneurial opportunities in China for the Western merchants discussed in this case?
2. Why were Jardine and Matheson so successful as entrepreneurs in the opium business? What was their distinctive competence? How was William Keswick able to re-invent the company after they withdrew from drug-smuggling?
3. Was William Keswick's optimism about the future of China justified?

Class 2 Globalizing Consumer Durables

This case examines the global strategy of Singer, one of the world's first multinationals, before 1914. Singer, a U.S. pioneer of the modern sewing machine, established its first foreign factory in Scotland in 1867. Investments followed in manufacturing and marketing in other countries, especially Russia. By 1914, Singer held a remarkable 90% share of all sewing machine sales outside the United States and was the seventh largest firm in the world. The case examines why sewing machines became one of the world's first global products and the entrepreneurial and organizational factors behind Singer's international success.

Materials



[Globalizing Consumer Durables: Singer Sewing Machine before 1914](#)

(804001)

Assignments

1. Singer's decision to build a factory in Glasgow, Scotland, is regarded as the origins of what we now call multinational manufacturing. How risky was that decision at the time?
2. How was Singer able to capture 90% of the world market for sewing machines by 1914? How did Singer overcome its lack of knowledge about foreign markets and business practices?
3. What was the most important factor behind Singer's success in the Russian market?

Class 3 The Victorian Internet

This case describes the nineteenth century founding by Werner Siemens of the Siemens electrical business in Germany. Werner's dual role as inventor and entrepreneur is explored as he created one of the world's first multinational enterprises, whose growth initially rested on its pioneering role in the new telegraph industry. Werner sent his brothers to open businesses in Great Britain and Russia, and the case explores the advantages and disadvantages of family business as a form of organization, as well as the challenges growing it poses for such family firms.

Materials



[Werner von Siemens and the Electric Telegraph](#)

(811004)

Assignments

1. What strikes you as the most distinctive capabilities of Werner Siemens as an entrepreneur? What drives him?
2. How did the organization of the Siemens business differ from that seen in the case of the Singer Sewing Machine Company? Which was better equipped to building a global business in the second half of the nineteenth century?
3. How well did Werner capture value from the telegraph? What was the economic, social and political impact, in general, of the telegraph?

Class 4 Building Global Infrastructure

This case explores the role of the British entrepreneur Weetman Pearson in developing the Mexican oil industry before 1914. It shows this entrepreneur's evolution from a domestic British builder to an international contractor, building tunnels, railroads, and harbors worldwide, including the United States and Mexico. In Mexico, where Pearson developed close relations with the dictator Porfirio Diaz, the government awarded large oil concessions. In 1910, Pearson discovered one of the world's largest oil wells, and this was used as a basis to build an integrated oil company. But by 1918--when the case ends--Pearson was considering whether to sell his investment in the face of growing political risk.

Materials



[Weetman Pearson and the Mexican Oil Industry \(A\)](#)

(804085)

Assignments

1. How and why did Weetman Pearson get into the oil industry in Mexico?
2. What did Mexico gain, and what did it lose, by letting Weetman Pearson operate as an entrepreneur within its borders?
3. Why didn't Mexico have a home-grown Weetman Pearson? Why did it take a foreigner to develop Mexican natural resources?

Class 5 Argentina – Global Tiger

This case examines the career of Ernesto Tornquist, a cosmopolitan financier considered to be the most significant entrepreneur in Argentina at the end of the 19th century. Tornquist created a diversified business group, linked to the political elite, which integrated Argentina into the trading and financial networks of the first global economy. The case provides an opportunity to understand why Argentina was

such a successful economy at this time, and to debate whether it's very success laid the basis for the country's subsequent poor economic performance.

Materials



[Ernesto Tornquist: Making a Fortune on the Pampas](#)

(807155)



William J. Baumol, "Entrepreneurship: Productive, Unproductive, and Destructive"

The Journal of Political Economy, Vol. 98 (Oct., 1990).

Assignments

1. Although he was born in Argentina, Ernesto Tornquist was sometimes caricatured wearing a German eagle (see Exhibit 9 of the case). How would you describe the national identity of Tornquist?
2. Did Tornquist make a greater contribution to Argentina's development than Weetman Pearson did to Mexico's? Would Baumol regard him as a "productive" entrepreneur?
3. When Tornquist died, Argentina was one of the world's richest countries. It subsequently entered a path of relative decline. How far do you think the origins of that decline might have been sown in the era of Tornquist?

Class 6 Creating Modern Japan

This case considers the entrepreneurial career of the founder of Mitsubishi, Yataro Iwasaki, who built a large shipping company against the opposition of powerful Western incumbents. Although sometimes supported by the Japanese government, and often times opposed, the case identifies Iwasaki's entrepreneurial talent and organization-building skills as key drivers of success. This case provides a vehicle for examining the entrepreneurial factors behind Japan's remarkable transition from a feudal to a modern society in the second half of the nineteenth century.

Materials



[Yataro Iwasaki: Founding Mitsubishi A](#)

(808158)

Assignments

1. Why did the Japanese government decide to strongly support the recently-established Mitsubishi company in 1875?

2. How would you describe the personal journey of Yataro from a minor official of the feudal domain of Tosa to owner of East Asia's largest shipping company? What drives him?
3. By the late nineteenth century Japan had not only resisted Western imperialism, but become the only Asian country to embark on economic modernization on a large-scale. What does this case tell us about how Japan was able to do this?

Class 7 Global Fraud

Globalization and corporate fraud are the central themes of this case on the international growth of Swedish Match in the interwar years. Between 1913 and 1932, Ivar Kreuger, known as the “Swedish Match King,” built a small, family-owned match business into a \$600 million global match empire. Despite the economic and political disruptions of the interwar period, Swedish Match owned manufacturing operations in 36 countries, had monopolies in 16 countries, and controlled 40% of the world's match production. Kreuger companies lent over \$300 million dollars to governments in Europe, Latin America, and Asia in exchange for national match monopolies. Relying on international capital markets to finance acquisitions and monopoly deals, by 1929 the stocks and bonds of Kreuger companies were the most widely held securities in the United States and the world. After Kreuger's 1932 suicide, forensic auditors discovered that Kreuger had operated a giant pyramid scheme. His accounts were riddled with fictitious assets, the truth hidden in a maze of over 400 subsidiary companies. Swedish Match's deficits exceeded Sweden's national debt.

Materials



[Ivar Kreugar and the Swedish Match Empire](#)

(804078)

Assignments

1. What did you find most striking about Ivar Kreuger as an entrepreneur?
2. What were the pros and cons of globalizing the match industry in the 1920s?
3. Why did John Maynard Keynes consider Kreuger as “maybe the greatest financial intelligence of his time”?

Class 8 Origins of Global Consumer Culture

This case explores the creation of the Rolex watch by Hans Wilsdorf. It provides a case study of how one of the world's leading luxury brands was created and, more generally, provides a vehicle for exploring the

competitive advantage of Switzerland in watchmaking (and other industries). Although Switzerland was a traditional watchmaking center, Wilsdorf--who was neither a watchmaker nor Swiss--created this successful brand through his emphasis on quality and reliability, combined with celebrity marketing. A supplemental reading on the history of the beauty industry enables the case of Rolex to be positioned within the context of the emergence of a global consumer culture during the first global economy, including the gendering of aspirations and the privileging of Western standards.

Materials



[Hans Wilsdorf and Rolex](#)

(805138)



Geoffrey Jones, *Entrepreneurship and Multinationals. Global Business and the Making of the Modern World* (Edward Elgar 2013), chapter 3.

Assignments

1. How would you compare Hans Wilsdorf to the other entrepreneurs we have seen so far in terms of his character, capabilities and achievements?
2. What were the key steps he took to build the Rolex as a global luxury brand during the first decades of the twentieth century?
3. Using the evidence provided in both the Rolex case and the short reading provided on the beauty industry, explain what was happening in the first global economy which provided the context for a global spread of such premium consumer brands. How would you assess the overall impact on consumer welfare?

Module 2 Globalization Reversed

The second module seeks to understand the spectacular reversal of globalization from the 1920s, as wars, the Great Depression, and the enormous wealth gap between the rich West and the rest of the world, prompted governments to respond. At the heart of the module is the paradox that geographical distance has been sharply reduced by innovation in communications and transport technologies, yet political boundaries grow rapidly with the spread of Communism and Fascism. It explores the role entrepreneurs played in causing the widespread questioning of the legitimacy of global capitalism during this period, and their responses to their challenging environment. Managing governments becomes a major issue for firms. Global firms face “rare events” such as the Great Depression which undermine traditional business models. They respond by a vast extension of the number and scope of international cartels.

Class 9 The Rise of Cartels

This case examines the development of an international cartel in the oil industry in the 1920s and 1930s. It focuses on the decisions and actions of the leading multinational oil companies -- particularly Standard Oil of New Jersey, Royal Dutch/ Shell, and Anglo-Persian (BP) -- in acting together to try to stabilize prices and market shares beginning in the late 1920s through the Achnacarry or “As-is” Agreement. Set against the backdrop of the development of the global oil industry, the case examines the causes of the change in firm strategy from competition to cooperation and offers an opportunity for readers to assess the success of efforts at inter-firm coordination and stabilization. It also explores the personal and professional relationships between the leading oil-industry executives who forged the cartel, including Henri Deterding, Walter Teagle and John Cadman. Important sub-issues include the changing nature of the oil industry in the 1910s and 1920s, the rise of oil diplomacy, and the impact of U.S. anti-trust laws on the global oil business.

Materials



[Creating Global Oil, 1900-1935](#)

(804089)



Jeffrey Fear, “Cartels” in Geoffrey Jones and Jonathan Zeitlin (eds.) *The Oxford Handbook of Business History* (Oxford University Press, 2008).

Assignments

1. During the two decades before World War 1 the global oil industry transitioned from being primarily composed of numerous entrepreneurial firms to one increasingly dominated by a few large and vertically integrated corporations such as Standard Oil and Royal Dutch Shell. Why?
2. How did World War 1 impact the evolution of the global oil industry?
3. Why did the oil industry become cartelized during the interwar years?

Class 10 The Commodity Crisis

This case describes the growth of Guggenheim Brothers as one of the largest mining companies in the world in the early twentieth century. Global expansion led the firm to Chile, first in copper and later in natural nitrates. Chile's economic growth was driven by the profits from mining, especially its world monopoly of nitrates. The Guggenheims invested in Chilean nitrates after synthetics were developed by

German chemists. Their strategies to modernize the industry collapsed with the outbreak of the Great Depression, during which Chile experienced the greatest fall of incomes of any country. The case serves as a vehicle to explore the devastating economic and political impact of the Great Depression on the countries of the South, such as Chile, which had specialized in primary commodities, and on mining and financial capitalists such as the Guggenheims.

Materials



[The Guggenheims and Chilean Nitrates](#)

(810141)



Jeffrey D. Sachs, Andrew M. Warner, “Natural Resources and Economic Development: The Curse of Natural Resources,” *European Economic Review* 45 (2001)

Assignments

1. Why was the Guggenheim family so successful in world mining before 1920?
2. Why did Daniel Guggenheim believe in 1924 that Chilean nitrates would make his family “rich beyond the dreams of avarice”? What went wrong?
3. Was Chile cursed or blessed by controlling such a high proportion of the world's natural nitrates?

Class 11 Responsibility and Legitimacy

This case considers the strategy of U.S.-owned IBM, then a manufacturer of punch cards, in Nazi Germany before 1937. It opens with IBM CEO Thomas J. Watson meeting Adolf Hitler in his capacity as President of the International Chamber of Commerce. IBM had acquired a German company in 1922, and like other American companies, found itself operating after 1933 in a country whose government violently suppressed political dissent and engaged in intimidation and discrimination against Jews. The case explores the tensions between IBM's German affiliate and its parent, and provides an opportunity to explore the options and responsibilities of multinationals with investments in politically reprehensible regimes.

Materials



[Thomas J. Watson, IBM, and Nazi Germany](#)

(807133)

Assignments

1. Does Watson's IBM win or lose from Hitler's seizure of power in Germany in 1933?
2. In 1937 the Nazi Holocaust against Jews, involving their systematic mass murder, and the aggression against other countries which was to lead to the outbreak of World War 2 in 1939, still lay in the future. Watson could not know what would happen in the future. Yet should he still have closed down IBM's business in Nazi Germany?
3. How would you describe Watson's decision to meet Hitler in June 1937? Would you have taken that decision?

Class 12 Colonialism

This case describes the role of a leading Indian business leader in the campaign for independence before 1947 and his close relationship with the legendary Mahatma Gandhi. Provides the opportunity to consider the impact of colonialism on shaping Indian entrepreneurship and the role of the small Marwari group, originally from the Marwar region of Rajasthan, in creating many of India's leading business houses, including the Bajaj. The Bajaj, like other Marwari, were traders who after World War I transitioned into manufacturing, including sugar manufacturing and steel rolling.

Materials



[Jamnalal Bajaj, Mahatma Gandhi and the Struggle for Indian Independence](#) (807028)



[Gandhi and the Salt March, 1930](#) (4 minute video)

Assignments

1. What did Mahatma Gandhi want? Was there anything uniquely Indian about his character and actions?
2. What did Jamnalal Bajaj want? Was there anything uniquely Indian about him?
3. In 1948, when Gandhi was assassinated, the newly independent India was very poor. Nehru, Gandhi and Bajaj blamed British rule. However some scholars, noting the extraordinarily high percentage of entrepreneurs who came (and continue to come) from tiny ethnic or caste groups, notably Parsees and Marwaris, have argued that mainstream Indian societal values provided a greater obstacle to modernization. What do you think constrained growth in India before 1947? Did Bajaj and Gandhi offer a viable solution?


Class 13 Banana Republics

This case examines the overthrow of President Jacobo Arbenz of Guatemala in 1954 in a U.S.-backed coup in support of the United Fruit Co. Over the previous half century, United Fruit had built a large vertically integrated tropical fruit business that owned large banana plantations in the “banana republics” of Central America, including Guatemala. The case examines the impact and role of United Fruit in the Guatemalan economy, one of the poorest in the world, and the reasons for growing hostility toward the company, culminating in Arbenz's agrarian reform policies aimed at redistributing some of the land held by United Fruit. The United States, which regarded Arbenz as pro-communist, supported United Fruit in the context of the Cold War.

Materials

 [The Octopus and the Generals: The United Fruit Company in Guatemala](#) (805146)

 [Journey to Banana Land \(1950\), United Fruit Film](#)

 Charles D. Brockett, “An Illusion of Omnipotence: U.S. Policy toward Guatemala, 1954-1960” *Latin American Politics and Society*, Vol. 44, No. 1 (Spring, 2002).

Assignments

1. Why did United Fruit face so much hostility in Guatemala despite creating jobs, building infrastructure, and creating a successful export industry? Did the country have any viable alternative at that time?
2. Beginning with the Communist Revolution in Russia in 1917, expropriation of foreign business assets became a growing feature of the era of Modules 2 and 3 before 1979. In the case of Guatemala at least, can Arbenz's expropriation of the unused lands of United Fruit be considered as legitimate? Can United Fruit's response be considered as a legitimate case of corporate risk management?
3. Was the overthrow of Jacobo Arbenz a legitimate act of US foreign policy? What were the consequences?

Class 14 Global Business in the Era of De-Globalization

This case explores the opportunities and threats to Unilever's global business in 1978 based on the commercial and political challenges faced by three of its subsidiaries, Lever Brothers in the United States, Hindustan Lever in India, and United Africa Company in West Africa. Management faced several problems: criticism of multinational companies, anti-trust legislation, expropriations, and rising

competition from international and local rivals. The case focuses on developing a new global strategy for a company that placed a premium on a consensual management style and local autonomy.

Materials

 [Unilever as “Multi-Local Multinational”](#)

(808025)

Assignments

1. What was the nature of Unilever's problems in the United States, India, and West Africa? How successfully did the company manage them?
2. What do the cases of Lever Brothers, Hindustan Lever, and the United Africa Company reveal about the challenges of running a global business after World War 2?
3. What actions should Ken Durham suggest to his colleagues on the Special Committee?

Module 3 Origins of the Second Global Economy

The third module shows how entrepreneurs rebuilt global capitalism and global markets after World War 2, though with much of the world opting out with closed economies and Communist states. The material covers the rapid economic growth of the West and Japan, and the changing consumer culture as middle class incomes rise and there is a democratization of fashion and celebrity. Beyond the West, latecomer countries such as Brazil and Turkey seek to catch-up, and experience major social changes, including growing women's rights. The entrepreneurs in these decades are seen as major forces for the globalization of transport, trading and financial services. However many also capture value from de-globalization, both through regulatory arbitrage and alliances with the state actors who have become prominent in much of the world. Meanwhile import substitution policies permit the growth of new businesses and industries beyond the Western core.

Class 15 Global Shipping

The case examines the career of Aristotle Onassis and his creation of one of the world's largest shipping companies between 1945 and 1973. It explores the role of ethnic and family networks in Greek shipping and how Onassis was able to penetrate this system despite being an outsider. The case considers Onassis' role as a strategic innovator in flags of convenience and supertankers. It examines the dynamics of competitive advantage in shipping, as well as the strengths and weaknesses of family-owned firms. The case ends with the death of Onassis' only son in 1973 and the resulting vacuum in succession.

Materials



[Aristotle Onassis and the Greek Shipping Industry](#)

(805141)

Assignments

1. Aristotle Onassis probably becomes the wealthiest entrepreneur in this course. What was his greatest attribute as an entrepreneur?
2. How would you compare Onassis's relations with governments to the other entrepreneurs we have seen in this course?
3. By 1973 Onassis and other Greek shipping magnates owned 14.7% of world shipping. How had this happened?

Class 16 Commodity Trading

The case examines the career of Marc Rich, the world's leading commodity trader before his criminal indictment in the United States in 1983. It covers the historical growth of commodity trading, especially in metals, from the late nineteenth century, and its evolving forms as governments intervened in markets after 1945. Rich joined Philipp Brothers, then the largest commodity trader, in 1954. He formed his own firm two decades later. He was instrumental in the creation of a spot market in petroleum, and assumed a pivotal role in the industry during the 1970s by selling Iranian oil to Israel and South Africa. The case provides a means to explore the rationale and advantages of giant commodity traders, as well as enabling students to debate corporate use of tax havens which expanded during the postwar decades.

Materials



[Marc Rich and Global Commodity Trading](#)

(813020)



Bill Clinton, "My Reasons for the Pardon," *New York Times*, Feb. 18, 2001

Assignments

1. Marc Rich builds his career as a metal commodity trader working for the firm of Philipp Brothers between 1954 and 1974. How did this firm grow so fast? How did Jesselson's business model compare to earlier generations of international trading companies?

2. Rich founds his own company in 1974. By 1983 he is described in the case as one of the wealthiest men in the United States. What was the entrepreneurial opportunity that he identified, and why was it Rich's new firm which captured so much of the value from it?
3. William Baumol has argued that the societal outcomes of entrepreneurs (whatever their financial success) can be either productive, unproductive or destructive. Which term best fits Rich's firm between 1974 and 1983?

Class 17 Business and Apartheid

The case describes the career of Charles W. Engelhard, who inherited a family platinum business in the United States, and built a substantial gold, platinum, uranium, and forestry business in apartheid-era South Africa after 1947. The case explores how Engelhard leveraged share swaps, access to US capital markets, and a relationship with the South African magnate Harry Oppenheimer to build a strong position in South African precious metals. The mining industry was highly profitable. It benefitted from cheap Black African labor which was not allowed to form trade unions. South Africa was one of the world's leading suppliers of precious and strategic metals to the non-Communist world. The case begins with demonstrators in New Jersey in 1966 protesting at the giving of a reward to Engelhard, and it is used to explore the growing debates about the ethical responsibilities of business after World War 2. There were significant shifts in social and ethical norms during this period concerning race and ethnicity, but these shifts happened at different times in different countries. Engelhard finds himself at the center of the resulting tensions. In the United States, he was active in the Democrat Party and a personal friend of President Lyndon B. Johnson, who introduced pioneering Civil Rights legislation during the 1960s. In South Africa, he was both a beneficiary of the apartheid regime and an active apologist for it. American anti-apartheid activists such as George M. Hauser became active in exposing the apparent contradiction in Engelhard's position. The case can be used to enable a broader discussion whether engagement or divestment is the best response of business to repressive regimes. In the case of apartheid-era South Africa, Engelhard and numerous other Western firms stayed in the country, yet there was little political improvement. In 1963 Nelson Mandela was jailed for life by the regime, and was not released until February 1990, four months after the fall of the Berlin Wall.

Materials

 [Goldfinger: Charles W. Engelhard Jr. and Apartheid-era South Africa](#) (313148)

 [In Search of Global Regulation](#) (805025)

Assignments

1. In 1965 Charles W. Engelhard was hailed by Forbes as “one of the most powerful figures in the world of international business.” What was the basis of his success as an entrepreneur? How is he able to build a large business in South Africa after 1945?
2. By the early 1960s there was widespread international condemnation of the South African government’s policy of apartheid, as well as both passive and armed opposition within the country led by Nelson Mandela and others. Did Engelhard make the political and economic situation in South Africa better or worse?
3. As the case on In Search of Global Regulation shows, Engelhard could not look to either international law or the business community in the United States (or elsewhere) for clear guidance regarding his responsibilities as a leading American investor in South Africa. Why did governments and business leaders find it so difficult to reach a consensus on the responsibilities and rights of global business during Modules 2 and 3?

Class 18 Financial Centers

This case focuses on the development of London as a leading international financial center and the difficulties it faces maintaining its status. It examines London's history as a financial center from Roman times to the present day. London's position in the 19th century rested on the great importance of Britain in the world economy and the role of sterling as the major international currency. By the mid-20th century both of these factors were much reduced in importance, but London was renewed as the physical home of the Euromarkets. The case explores regulatory and other factors, including economies of agglomeration, which contribute to making a financial center. However the focus is on the role of the financial entrepreneurs, including George Bolton and Siegmund Warburg, who perceived opportunities to rebuild London as a global financial center despite the relative decline of the British economy and in the global importance of Sterling.

Materials



[“Walking on a Tightrope”: Maintaining London as a Financial Center](#)

(804081)



Anthony J. Venables, “Shifts in Economic Geography and their Causes” *Economic Review* - Federal Reserve Bank of Kansas City (2006).

Assignments

1. London had flourished as the world's financial center during the first global economy. Why was its future now considered "uncertain" after World War II?
2. How were Siegmund Warburg, George Bolton and others able to create new financial markets from the 1960s?
3. By the end of Module 3 in the late 1970s the case says that British-owned financial institutions had become only marginal players in London's financial markets, and that there were concerns that foreign-owned firms might return to their own countries as their governments deregulated financial services. How serious was this threat for London's future as a global financial center?

Class 19 Paris and Haute Couture

The case describes the foundation of Christian Dior, the leading Parisian fashion house, in 1946 and its subsequent globalization strategy. After explaining the historical origins of France's pre-eminence in upscale fashion, the case explores the challenges to this position from New York after World War 2, and the importance of Christian Dior's New Look in restoring French fashion to world leadership. The case examines, in particular, Dior's innovative strategy to combine a high fashion business in Paris with a ready-to-wear business in New York, and his subsequent pursuit of licensing opportunities in jewelry and other luxury products. The case provides an opportunity to explore the role of creativity in the luxury fashion industry, and the challenges and opportunities of globalizing such an industry.

Materials



[Christian Dior: A New Look for Haute Couture](#)

(809159)

Assignments

1. Why did some people consider Paris's position as the world's fashion center as being under threat after 1945?
2. Why was the House of Dior seen as pivotal in reviving Paris's fortunes? How did the New Look "force women to toss out their wardrobe"?
3. How would you compare Christian Dior himself with other entrepreneurs seen in this course?

Class 20 Business Groups

This case describes the creation of Turkey's largest business group by Vehbi Koç. The foundation of this group in the interwar years, and its subsequent diversification into many industries, including automobiles, household goods, and services, are analyzed. The case serves as a vehicle to explain why diversified business groups are so important in emerging markets such as Turkey. It explores the role of market imperfections, government policies, and entrepreneurial ambition in their creation, as well as the organizational challenges posed by managing such diversified firms owned by a family. Much of the firm's growth came from licensing and joint venture agreements with multinational firms that were unable, or unwilling, to invest directly in Turkey because of political risk and government restrictions. The case ends in 1988, when the founder has received a report from the management consultancy Bain calling for the firm to reduce the range of activities it undertakes because of the competitive challenges resulting from the liberalization of the Turkish economy.

Materials



[Vehbi Koç and the Making of Turkey's Largest Business Group](#)

(811081)

Assignments

1. How did Vehbi Koç develop a business in Turkey before 1946? How did he overcome the many challenges he faced?
2. Why was the Koç business group able to grow so quickly between 1946 and the 1980s?
3. Was Bain right that, whatever the merits of the Koç group in the political and economic circumstances of Module 3, its organizational structure was inappropriate for a more liberal and deregulated age?

Class 21 Building a Brazilian Automobile Industry

This case examines the costs and benefits of the Brazilian government's policies to encourage foreign multinationals to develop an automobile industry during the 1950s and 1960s. A combination of incentives and market closure were used to attract foreign direct investment. Volkswagen responded more positively than the U.S. firms Ford and GM, and was able to become market leader as a result. A brief comparison with the South Korean automobile industry enables a discussion whether foreign or local ownership of an industry such as automobiles is more beneficial to the economic development of a country. Brazil developed an automobile industry much more quickly than South Korea, and it remains the largest automobile industry in Latin America, but it had few home-grown brands, and the industry's developed rested on the strategies of foreign multinationals.

Materials



[Brazil at the Wheel](#)

(804081)

Assignments

1. Why did the Brazilians want an automobile industry in the 1950s? How do you assess President Kubitschek's strategy?
2. Why was it VW rather than Ford which responded to the Brazilian government's automobile policies? Which company got it right?
3. This case includes a brief comparison of the Brazilian and South Korean automobile industries. Which government got it right?

Module 4 Recreating Global Capitalism

The final module examines the creation of today's new global economy between 1979 and the present day as China, India and other countries opened their borders to global capitalism. It employs the lessons of history to understand the nature of today's business opportunities, and explores how entrepreneurs can respond to current risks of de-globalization. Global markets for corporate control, capital and talent emerged in this period. There were large social changes, including for gender equality. The Great Convergence has seen some regions of the non-Western world sharply reduce their income gap with the West, although the growing wealth equality within countries during modules 2 and 3 has been reversed as income disparities have grown. Businesses have exploited new communication technologies and deregulation, and sought to exploit markets and attract talent in the non-Western world.

Class 22 Making China Beautiful

This module begins with the transformation of China between the late 1970s and the present day following the opening of the country to global capitalism by the ruling Communist Party. This broad issue is approached through the case of Shiseido, the leading Japanese cosmetics company, which entered China in 1981. In 1994 Shiseido launched Aupres, a large cosmetics brand specifically aimed at Chinese women. Further growth followed, and in 2003, it began to build a large network of voluntary chain stores. The case enables a discussion of central issues in the globalization of the cosmetics industry, including the extent to which local customization is needed to attract customers, and whether this need for

customization is growing or not. However for EGC the primary purpose of the case is to highlight the extraordinary transformation of China in the second global economy. In 1978 the cosmetics market was close to zero, as the Communist regime prohibited the manufacture of such products. By the 2000s, China had grown to become the fourth largest beauty market in the world, with Shiseido and all the major beauty companies in the world heavily invested in it. The case also shows the new realities of the second global economy. Shiseido's growth is shown to have rested heavily on the support of the Chinese authorities, especially the City of Beijing government, with whom it forged a close relationship.

Materials



[Making China Beautiful: Shiseido and the China Market](#)

(805-003)

Assignments:

1. In the early 1980s Yoshiharu Fukuhara starts a business in China. What could he take from Shiseido's past history during Modules 2 and 3 concerning the opportunities and challenges of entering such new markets? What were the challenges of starting a cosmetics business in China?
2. Two decades later, when Tadakatsu Saito took control of Shiseido's business in China, it had grown to 42 billion Yen (\$400 million) in sales. What were the key factors in its success? Should we consider Shiseido's stated desire to "make Chinese women beautiful" a form of productive entrepreneurship?
3. Why should Saito have concerns about Shiseido's future despite this success in China? What should he advise his company's CEO?

Class 23 Bollywood and the Globalization of Cinema

This case considers the past and future of global culture using the medium of film. The focus is the opportunities and challenges facing Indian film producers in accessing the global film market. It describes the history of the cinema and the rise of Hollywood to global dominance by the 1920s. Although film industries continued elsewhere, including Britain and France, their products had limited international appeal. However during the second global economy the growth in the economic importance of countries such as India and China is being accompanied by the growing international appeal of their cinemas. The Bollywood film industry, produced in Mumbai (formerly Bombay), was one of the world's oldest and largest, but it was primarily focused on the domestic market before the 1990s. The classic movies had a distinct genre, being typically long, melodramatic, and musical. Over recent decades, diaspora markets have encouraged rising standards, while deregulation permitted much easier capital raising. A number of large Indian studios have developed, and Hollywood movie studios have also taken

large stakes in the industry. Rising interest in India has also encouraged “crossover” films, typically incorporating the experience of the diaspora in Western countries. At the heart of the case is the issue whether Indian content films can compete with Hollywood in global markets, and to what extent a change in cultural content is necessary for this strategy to work.

Materials



[Can Bollywood Go Global?](#)

(806040)

Assignments

1. During the 1920s Charles Pathe predicted that the United States and Hollywood “would take possession of the global market for ever.” During Modules 2 and 3, this prediction turned out to be accurate. What was the basis of Hollywood’s global success? Why was Bollywood's market still primarily domestic or confined to neighboring regional markets by the beginning of the 1980s?
2. Why has the international market for films with Indian content grown during second global economy? Has this involved a loss of authenticity?
3. It has often been asserted that globalization has led to the erosion of local cultures and traditions through promoting a homogenous global consumer culture. What does the evidence of the world cinema industry tell us about the evolving nature of global culture during the second global economy?

Class 24 Diaspora and the Growth of the Indian IT Services Industry

This case is focused on Jerry Rao, a former Citibank who a launched an IT services start-up called MphasiS in 1998. It enables a discussion of how India developed an IT services industry in Bangalore during the second global economy, but the real focus of the case is the role of diaspora in the economic growth of developing countries over the last thirty years. The case examines the international career paths of Indian engineers and business professionals like Rao since the development of public policies beginning in the 1960s to attract them to developed countries like the United States. It explores why these professionals often chose to leave India in pursuit of economic opportunities abroad, and why many began returning to their homeland to start or run businesses after the deregulation of the 1990s.

Materials



[Jerry Rao: Diaspora and Entrepreneurship in the Global Economy](#)

(805017)

Assignments

1. What was the most important influence on Jerry Rao's success as an entrepreneur after founding MphasiS in 1998? What, if anything, is different about his story in the second global economy from those seen in earlier Modules of this course?
2. Why did India develop a successful IT services industry during the second global economy?
3. What are the implications of EDS's acquisition of control of MphasiS for the future of the Indian IT services industry? What are the implications of the industry as a whole for the future economic growth of India?


Class 25 Globalizing the Media


This case examines the entrepreneurial career of Rupert Murdoch, and the growth of News Corporation from a small Australian newspaper to a global media giant. It shows how he expanded geographically to Europe, the United States, and Asia and from newspapers to the film and television industries. The case identifies the personal role of Murdoch in this growth, and the role of his family in its management. The case considers the political impact of News Corporation's newspapers and other media, and their alleged role in shaping political opinion.

Materials

 [Rupert Murdoch: The Last Tycoon](#)

(811017)

 Stefano Della Vigna and Ethan Kaplan, "The Fox News Effect: Media Bias and Voting," *Quarterly Journal of Economics* (2007)

 Matthew Gentzkow and Jesse M. Shapiro, "What Drives Media Slant," *Econometrica*, Vol. 78, No. 1 (January, 2010)

 BBC News, "News Corp Officially Splits in Two," June 28, 2013.

Assignments

1. Rupert Murdoch is variously described in the case as a visionary, evil, and "Australia's greatest businessman." Which description best explains his success in building a \$30 billion media empire out of a small newspaper business in Adelaide, Australia?


2. Richard Branson has described Murdoch as a “threat to democracy.” Do you agree?
3. How would you assess Murdoch's overall impact on the second global economy: is it productive, unproductive or destructive?


Class 26 Routing China

Cisco, the corporate leader in the provision of infrastructure for the Internet, entered China in 1994. Companies such as Cisco, which designs products that are largely invisible and outsources their manufacture, face a number of opportunities and challenges in an emerging economy. China was among the fastest growing IT markets in the world, but Cisco faced growing competition from Chinese firms, including Huawei, and there were serious issues arising from software piracy. This case explores Cisco’s delicate relationship with the Chinese government, which was seeking international technology standards that favored Chinese technology firms.

Materials

 [Cisco Goes to China: Routing an Emerging Economy](#) (805020)

 Steve Stecklow, Farnaz Fassihi and Loretta Chao, “Chinese Tech Giant Aids Iran,” *Wall Street Journal*, Oct. 27, 2011

 Matthew Miller, “Spy Scandal Weighs on US tech Firms in China, Cisco Takes Hit,” Reuters, Nov 14, 2013

Assignments

1. In November 2007 John Chambers announced a \$16 billion expansion of Cisco's existing business in China. Was this a good business decision, given the information he had before him?
2. If Chambers had studied the previous EGC cases on T.J. Watson and Charles Engelhard, would he still have participated in the CN2 upgrade of China's internet network in 2004?
3. In 2000 President Clinton predicted that "liberty will be spread by cell, phone and cable modem." Please review previous cases to identify the great advances in communication technologies in each module of EGC. Did they advance liberty in their eras? Whatever the historical record, was Clinton right that cell phones and the internet are now advancing liberty in module 4?

Class 27 Female Entrepreneurship under and after the Taliban

This case explores the challenges of female entrepreneurship in Afghanistan through the case of Kamila Sidiqi, who built a business under the Taliban, and founded a consultancy in 2004. Sidiqi's experiences are positioned against the background of Afghanistan's turbulent history, with a focus on the contested role of women in Afghani society. The case enables a discussion of whether entrepreneurship can make a substantial difference in post-conflict economies such as Afghanistan, or whether the building of effective political institutions is the essential pre-condition. The case is accompanied by a note which surveys evidence about the role of female entrepreneurs in the developing world more generally, both historically and today.

Materials



[Kaweyan: Female Entrepreneurship and the Past and Future of Afghanistan](#) (811023)



[Female Entrepreneurship in Developing Countries](#) (807018)

Assignments

1. What are the major challenges and opportunities that Kamila Sidiqi faces as she seeks the \$480,000 consultancy contract in December 2009?
2. Does the earlier history of Afghanistan since the first global economy suggest that Kamila Sidiqi's gender will be a problem or an opportunity in building her new entrepreneurial venture in Afghanistan? Is it possible that major conflicts make such history irrelevant?
3. How, if at all, could Kamila Sidiqi make a real difference to Afghanistan's future?

Topic 28. Globalization and Entrepreneurship

This wrap up session considers the conflicting views of scholars and journalists concerning whether the second global economy is “flat” or “spiky.” Students are presented with excerpts from a range of scholars who take different views on this issue. During the wrap up session there is a focus on what the historical evidence reviewed in this course can tell us about these trends.

Materials



[Flat and Spiky Worlds](#)

Assignments

1. The authors excerpted in the final case fall into two camps. The first argue that the world is flat, and getting flatter. The second argue that the world remains spiky, and may be getting more spiky. Can the history you have studied in EGC help us understand which argument is more plausible?
2. Have the entrepreneurs you have seen in EGC been shapers of, or responders to, globalization waves?
3. How do you see your own impact on flatness or spikiness going forward - as a shaper or responder?

International Economic History

International Economic History (level 1), 15.0 Credits

Internationell ekonomisk historia (nivå 1), 15.0 hp

Credit points: 15.0 Credits

Course code: 2EH012

Responsible department: Department of Economic History

Date of establishment: 2008-12-19

Established by: IS

Revised: 2011-12-21

Valid from: 2012-01-09

Level: Basic level

Main Field of Study and progress level:

Economic History: first cycle, has only upper-secondary level entry requirements

Grading scale:

VG Pass with distinction , G Pass, U Fail

Contents

This course studies the long-term international economic and social development. In focus are economic growth, economic thought, trade, crises and globalization, from the early medieval period up to present day.

Expected learning outcomes

After completing the course the students have acquired:

1. Basic knowledge concerning economic growth, transformation, and crises
2. Basic understanding for the role of the factors of production and patterns of industrialization as well as technological, institutional and structural change
3. Basic knowledge concerning changes in economic thought, trade policy, and economic integration.
4. Ability to apply a gender perspective on the long-term economic and social development
5. Ability to express and critically assess - in writing and orally - the different perspectives, interpretations and explanations that have been presented during the course

Required Knowledge

Basic eligibility

Form of instruction

The course is based on lectures, seminar discussions and both written and oral presentations

Examination modes

All exams are mandatory and individual. Depending on the actual pedagogical circumstances for teaching, e.g. numbers of students, a variety of examination modes are applied. This can e.g. be hand in - and presentations of - individual papers, activity in seminar discussions, written exams or oral exams, which is specified in the actual Study Guide. Grading will be made individually: Fail, Pass or Pass with distinction. Students who do not pass the first examination will be offered a second examination within reasonable time. All students have the right to take a test up to four

times in order to pass. A student who has failed the examination twice has the right to ask the Board of the Social Sciences Faculty to appoint another teacher to examine him or her.

Academic credit transfer The course can be combined with any other undergraduate economic history class of 15 credits and thereby correspond to 15 + 15 credits of undergraduate level studies in economic history. For foreign students the ECTS seven grade transcription model is used.

Literature

Valid from: 2012 week 02

T. Iván q (Tibor Iván) Berend

An economic history of twentieth-century Europe b economic regimes from laissez-faire to globalization

Cambridge : Cambridge University Press c 2006 : 2006 : 356 s. :

ISBN: 978-0-521-85666-9 (hbk)

Mandatory

[Search Album, the University Library catalogue](#)

Reading instructions: Finns också som "paperback", ISBN: 9780521672689 Se bibliotekskatalogen Album

Rondo E Cameron , Larry Neal

A concise economic history of the world : from Paleolithic times to the present :c Rondo Cameron, Larry Neal

4. ed. : New York : Oxford University Press : 2003 : 463 s. :

ISBN: 0-19-512704-8

Mandatory

[Search Album, the University Library catalogue](#)

Reading instructions: Finns också som "paperback", ISBN: 9780195127058 Se bibliotekskatalogen Album

Robert Marks

The origins of the modern world : a global and ecological narrative from the fifteenth to the twenty-first century

2. ed. : Lanham, Md. : Rowman & Littlefield : cop. 2007 : xiv, 221 s. :

URL: <http://www.loc.gov/catdir/toc/fy0704/2006046223.html>

ISBN: 978-0-7425-5419-1

Mandatory

[Search Album, the University Library catalogue](#)

Reading instructions: Se bibliotekskatalogen Album

35. 1. Kipping, Matthias

Schulich School of Business, York University; Toronto, Ontario, CANADA

MGMT 3030.030: Creating Global Capitalism

**Schulich School of Business
York University**

Course Outline

MGMT 3030.030: Creating Global Capitalism
Mondays, 8.30 – 11.30 am, Room S128 SSB
Fall 2012

Instructor

Matthias Kipping

(416) 736-2100 ext. 20656

Admin. Assistant: JoAnne Stein N305B SSB; 416-736-5087

N314 Seymour Schulich Building

mkiping@schulich.yorku.ca

Office hours: Mondays, 11.30am-1.00pm or by appointment

Brief Description

This course examines the role of firms and entrepreneurs in the creation of the global economy over the past two centuries. Based on a historical perspective, the course addresses many contemporary issues related to globalization: the opportunities and problems of operating abroad, the role of governments in attracting and controlling foreign investment, the contribution of multinationals to growth and prosperity.

Prerequisites

All required first and second year undergraduate courses.

Course objectives

By the end of the course, students will be able to identify and critically assess the role of different actors (entrepreneurs, firms and governments) in the globalization process. They will also be able to put current developments towards a global economy into a longer-term perspective and use historical experiences as a relevant background for opinion-forming and decision-making. Throughout the course, students will develop their written and oral communication skills and critical thinking skills. They will learn to present and analyze arguments, to make formal presentations, to work in teams, to facilitate the learning of others through class participation and generally to direct their own learning in the context of the course goals.

Organization of the Course

The course first provides an overview of globalization, its opportunities and challenges as well as its (positive and negative) effects. It then traces the development of a global economy from the 17th through the 21st century, before examining the process of globalization in six different sectors. The course uses a variety of teaching methods, including brief lectures, class discussions and video documentaries. Students are expected to attend all sessions, prepare the assigned readings, participate actively in class discussions, complete all assignments and hand them in on time.

Assigned Reading

There is no specific textbook for this course. Instead, each session of the course has a relatively short compulsory background reading that provides an overview of the particular topic, an academic article that examines a particular aspect in more-depth, and additional (optional) reading suggestions. For many sessions there are also video documentaries or audio podcasts. All of these serve as the basis for class discussions and are listed in the detailed course schedule below. As permitted by copyright, most of them are posted on the Moodle page of the course (marked by a *). A few others can be accessed online either on open websites or via a hard link to the York University Library home page. Please note that you need a Passport York account and password to access the Moodle or the electronic resources of York University Library. For access to the additional readings, please contact the instructor.

Evaluation of Student Performance

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
B+	7
B	6
C+	5
C	4
D+	3
D	2
F	0

(Students are reminded that they must maintain a cumulative GPA of at least 5.0 to remain in good standing and continue in the program, and to qualify for their degree. Schulich grading guidelines mandate a section GPA of between 5.5 and 7.0.)

Assignments will be marked using the above letter grades. In this class, final letter grades will be determined by the following process: First, letter grades for each assignment are translated into grade points using the above scheme. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade. All assignments have to be handed in on the date and at the time specified. Late Reading summaries (see below) are not accepted and will receive an F grade (0 grade points). All other assignments will receive a reduction of one full grade / grade point per each commenced delay of 24 hours. For example, an assignment handed in 30 hours late will receive a penalty of 2 full grades / grade points, i.e. if its mark would have been a B+ (7 grade points) if handed in on time, they would now receive a grade of C+ (5 grade points).

The final grade for the course will be based on the following items weighted as indicated:

Brief Summaries:	20% (2.5% each)
Article Summaries:	30% (10% each)
Research Paper:	30%
Class Participation:	20%

Brief summaries have to be completed individually for 8 of the required background readings from Sessions 2 through 12. You should summarize the information contained in the reading using bullet points or, preferably, continuous prose. Summaries have to be submitted via turnitin.com BEFORE the

corresponding session, should not exceed 250 words and are assessed based on their accuracy and clarity of content, structure and presentation. Each summary will carry a weight of 2% for a total of 20% of the final grade. You are allowed to write 10 of the 11 possible summaries, but only the best 8 will be taken into account. Summaries will normally be marked and returned within one week of submission. Late submissions are not acceptable and will receive an F grade.

Article summaries have to be completed individually for three of the in-depth academic articles for Sessions 2 through 12. In your summary you need to identify (i) the key question(s) addressed in the article, i.e. what are the author(s) trying to investigate; (ii) the way in which these question(s) are examined, i.e. what kind of data and methods are used (if any); and (iii) the results of the analysis, i.e. what did the author(s) find/suggest. If asked, you should be prepared to briefly present your article summary to the class (which will count towards your participation grade). You are allowed to write four out of the 11 possible summaries, but only the best three will be taken into account, with each of them representing 10% of your final grade for a total of 30%. These summaries should not exceed 1,000 words and need to be submitted via turnitin.com (see below) BEFORE the corresponding sessions. They will normally be marked and returned within one week of submission. Late submissions are not acceptable and will receive an F grade.

Research papers will examine the history of a multinational corporation and can be completed individually or jointly by not more than two students. You should submit a list of three possible corporations (in order of preference), which cannot include companies discussed in class, to the instructor for approval by the second session and will receive confirmation of the assigned corporation within 24 hours. As a starting point for your research, you should use the entry for the selected company in the International Directory of Company Histories, which can be found in the Bronfman Library. On-line versions of most of the entries are also available at <http://www.fundinguniverse.com/company-histories/>. Please note that these are often from earlier editions of the International Directory, so you should always consult the latest print edition. More importantly, these entries can only provide the starting point for your research and need to be complemented with additional readings, following up some of the sources provided in the bibliography of the entry and additional books and press or academic articles that can be found via the Library website or searches on specific databases such as Business Source Premier. A full list of references in alphabetical order by the last names of the author(s) has to be e-mailed to the instructor immediately after reading week and will be returned with comments and suggestions one week later. Final research essays should not exceed 3,000 words and need to be submitted via turnitin.com BEFORE the last class session. The 3,000 word limit includes references in the text, which should be done according to the Harvard style, with AUHOR LAST NAME, PUBLICATION DATE and, if applicable, PAGE NUMBERS, but exclude the alphabetical reference list at the end and possible appendices, which should be kept to a minimum. Late submissions are not acceptable and will receive an F grade. Evaluation is based on the quality of the analysis and the clarity of presenting its results. Papers will be marked and returned within three weeks of submission.

The class participation grade will be based on your attendance, awareness of issues in required readings, and active contributions to in-class discussions, in terms of its quantity and quality, the latter evaluating in particular the extent to which your remarks advance the overall discussion. It also includes the clarity with which you present the academic article you summarized, if asked to do so in class (see above). Your participation grade will be assigned by the instructor based on these factors.

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. The Schulich School will investigate and will act to enforce academic honesty policies where apparent violations occur. Students should familiarize themselves with York University's policy on academic

honesty. It is printed in full in your student handbook and can also be viewed on-line on the Schulich website, clicking through as indicated:

Schulich website → 'Programs' → 'Bachelor's Degree' → 'BBA Academic Honesty Policy'

While academic dishonesty can take many forms, there are several forms of which students should be highly aware because they are the ones that are most likely to occur in the context of a specific course.

[1] Plagiarism. Plagiarism is the presentation of information, ideas, or analysis generated by other people as being your own. It includes direct quotations as well as substantive paraphrases where the source of that information or idea is not clearly identified to the reader. Students should be careful to present their written work in a way that makes it completely clear in each and every case where a quotation, a paraphrase, or an analysis is based on the work of other people. (This includes information from all sources, including websites.)

[2] Cheating. Cheating is an attempt to gain an unfair advantage in an evaluation. Examples of such violations include (but are not limited to) consulting prohibited materials during an examination or copying from another student.

[3] Failure to follow limitations on collaborative work with other students in preparing academic assignments. Each class differs in the mix of assignments and group-versus-individual preparation that is allowed. The instructor will make clear the extent of collaboration among students that is acceptable among students on various pieces of assigned work. Students should abide by those limitations and, if they are unsure about whether a certain level or form of collaboration would be acceptable, to clarify that question with the instructor in advance.

[4] Aiding and abetting. A student is guilty of violating academic honesty expectations if he/she acts in a way that enables another student to engage in academic dishonesty. If a student knows (or should reasonably expect) that an action would enable another student to cheat or plagiarize, that student's action constitutes an academic honesty violation. Illustrative examples include making your exam paper easily visible to others in the same exam or providing your own working or finished documents for an 'individual assignment' to another student (even if that other student said that he/she just wanted to 'get an idea of how to approach the assignment' or 'to check whether they had done theirs correctly').

[5] Use of academic work in more than one course. Generally, academic work done for every course is 'new' work, done for that course only. If a student wishes to use some or all of the academic work done for an assigned task in one course in another course, the student must get explicit, prior permission from both instructors so that they agree that the scope and nature of the overlapping use of that work is such that it can fairly be counted toward both courses.

As a way to promote academic honesty and avoid plagiarism you are asked to submit all your written work (summaries and research paper) via turnitin.com. To access this service, please use the class ID 5195152 and the enrolment password GLOBAL. Please note that you do have the right to opt out of using text-matching software. Please also note that in this case, you might be required to provide a written report concerning the process of completing the work, respond in writing to questions directed at issues of originality and/or taking an oral examination directed at issues of originality. Any form of suspected plagiarism will be further investigated and, if confirmed, penalized following the procedures established in the Schulich Academic Honesty Policy (see above).

Schedule of Topics and Readings

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted in the course Moodle, and where such changes need to be announced between class sessions, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Introduction

Session 1 (10 Sep 2012): Globalization and its Main Issues

Additional readings

Bill Coffin, "[Tulipomania](#)", Risk Management Magazine 54/6 (June 2007), p. 4

Charles McKay, "[The Tulipomania](#)", in *Memoirs of Extraordinary Popular Delusions and the Madness of Crowds* (1841)

Catherine Ziegler, *Favored Flowers: Culture and Economy in a Global System* (Durham, NC: Duke University Press, 2007), reviewed by Kristin Hoganson, *Journal of American History* 95/1 (June 2008), pp. 220-221

Video documentary: *Business is Blooming: The International Floral Industry* (2003)

Assigned work due: None

Session 2 (17 Sep 2012): Definitions and Measurements

Required overview reading: *Pankaj Ghemawat, "Why the world isn't flat", *Foreign Policy* 159 (March-April 2007), pp. 54-60

Article for summary: *Philip McCann, "Globalization and economic geography: the world is curved, not flat", *Cambridge Journal of Regions, Economy and Society* 1/3 (2008), pp. 351-370

Additional readings

Anon., "Press Release, 16 March 2012", [KOF Index of Globalization](#)

Steven Brakman and Charles van Marrewijk, "It's a big world after all: on the economic impact of location and distance", *Cambridge Journal of Regions, Economy and Society* 1/3 (2008), pp. 411-437

Susan Christopherson, Harry Garretsen, and Ron Martin, "The world is not flat: putting globalization in its place", *Cambridge Journal of Regions, Economy and Society* 1/3 (2008), pp. 343-349

Richard Florida, "The World is Spiky", *Atlantic Monthly*, October 2005, pp. 48-51

Assigned work due: Brief summary of required overview reading; article summary; priority list of three multinationals for research paper

Session 3 (24 Sep 2012): Benefits and Costs

Required overview reading: *Moisés Naím, "Globalization", *Foreign Policy* 171 (March-April 2009), pp. 28-34 (*Canadian Periodicals Index Quarterly*)

Article for summary: *Mari Pangestu, "Globalisation and its discontents: an Indonesian perspective", *Asian-Pacific Economic Literature* 26/1 (May 2012), pp. 1-17

Additional readings

Robert Skidelsky, "Gloomy About Globalization", a review of *Making Globalization Work* by Joseph E. Stiglitz, *The New York Review of Books*, 17 April 2008

(<http://www.nybooks.com/articles/archives/2008/apr/17/gloomy-about-globalization/>)

Joseph E. Stiglitz, *Globalization and its Discontents* (New York: Norton, 2002), reviewed by Robert M. Pike, *The Canadian Journal of Sociology* 29/2 (Spring 2004), pp. 321-324

Jeffrey G. Williamson, "Winners and Losers Over Two Centuries of Globalization", NBER Working Paper No. 9161, September 2002 (<http://www.nber.org/papers/w9161>)

Video documentary: *Globalization is Good* (2003)

Assigned work due: Brief summary of required overview reading; article summary

Part I: Globalization Over Time

Session 4 (1 Oct 2012): The 17th Century Origins of Globalization

Required background readings: Michael Dirda, "Painting the World. How a hunger for tea and tobacco created global trade", a review of *Vermeer's Hat. The Seventeenth Century and the Dawn of the Global World* by Timothy Brook, *Washington Post*, 27 January 2008 (<http://www.washingtonpost.com/wp-dyn/content/article/2008/01/24/AR2008012402715.html>)

Xing Hang, "Review of Brook, Timothy, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*", H-Soz-u-Kult, H-Net Reviews, September 2009 (<http://www.h-net.org/reviews/showrev.php?id=25704>)

Article for summary: *Filipa Ribeiro da Silva, "Crossing Empires: Portuguese, Sephardic, and Dutch Business Networks in the Atlantic Slave Trade, 1580-1674", *The Americas* 68/1 (July 2011), pp. 7-32
Additional readings

Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. Toronto: Penguin, 2008.

Dennis O. Flynn and Arturo Giráldez, "Path dependence, time lags and the birth of globalisation: A critique of O'Rourke and Williamson", *European Review of Economic History* 8/1 (2004), pp. 81-108

Anne E.C. McCants, "Exotic Goods, Popular Consumption, and the Standard of Living: Thinking about Globalization in the Early Modern World", *Journal of World History* 18/4 (2007), pp. 433-462

Podcast: Timothy Brook on *Vermeer's Hat* and the Dawn of Global Trade

(http://www.econtalk.org/archives/2008/02/brook_on_vermee.html)

Assigned work due: Brief summary of required overview reading; article summary

8 Oct 2011: NO CLASS (Thanksgiving)

Session 5 (15 Oct 2012): The 19th Century and the First Global Economy

Required background readings: *Pomeranz, *The Great Divergence*, reviewed by Dennis O. Flynn, *Journal of Economic Literature* 39/2 (June 2001), pp. 606-608

*Pomeranz, *The Great Divergence*, reviewed by Charles P. Kindleberger, *Economic Development & Cultural Change* 50/2 (January 2002), pp. 458-460

Article for summary: *Douglas A. Farnie, "The Textile Machine-Making Industry and the World Market, 1870–1960", *Business History* 32/4 (1990), pp. 150-170

Additional readings

David S. Landes, "Why Europe and the West? Why Not China?", *Journal of Economic Perspectives* 20/2 (Spring 2006), pp. 3-22

Kenneth Pomeranz, (2000), *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton, NJ: Princeton University Press, 2000).

Jeffery G. Williamson, (2008), "Globalization and the Great Divergence: terms of trade booms, volatility and the poor periphery, 1782–1913", *European Review of Economic History* 12/3 (2008), pp. 355–391

Harriet T. Zurndorfer, "Cotton Textile Manufacture and Marketing in Late Imperial China and the 'Great Divergence'", *Journal of the Economic & Social History of the Orient* 54/5 (January 2011), pp. 701-738

Assigned work due: Brief summary of required overview reading; article summary; bibliography for research essay

Session 6 (22 Oct 2012): The Present Global Economy and its Future

Required background reading: *Roger C. Altman, "Globalization in Retreat: Further Geopolitical Consequences of the Financial Crisis", *Foreign Affairs* 88/4 (July/August 2009), pp. 2-7 (Academic OneFile)

Article for summary: *Gregor Dobler, "From Scotch Whisky to Chinese Sneakers: International Commodity Flows and New Trade Networks in Oshikango, Namibia", *Africa* 78/3 (2008), pp. 410-432

Additional readings

Edward J. Malecki and Hu Wei, "A Wired World: The Evolving Geography of Submarine Cables and the Shift to Asia", *Annals of the Association of American Geographers* 99/2 (2009), pp. 360-382

Philipp McCann and Zoltan J. Acs, "Globalization: Countries, Cities and Multinationals", *Regional Studies* 45/1 (January 2011), pp. 17–32

Jonathan Perraton, "The global economy – myths and realities", *Cambridge Journal of Economics* 25/5 (2001), pp. 669-684

Vaclav Smil, "The Two Prime Movers of Globalization: History and Impact of Diesel Engines and Gas Turbines", *Journal of Global History* 2/3 (2007), pp. 373-394

Assigned work due: Brief summary of required overview reading; article summary

Part II: Globalization in Different Sectors

Session 7 (29 Oct 2012): Staple Foods

Required background reading: *Steve Striffler and Mark Moberg (eds.), *Banana Wars: Power, Production and History in the Americas* (Durham: Duke University Press, 2003), reviewed by Ron Harpelle, *Business History Review* 79/3 (Autumn 2005), pp. 661-665

Article for summary: *Peter A. Coclanis, "Back to the Future: The Globalization of Agriculture in Historical Context", *The SAIS Review of International Affairs* 23/1 (Winter-Spring 2003), pp. 71-84

Additional readings

Marcelo Bucheli, "Enforcing Business Contracts in South America: The United Fruit Company and Colombian Banana Planters in the Twentieth Century", *Business History Review* 78/2 (2004), pp. 181-212

James Lyons, "'Think Seattle, act globally': Speciality coffee, commodity biographies and the promotion of place", *Cultural Studies* 19/1 (January 2005), pp. 14-34

Stuart McCook, "Global Rust Belt: *Hemileia Vastatrix* and the Ecological Integration of World Coffee Production since 1850", *Journal of Global History* 1/2 (2006), pp. 177-195

Video documentary: *Banana Split* (2002)

Assigned work due: Brief summary of required overview reading; article summary

Session 8 (5 Nov 2012): Natural Resources: Oil

Required background readings: *Charles Homans, "Energy Independence: A Short History", *Foreign Policy* 191 (January-February 2012), pp. 1-5

*Leonardo Maugeri, *The Age of Oil: The Mythology, History, and Future of the World's Most Controversial Resource* (Westport, CT: Greenwood, 2006), reviewed by Justin Dargin, *Energy Journal* 28/4 (2007), pp. 173-177

Article for summary: *Tyler Priest, "The Dilemmas of Oil Empire", *Journal of American History* 99/1 (June 2012), pp. 236-251

Additional readings

Cyrus Bina, "The Globalization of Oil: A Prelude to a Critical Political Economy", *International Journal of Political Economy* 35/2 (Summer 2006), pp. 4-34

Jedrzej George Frynas and Manuel Paulo, "A New Scramble for African Oil? Historical, Political, and Business Perspectives", *African Affairs* 106 (423) (2007), pp. 229-251

Steffen Hertog, "Petromin: The slow death of statist oil development in Saudi Arabia", *Business History* 50/5 (September 2008), pp. 645-667

Keetie Sluyterman, "Royal Dutch Shell: Company Strategies for Dealing with Environmental Issues", *Business History Review* 84/2 (Summer 2010), pp. 203-226

Video documentary: *Crude – The Incredible Story of Oil, Part 2* (2007)

(<http://www.abc.net.au/science/crude/>)

Assigned work due: Brief summary of required overview reading; article summary

Session 9 (12 Nov 2012): The Automobile Industry

Required background reading: *S. J. New, "Celebrating the enigma: the continuing puzzle of the Toyota Production System", *International Journal of Production Research* 45/16 (15 August 2007), pp. 3545-3554

Article for summary: *Matthias Holweg, "The genealogy of lean production", *Journal of Operations Management* 25/2 (2007), pp. 420-437

Additional Readings

Eisuke Daito, "Automation and the Organization of Production in the Japanese Automobile Industry: Nissan and Toyota in the 1950s", *Enterprise & Society* 1 (March 2000), pp. 139–178

Clive T. Edwards and Rod Samimi, "Japanese Interfirm Networks: Exploring the Seminal Sources of Their Success", *Journal of Management Studies* 34/4 (July 1997), pp. 489-510

Robert Vokurka, Rhonda Lummus, Dennis Krumwiede, "Improving Manufacturing Flexibility: The Enduring Value of JIT and TQM", *SAM Advanced Management Journal* 72/1 (Winter 2007), pp. 14-21

C. A. Voss, "Operations management - from Taylor to Toyota - and Beyond?", *British Journal of Management* 6, Special Issue (December 1995), pp. 517-529

Video documentary: Toyota's Drive to the Top (2005)

Session 10 (19 Nov 2012): Information Technology

Required background reading: *David C. Mowery, "50 Years of business computing: LEO to Linux", *Journal of Strategic Information Systems* 12 (2003), pp. 295–308

Article for summary: *Seán Ó Riain, "Dominance and Change in the Global Computer Industry: Military, Bureaucratic, and Network State Developmentalisms", *Studies in Comparative International Development* 41/1 (Spring 2006), pp. 76-98

Additional readings

James W. Cortada, "Studying the Role of IT in the Evolution of American Business Practices: A Way Forward", *IEEE Annals of the History of Computing*, October–December 2007, pp. 28-39

IBM 100 Icons of Progress: The Punched Card Tabulator (<http://www-03.ibm.com/ibm/history/ibm100/us/en/icons/tabulator/>), The Making of International Business Machines (<http://www-03.ibm.com/ibm/history/ibm100/us/en/icons/makingibm/> & <http://www-03.ibm.com/ibm/history/ibm100/us/en/icons/makingibm/transform/>)

Steven W. Usselman, "IBM and Its Imitators: Organizational Capabilities and the Emergence of the International Computer Industry", *Business and Economic History* 22/2 (1993), pp. 1-35 (<http://www.h-net.org/~business/bhcweb/publications/BEHprint/v022n2/p0001-p0035.pdf>)

Kenneth L. Kraemer and Jason Dedrick, "Enter the Dragon: China's Computer Industry", *Computer* 35/2 (2002), pp. 8-36

Assigned work due: Brief summary of required overview reading; article summary

Week 11 (26 Nov 2012): Professional Services: Management Consulting

Required background reading: *Andrew C. Gross and Jozsef Poor, "The Global Management Consulting Sector", *Business Economics* 43/4 (October 2008), pp. 59-68

Article for summary: *Matthias Kipping, "American Management Consulting Companies in Western Europe, 1920 to 1990: Products, Reputation and Relationships", *Business History Review* 73/2 (1999), pp. 190-220 (Periodicals Archives Online)

Additional readings

J. J. Boddewyn, Marsha Baldwin Halbrich, A. C. Perry, "Service Multinationals: Conceptualization, Measurement and Theory", *Journal of International Business Studies* 17/3 (Autumn 1986), pp. 41-57

Mehdi Boussebaa, "Struggling to organize across national borders: The case of global resource management in professional service firms", *Human Relations* 62/6 (2009), pp. 829-850

Rafiq Dossani, "Globalization and the Offshoring of Services: The Case of India", *Brookings Trade Forum*, 2005, pp. 241-267

Matthias Kipping, "Hollow from the start? Image professionalism in management consulting", *Current Sociology* 59/4 (July 2011), pp. 530-550

Video documentary: Masters of the Universe (1999)

Assigned work due: Brief summary of required overview reading; article summary

Week 12 (3 Dec 2012): Sports and Globalization

Required background reading: *Joseph Maguire, “Globalization and Sport: Beyond the Boundaries?”, *Sociology* 45/5 (2011): 923-929

Article for summary: Toby Miller, Geoffrey Lawrence, Jim McKay, and David Rowe, “Modifying the Sign: Sport and Globalization”, *Social Text* 17/3 (Fall 1999), pp. 15-33

(http://muse.jhu.edu.ezproxy.library.yorku.ca/journals/social_text/v017/17.3miller.html)

Additional readings

Martin Van Bottenburg, *Global Games* (Urbana: University of Illinois Press, 2001), reviewed by Helen Pussard, *Journal of Social History* 39/1 (Fall 2005), pp. 294-296

Frank P. Jozsa, Jr., *Sports Capitalism: The Foreign Business of American Professional Leagues* (Aldershot: Ashgate, 2004), reviewed by Louis P. Cain, *Enterprise & Society* 6/3 (September 2005), pp. 552-554

Philip Schaaf, *Sports, Inc. 100 Years of Sports Business* (Amherst, NY: Prometheus, 2004), reviewed by Louis P. Cain, *Enterprise & Society* 5/2 (June 2004), pp. 341-342

Andrew Zimbalist, “Sport as Business”, *Oxford Review of Economic Policy* 19/4 (2003), pp. 503-511

Video documentary: *Sports Shoe Wars: Battle of the Giants in China* (2007)

Assigned work due: Brief summary of required overview reading; article summary; research paper

35. 2. Kipping, Matthias

Schulich School of Business, York University; Toronto, Ontario, CANADA

SGMT 6720.030: Managing Globally: Past, Present, Future

**Schulich School of Business
York University**

Course Outline

SGMT 6720.030: Managing Globally: Past, Present, Future

Wednesdays, 7.00 - 10.00 pm

Winter 2012

Instructor

Matthias Kipping

(416) 736-2100 ext. 20656

N314 Seymour Schulich Building

mkiping@schulich.yorku.ca

Office hours: *By appointment*

Admin. Assistant: JoAnne Stein N305B SSB; 416-736-5087

Brief Description

Many of the challenges facing global companies today are not new and we can learn from the past to meet those challenges today and prepare for the future. This course explores the parallels between the issues multinationals face today and those they faced in the past. Based on historical and contemporary cases, you will get insights and practical tools to manage in the current global environment and develop the necessary skills to address future challenges.

Prerequisites

None

Course objectives

This course enables students to acquire many of the crucial skills for managing in today's international business environment. In general, they will be able to identify and critically assess the strategies of companies at different stages of the internationalization process. They will in particular understand the sources of lasting competitive advantage in an international context, the choice of possible target countries for foreign direct investment and the importance of choosing and implementing the most appropriate model of managing across distances. In addition, they will be able to apply the insights from the various historical case studies to the current tasks of global managers. They will also strengthen their essay-writing, team-working and presentation skills as well as facilitating the learning of others through class participation and discussion.

Organization of the Course

The course is organized chronologically with cases ranging from the 15th through the 21st centuries, with a focus on the period from the late 19th to the 20th century, which saw a significant expansion of the global activities of companies. The cases also cover a wide range of countries, both as homes and hosts

of multinationals and all major sectors: natural resources, manufacturing as well as services. The course uses a variety of teaching methods, including brief lectures, case studies and a video documentary as well as a role-play. Students are expected to attend all sessions, prepare the assigned readings, participate actively in class discussions, complete all assignments and hand them in on time.

Assigned Reading

There is no specific textbook for this course. Instead, each session of the course has a list of case studies (marked by *), which are required readings and serve as the basis of the weekly class discussions and are listed in the detailed course schedule below. The schedule also lists a number of additional background readings, which are not compulsory; all assignments can be completed successfully without drawing on the latter. Please also note that there is no need to read the detailed footnotes in any of the cases or papers.

Most of these readings can be accessed via the York University library home page (www.library.yorku.ca) by clicking on “Course reserve material”. Once there, the options are INSTRUCTOR (KIPPING, MATTHIAS) or COURSE (SGMT6720). Please note that you must click PDF Full Text or HTML Full Text to view the whole article. Some other readings can be downloaded from an indicated website. The readings that are not available electronically are assembled into a Course Kit that is available for purchase from the York University Bookstore.

Each section of a Schulich-based course has a Course Materials Database (‘CMD’) created within Lotus Notes. Every CMD includes some important general information for Schulich students.

Evaluation of Student Performance

The course grading scheme for Master’s level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

(Students are reminded that they must maintain a cumulative grade point average [‘GPA’] of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section GPA of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.)

Assignments will be marked using the above letter grades. In this class, final letter grades will be determined by the following process: First, letter grades for each assignment are translated into grade points using the above scheme. These are then added using the percentage weight of each assignment and rounded up or down to the nearest full grade point, which is finally translated back into the corresponding letter grade. All assignments have to be handed in on the date and at the time specified. Late assignments are not accepted and will receive an F grade (0 grade points).

The final grade for the course will be based on the following items weighted as indicated:

Case Write-ups:	60% (7.5% each)
Class Participation:	25%
Group Exercise:	15%

Write-ups have to be completed for eight out of a possible ten cases discussed each week. (There can be no write-up of the Kreuger case for Session 7!) The write-ups should consist of a brief summary of the case, an overview of its main insights and suggestions how they might be applied today. Regarding the application please be as specific as possible, ideally referring to your own experience or to a case currently in the news. Write-ups have to be done individually, should not exceed 500 words in total and have to be e-mailed to the instructor before each corresponding class session. Late submissions cannot be accepted and will receive an F grade. In terms of assignment marking, it is important to understand that there is no single best solution for any of the cases. The evaluation depends on how concise your summary is written, whether you manage to establish clear linkages between the case and your own experience and how practical your recommendations are. Assignments will normally be marked and returned within a week. You are allowed to write-up a total of nine cases, but only the eight best write-ups will be taken into account, with each of them representing 7.5% of your final grade for a total of 60%.

The **class participation** grade will be based on your attendance, awareness of issues central to the case assigned for a particular session, and active contributions to in-class discussions, in terms of its quantity and quality, the latter evaluating in particular the extent to which your remarks advance the overall discussion. Students might be asked at the beginning of class to summarize the main issues in the assigned case. Your participation grade will be assigned by the instructor based on these factors.

The group exercise consists of a short role-play, not exceeding 10 minutes, based on the Ivar Kreuger case (Class Session 7). For this exercise the class will be divided into groups of up to 4 students, which will be asked to either prosecute or defend Kreuger in a hypothetical trial. Each group should prepare brief opening and closing statements and call up to four selected witnesses to support their case. In preparation for the mock trial, you should read the material indicated in the reading list and conduct some limited additional research depending on the arguments put forward and the chosen witnesses. The evaluation will be based on how convincing your arguments –for or against a conviction– are and how well they are presented. Students will be given some time to prepare for the exercise during the preceding class session, but might also have to meet outside class hours.

Schedule of Topics and Readings

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted in the course CMD, and where such changes need to be announced between class sessions, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Session 1 (11 Jan 2012): Introduction: Questions and Concepts

Readings:

John Cantwell, John H Dunning, and Sarianna M Lundan, "An evolutionary approach to understanding international business activity: The co-evolution of MNEs and the institutional environment", *Journal of International Business Studies* 41 (2010), pp. 567–586 [E-Reserve]

*Pankaj Ghemawat, "Distance Still Matters: The Hard Reality of Global Expansion," *Harvard Business Review* 79, No. 8 (September 2001), pp 137-147 [E-Reserve]

Giancarlo Ghislanzoni et al., "The multilocal challenge: Managing cross-border functions", *The McKinsey Quarterly*, March 2008

[http://www.mckinseyquarterly.com/The_multilocal_challenge_Managing_cross-border_functions_2116]

Geert Hofstede, "Problems Remain, But Theories Will Change: The Universal and the Specific in 21st-Century Global Management", *Organizational Dynamics* 28, No. 1 (Summer 1999), pp. 34-44 [E-Reserve]

Geoffrey Jones, "Business Enterprises and Global Worlds", *Enterprise & Society* 3, No. 4 (December 2002), pp. 581-605 [E-Reserve]

Henry Mintzberg, "Crafting Strategy", *Harvard Business Review* 65, Issue 4 (July–August 1987), pp. 66-75 [E-Reserve]

*William G. Ouchi and Raymond L. Price, "Hierarchies, Clans, and Theory Z: A New Perspective on Organization Development", *Organizational Dynamics* 21, No. 4 (Spring 1993), pp. 62-70 [E-Reserve]

*OLI framework: <http://wehner.tamu.edu/mgmt.www/Monteils/3-FDI.htm>

Session 2 (18 Jan 2012): A Renaissance Multinational: The Medici

Case:

*Raymond de Roover, "The Medici Bank: Organization and Management", *The Journal of Economic History* 6, No. 1 (May 1946), pp. 24-52

[<http://ezproxy.library.yorku.ca/login?url=http://www.jstor.org/stable/2112995>]

Background Readings:

Richard A. Goldthwaite, "The Medici bank and the world of Florentine Capitalism," *Past and Present* 114 (1987), pp. 3-31 [E-Reserve]

Robert L. Reynolds, "Origins of Modern Business Enterprise: Medieval Italy," *The Journal of Economic History* 12, No. 4 (Autumn 1952), pp. 350-365 [E-Reserve]

Documentary: The invention of banking (2004)

Assigned Work Due: Case Write-up

Session 3 (25 Jan 2012): Chartered Trading Companies: HBC

Case:

*Ann Carlos and Stephen Nicholas, "Agency Problems in Early Chartered Companies: The Case of the Hudson's Bay Company," *The Journal of Economic History* 50, No. 4 (December 1990), pp. 853-875

[<http://ezproxy.library.yorku.ca/login?url=http://www.jstor.org/stable/2122458>]

Background Readings:

Ann Carlos and Stephen Nicholas, "'Giants of an Earlier Capitalism': The Chartered Trading Companies as Modern Multinationals," *Business History Review* 62, No. 3 (1988), pp. 398-419 [E-Reserve]

Gary P. Spraakman, "A Critique of Milgrom and Roberts' Treatment of Incentives vs. Bureaucratic Controls in the British North American Fur Trade," *Journal of Management Accounting Research* 14 (2002), pp. 135-151 [E-Reserve]

http://www.canadiana.org/hbc/intro_e.html [While written primarily for school children, this site is an excellent source of detailed information about the HBC.]

Assigned Work Due: Case Write-up

Session 4 (1 Feb 2012): Funding International Mining: The Rothschilds

Case:

*Robert Vicat Turrell with Jean-Jacques Van Helten, "The Rothschilds, the Exploration Company, and Mining Finance", *Business History* 28, No. 2 (April 1986), pp. 181-205 [E-Reserve]

Background Readings:

Mark Casson, "Institutional Diversity in Overseas Enterprise: Explaining the Free-Standing Company," *Business History* 36, No. 4 (October 1994), pp. 95-108 [E-Reserve]

Charles Harvey and Jon Press, "The City and International Mining, 1870-1914", *Business History* 32, No. 3 (July 1990), pp. 98-119 [E-Reserve]

Assigned Work Due: Case Write-up

Session 5 (8 Feb 2012): Global Products and Production: Singer

Case:

Globalizing Consumer Durables: Singer Sewing Machines before 1914 (HBS 9-804-001) [Course Pack]

Background Readings:

Robert B. Davies, "'Peacefully Working to Conquer the World: The Singer Manufacturing Company in Foreign Markets, 1854-1889," *Business History Review* 43, No. 3 (Autumn 1969), pp. 299-325 [E-Reserve]

Andrew Godley, "Selling the Sewing Machine Around the World: Singer's International Marketing Strategies, 1850-1920," *Enterprise & Society* 7, No. 2 (June 2006), pp. 266-314 [E-Reserve]

Assigned Work Due: Case Write-up

Session 6 (15 Feb 2012): Internationalizing Consumption: Unilever

Case:

*Geoffrey Jones, "Learning to Live with Governments: Unilever in India and Turkey, 1950-1980", *Entreprises et Histoire* 49 (December 2007), pp. 78-101 [E-Reserve]

Background Readings:

Roy Church and Christine Clark, "Purposive Strategy or Serendipity? Development and Diversification in Three Consumer Product Companies, 1918-39: J.&J. Colman, Reckitt & Sons and Lever Bros./Unilever", *Business History* 45, No. 1 (January 2003), pp. 23-59 [E-Reserve]

Carl-Arend Weingardt, "Organization Structure and Communication in the Unilever Company", *International Studies of Management & Organization* 1, No. 4 (Winter 1971/72), pp. 377-393 [E-Reserve]

Satish Shankar, Charles Ormiston, Nicolas Bloch, and Robert Schaus, "How To Win in Emerging Markets", *MIT Sloan Management Review* 49, No. 3 (Spring 2008), pp. 19-23 [E-Reserve]

Assigned Work Due: Case Write-up

22 Feb 2012: NO CLASS (Reading Week)

Session 7 (29 Feb 2012): Global Entrepreneurship and Crisis: Swedish Match

Readings for Group Exercise:

*Ivar Kreuger and the Swedish Match Empire (HBS 9-804-078) [Course Pack]

*Anon., "Fraud and financial innovation: The match king", *The Economist*, 19 December 2007 [E-Reserve]

*Archibald MacLeish, "The grand scheme of the Swedish Match King", *Fortune*, May, June, July 1933
[http://money.cnn.com/2009/04/24/news/companies/swedish_match_king.fortune/index.htm]

*Bill Wilson, "Kreuger: The original Bernard Madoff?", *BBC News*, 13 March 2009
[<http://news.bbc.co.uk/2/hi/business/7939403.stm>]

Assigned Work Due: Role-play

Session 8 (7 Mar 2012): Global Knowledge Transfer in Retail: Seven-Eleven

Case:

*Jeffrey R. Bernstein, "7-Eleven in America and Japan," in Thomas K. McGraw (ed.), *Creating Modern Capitalism* (Cambridge, MA: Harvard University Press, 1995), Chapter 13 [Course Pack]

*Elizabeth Esfahani, "7-Eleven Gets Sophisticated", *Business 2.0*, January 1, 2005
[http://money.cnn.com/magazines/business2/business2_archive/2005/01/01/8250247/index.htm]

*Spencer Michlin, "Joe DePinto Remakes Dallas Icon 7-Eleven", *D Magazine*, July-August 2009
[http://www.dmagazine.com/Home/2009/07/03/Joe_DePinto_Remakes_Dallas_Icon_7-Eleven.aspx]

Background Reading:

Hirofumi Matsuo and Susumu Ogawa, "Innovating Innovation: The Case of Seven-Eleven Japan", *International Commerce Review* 7, No. 2 (Autumn 2007), pp. 105-114 [E-Reserve]

Assigned Work Due: Case Write-up

Week 9 (14 Mar 2012): Entertaining the World: Disney and Lego

Case:

*Global Fun: The Internationalization of Theme Parks (HBS 9-806-018) [Course Pack]

Background Readings:

Mary Yoko Brannen, "When Mickey Loses Face: Recontextualization, Semantic Fit, and the Semiotics of Foreignness," *Academy of Management Review* 29, No. 4 (2004), pp. 593-616 [E-Reserve]

Alan Bryman, "The Disneyization of Society", *The Sociological Review* 47, No. 1 (February 1999), pp. 25-47 [E-Reserve]

Assigned Work Due: Case Write-up

Week 10 (21 Mar 2012): Internationalizing from China: Haier

Case:

*Haier: Taking a Chinese Company Global (HBS 9-706-401) [Course Pack]

Background Readings:

Tarun Khanna and Krishna G. Palepu, "Emerging Giants", *Harvard Business Review* 84, No. 10 (October 2006), pp. 60-69 [E-Reserve]

Ming Zeng and Peter J. Williamson, "Hidden Dragons", *Harvard Business Review* 81, No. 10 (October 2003), pp. 92-99 [E-Reserve]

Zhongxiu Zhao and Kevin Honglin Zhang, "China's Industrial Competitiveness in the World", *Chinese Economy* 40, No. 6 (November/December 2007), pp. 6-23 [E-Reserve]

Assigned Work Due: Case Write-up

Week 11 (28 Mar 2012): Global Beer: Corona (and not Molson)

Case:

*Corona Beer: From a local Mexican player to a global brand (ESSEC 308-110-1) [Course Pack]

Background Readings:

Edwin Colyer, "Beer Brands and Homelands", *brandchannel.com*, 14 February 2005
[http://www.brandchannel.com/features_effect.asp?pf_id=250]

Andrea Mandel-Campbell, "Land of the Timid, Home of the Careful", *Maclean's*, 16 April 2007
[<http://www.andreamandelcampbell.com/exerpt.htm>]

Anne Nugent, "The global beer market: a world of two halves", *Euromonitor*, 25 February 2005
[http://www.euromonitor.com/The_global_beer_market_a_world_of_two_halves]

Teresa da Silva Lopes, "'Brands and the evolution of multinationals in alcoholic beverages", *Business History* 44, No. 3 (2002), pp. 1-30 [E-Reserve]

Assigned Work Due: Case Write-up

Week 12 (4 Apr 2012): MNEs and Development: Copper Mining in Zambia

Guest Speaker: Martin Jones, Vice-President, Corporate Development, Banro Corporation
[<http://www.banro.com>]

Case:

*John Lungu, "Socio-economic change and natural resource exploitation: a case study of the Zambian copper mining industry", *Development Southern Africa* 25, No. 5 (December 2008), pp. 543-560
[<http://dx.doi.org.ezproxy.library.yorku.ca/10.1080/03768350802447719>]

Background Readings:

Jeannette Graulau, "'Is mining good for development?': the intellectual history of an unsettled question", *Progress in Development Studies* 8, No. 2 (2008), pp. 129-62 [E-Reserve]

Richard Auty, "Mining Enclave to Economic Catalyst: Large Mineral Projects in Developing Countries", *The Brown Journal of World Affairs* XIII, No. 1 (Fall/Winter 2006), pp. 135-145 [E-Reserve]

Assigned Work Due: Case Write-up

36. 1. Kobrak, Christopher

Rotman School of Management, University of Toronto; Toronto, Ontario, CANADA

The Revolution in Finance: Markets, Institutions and Organizations

RSM 2319 HS. 2013-0104

Spring 2013

University of Toronto
Rotman School of Management

Professor: Christopher Kobrak
E-mail: cpkobrak@aol.com
Rotman E-mail: Chris.Kobrak@rotman.utoronto.ca

TARGET AUDIENCE:

This course is designed for finance and non-finance majors who want to understand the social significance of our financial system.

GOALS:

- 1) To help students better understand how path dependencies shape financial systems.
- 2) To improve students' appreciation of how financial institutions both reflect and influence their social, political, macroeconomic environment.
- 3) To avoid the pitfalls of over optimism and pessimism during economic cycles.
- 4) To better appreciate the social contribution of business, particularly financial, activity.
- 5) To better understand the origins of weaknesses in and benefits of our financial system.
- 6) To help envision ways of improving our financial architecture.

COURSE MISSION:

The Panic of 2008 has had very few positive outcomes. One important lesson, however, seems to have emerged: future business leaders need a better sense of the historical evolution of the system in which they work. Many commentators have argued that business education has failed to equip leaders with a broad sense of the social impact of their work. Indeed, business education may have neglected some key elements necessary to forming a profession, notably an extensive appreciation of any activity's social role. As the *Financial Times* reported in December 2011, the Chartered Financial Analyst Society of the UK condemned "financial amnesia" among institutional investors, arguing that a failure to heed the lessons of past bubbles was a key factor behind the global financial crisis.

Under attack from many quarters, financial professionals appear at a loss to defend our current financial architecture against unreasonable attacks and to distinguish between those aspects of the system worth keeping, those that merit discarding, and the difficulty of altering some institutions without addressing broader issues of the system in which they are embedded. According to *The Economist*, promoting a better understanding of history may be the only way of actually saving business education and future business leaders from a near-complete absorption with the here and now.

This course aims at addressing that need by providing students with a clearer perspective on the evolution of perceptions about the advantages and liabilities of different financial architectures. It will help prepare future professionals whose workload will leave little time for reading and reflection about the financial system in which they work. By presenting how the institutional, intellectual and organizational building blocks of modern finance changed over time, the course will help students develop a sharper sense of what is unique or commonplace about their work and what parts of their work contribute to sustainable economic and social value.

COURSE LAYOUT:

The course consists of 26 hours of lecture, discussion, movies, and student presentations, buttressed by extensive reading. History is a very reading-intensive subject. The reading includes a book, book chapters, case studies and articles; some sessions have rather lighter assignments, some very heavy. Students should use the early weeks of the class to get a start on those sessions with heavier reading loads. Students are required to buy the Ferguson text (see reference below). Cases are included in a case packet. The remaining readings are on the Rotman Portal or on reserve at the library. (Those materials on the Portal or on reserve are starred (*) both where they appear for the sessions and on the attached broader reading list.) Many of the books and articles on the attached list will be useful for those particularly interested in a particular issue and also for preparation for the last part of the course. Some material will serve as general background while other pieces will be the subject of intense discussion. As much as possible, the course will function as a seminar with a great deal of class participation.

The course is divided into three parts. The first part of the course is a chronological narrative about the development of modern finance. Beginning with a short overview of finance's pre-modern origins, lectures and readings will trace Britain's contribution to the first modern globalization and explore how the United States and other countries helped shape our own era's supranational finance. The second part will deal with a selection of topics: for example, corporate governance, political risk and the anatomy of booms and busts. For the third part, students will be divided into groups to prepare debate themes that involve financial history.

REQUIRED MATERIALS:

Text:

Niall Ferguson, *The Ascent of Money: A Financial History of the World* (New York: Penguin, 2008)

Required pages in Ferguson, cases and articles listed for each section of the course. Please see attached list for full references of additional texts, chapters and articles used in the course. Again, required readings on the attached list will be starred (*) on the syllabus and the attached list. Starred items will be on reserve in the library or on Portal.

OUTLINE:

Part 1. Major Themes and Chronological Development

January 23. Weeks 1 – Introduction

Themes:

- Layout of Course
- “Why Financial History and Why Now?”
- Professionalism and History
- The Use and Abuse of Historical Perspective
- Finance and Human Progress

Readings:

- Ferguson, pp. 1-15, 341-358.
- Kobrak, “From Kant to Liar’s Poker,” On Portal and to be read before first class.

Optional Session, to be arranged: Film: *Inside Job*

January 30. Week 2 - Pre-Modern Origins

Themes:

Trade, Agriculture, and the Ancients
The Crusades, Renaissance Banking and Discoveries
The Rise of Britain
The Big Bang: Revolutions in Business and Finance

Readings:

Ferguson, pp. 17-64.
*Cassis, pp. 1-73.

February 6-13. Weeks 3-4 - New Kids on the Block

Themes:

The Rise of the Corporate Form
U.S. Exceptionalism
Crisis Prone Capitalism
Debt to Equity
Ancillary Services
German, French, and Japanese Patterns
Advantages and Threats to the Gold Standard
Cross-border Flows
Regulatory Reform: Markets and Institutions
“From Relative Calm to White Water” - “The Great Disorder” -1914-1945

Readings:

Ferguson, pp. 65-118.
Case Study: "The Deutsche Bank," HBS – 9-708-044
*Eichengreen and Flandreau, pp. 1-31.
*Fishback, “Government and the Economy,” (GAE)
*Sylla, “Reversing Financial “Reversals: Government and the Financial System since 1789,” (GAE)
*Fishback, “The New Deal,” (GAE)
*Eichengreen, *Elusive Stability*, p. 1-13.

February 20 and 27. Weeks 5-6 - The Rise and Fall of Bretton Woods

Themes:

Building Blocks and Origin of System
National and International Finance
American Money and Influence
Euromarkets
Demise of Fixed Exchange Rates
Developing and Developed Market Debt Crises
New Giant Products and Players – Planning for Retirement
Origins and Impact of Financial Theory
Technology, De-regulation, and Re-intermediation – Banking and Insurance
Rating Agencies and Accounting Firms
Pocket Battleships: Venture Capital, Private Equity, and Hedge Funds
Financial Foreign Direct Investment
Supranational Regulation
Global Finance, Derivatives, Offshore Markets and Dark Pools.

Readings:

Ferguson, pp. 282-340
"Walking a Tightrope," – HBS – 9-804-081
*“Seeking Security in the Postwar Era,” Fishback (*GAE*)
Eichengreen, *Global Imbalances*.

March 6. Week 7. European Finance

Origins and Theory of the Eurozone
Role of European Central Bank
Banking, Tax, and Other Financial Regulation

Readings:

*Eichengreen, *European Monetary Unification: Theory, Practice, and Analysis*, Introduction.
*Feldstein, “The Failure of the Euro: The Little Currency That Couldn’t.”
*Feldstein, “EMU and International Conflict.”

Part 2, Issues in Financial History

March 13. Weeks 8 - History of Corporate Governance

Themes:

Regulation versus Reputation
Insider versus Outsider Control
Legal Systems
Limited Liability
Investment Banks and Corporate Governance
Berle and Means
Glass-Steagall and Other U.S. Financial Reforms
Other Approaches to Governance
Linking Governance to Social and Shareholder Interests

Readings:

Case Study: “Ruling the Modern Corporation: The Debate Over Limited Liability in Massachusetts,” – HBS – 9-708-016.
*Hannah, “Pioneering Modern Corporate Governance,” in Herrigel *E&S*
*Guinnane, et al, “Putting the Corporation in its Place,” Herrigel, *E&S*

March 20. Week 9 – History of Political Risk

Themes:

From Colonialization to De-colonialization, An Evolution
Germany and Home Country Political Risk
The Problem of Foreignness
Globalization and Its Enemies

Readings:

*Forbes, pp. 1-17.
*James, *The Nazi Dictatorship*, pp. 1-91
*James, *End of Globalization*, pp. 1-30.

March 27. Week 10 - The Anatomy of Booms and Busts

Themes:

Is There a Typology of Bubbles and Panics? – Kindleberger
Governments and Crises: John Law
“This Time is Different”
Bankers' Panic of 1907
1931 Banking Crisis
Financial and Economic Crises – Savings and Loan Crisis, LTCM
"Too Big and Complex to Fail"

Readings:

Ferguson, pp. 118-282.
Case Study: “The South Sea Company,” – HBS – 9-708-005
Case Study: “Forecasting the Great Depression,” – HBS – 9-708-046
Case Study: “Steering Monetary Policy Through Unprecedented Crises,” – HBS- 9-711-048
*Kindleberger, *Manias*, pp. 1-38.
*Bernanke, pp. 1-34, pp. 70-97.
*Reinhart and Rogoff, both Preface, Preamble and Final Section, “What we have Learned.”

Film, optional: *The Midas Formula* (the history of options theory and LTCM, recap of “Post-Bretton Woods” and “Financial Crisis Sections”)

Part 3 – Debate

April 3 and 10. Week 12-13 – Group Presentations (Debates)

Debate Assignment and Possible Topics:

In class six, students will be divided into groups of two to three, depending on the size of the class, and assigned a debate topic and position. Each member of the group will have ten minutes to defend the group’s position and respond to their opponents. Students will be graded on the quality of their arguments, how well they have used information and insights from the course, and their choice of additional materials to back up their points, not whether they are right or wrong. Guests from business or academia may be invited to help judge the debate. Only polite verbal weapons will be allowed. These are very broad topics. Students are welcome to and will be graded on they define the issues as part of their presentations.

Topics:

This house resolves that our current financial crisis is like that of 1929-31 and should be addressed with precisely the remedies that regulators failed to apply then.

This house resolves that history shows that de-regulation caused the recent financial crisis.

This house resolves that mega-universal banks increase financial system risk.

This house resolves that the 2008 Financial Panic was without precedent and requires unprecedented global financial regulation to deal with its ramifications.

This house resolves that political risk is an historical artifact.

This house resolves that capitalist economies would profit from adopting many aspects of bygone corporate governance systems.

This house resolves that the Euro will survive.

EVALUATION:

- 40% : Take-home final exam
- 40%: Team debate performance
- 20%: Ongoing class participation.

Final Exam

The final exam will occur during the regularly scheduled examination period at the end of term. The exam will be distributed on the last day of class. It will be open book and will reflect the material covered in the course. The exam must be returned electronically by 12 noon, April 24.

Instructor Biography

Christopher Kobrak is the Wilson-Currie Professor of Canadian Business History at Rotman and a professor of finance at ESCP Europe (Paris, France). He is an International Fellow at the Centre for Corporate Reputation, Oxford University and serves on the editorial board of several journals. A CPA, he worked for ten years in the United States and abroad. He holds an MBA in Finance and Accounting, and PhD in Business History from Columbia University. He has published several books, including *Banking on Global Markets: Deutsche Bank and the United States, 1870 to the Present* and articles in *Business History*, *Business History Review*, *Enterprise and Society*, as well as other journals on a wide range of business and financial topics.

Preparation and Class Participation

Advance preparation is essential in order to communicate effectively and contribute to the class. The quality of your participation accounts for 20% of your final grade. *Quality* means that you are advancing the discussion collectively and cooperatively and that your participation reflects that you are *listening* to your colleagues and responding to what they are saying.

The rationale for rewarding quality participation is as follows: Designed to simulate real practice, the job of an executive is to persuade. That talent frequently requires developing listening, oral communication and leadership skills. An effective participant:

- is a good listener;
- makes points relevant to the ongoing discussion;
- makes comments that add to our understanding of the readings or case;
- is willing to challenge ideas that are being expressed; and
- integrates material from past classes, other courses.

Second, **learning is not a spectator sport**, *i.e.* the more you involve yourself in class discussions, the more you learn and the better you become. In your evaluation of the course and the professor you will be asked to evaluate your contribution to the learning process.

Missed Assignments/Examinations

Students may miss an assignment or exam due to illness, domestic affliction, or in the case of part time

students, work commitments, without academic penalty providing the appropriate documentation is received and approved in a timely manner.

In such cases students must notify the MBA Program Services Office on the date of the missed assignment or examination and a medical certificate, employer's letter or other supporting evidence must be submitted to the Director, MBA Program Services within 48 hours of the due date of the assignment or the exam date.

A resolution will be determined by the instructor and may take the form of a make-up exam, rewriting the exam at the next offering of the course or a revised grade calculation. The decision as to how to handle the missed assignment or exam is at the instructor's discretion. If a student misses an assignment or final examination for any other reason, a resolution will be determined at the instructor's discretion and may include an academic penalty. Students who do not notify the School of a missed assignment or exam will be given a grade of FZ (failing grade) for the assignment or exam.

Course Work & Academic Honesty

Submission of Assignments – Students are required to use the MBA Assignment Cover Sheet Template (see the Portal) for all submitted work which will be reviewed by the Professor. In the case of group assignments, all group members must sign the Assignment Cover Sheet. Late submissions of any assignment will be considered; however, a resolution will be determined at the instructor's discretion and may include an academic penalty.

Academic Honesty - The University's Code of Behaviour on Academic Matters ("Code") applies to all Rotman students. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Students violating the Code may be subject to penalties up to and including suspension or expulsion from the University. A copy of the Code may be found at: <http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>

The Rotman Code of Integrity

Students are expected to conduct themselves with the utmost integrity during their time at Rotman and, without limiting the foregoing, will:

- Submit only original work, giving credit to others where appropriate;
- Neither give nor receive unauthorized aid in examinations or on assignments;
- Contribute substantially and proportionally to each group assignment;
- Ensure enough familiarity with the entire contents of group assignments so as to be able to sign off on them as original work;
- Accept and acknowledge that assignments found to be plagiarized in any way will be subject to sanctions under the University's Code of Behaviour on Academic Matters;
- Represent myself honestly to members of the Rotman community and to outsiders; and
- Represent Rotman appropriately to the outside world.

Team Behaviours & Protocols

All students are expected to treat teamwork as though they would in a business setting, ensuring professional behaviour at all times. Professional behaviour in group settings includes (but is not limited to) the following:

- Ensuring all team members voice their opinions, thoughts, and concerns;
- Taking personal responsibility to voice thoughts to benefit the team's learning;
- Contributing to the learning of the team by giving equal time and work quality as others in the group;

- Committing to a standard of work agreed upon by the group;
- Participating in team projects at a level agreed upon by the entire team.

Additional resources, some assignments, but also useful for debate and just further reading. Some parts will be required reading. (On Reserve at Library or on Portal):

Ahamed, Liaquat. *Lords of Finance: The Bankers Who Broke the World* (New York: Penguin Press, 2009). A great account of how the world's most important bank regulators failed to see how different their era was, written by a former practitioner.

Baskin, Jonathan Barron and Miranti, Paul J. *A History of Corporate Finance* (Cambridge: Cambridge University Press, 1997). Simply, the best nuts and bolts account of how corporate finance has developed, but a little drier going than Ferguson.

Berle, Adolf A. and Means, Gardiner C. *The Modern Corporation & Private Property* (New Brunswick, New Jersey: Transaction, 2002, originally published 1932). Widely and correctly credited with initiating the debate over corporate governance issues. More focused on the social rather than economic issues of corporate governance.

*Bernanke, Ben S. *Essays on the Great Depression* (Princeton: Princeton University Press, 2004). Excellent historical essays by one of the chief architects of our current policies.

Carosso, Vincent P. *The Morgans: Private International Bankers: 1854-1913* (Cambridge, MA.: Harvard University Press, 1987). The classic study of America's bankers.

*Cassis, Youssef. *Capitals of Capital: A History of International Financial Centres, 1780-2005* (Cambridge: Cambridge University Press, 2006). An excellent financial history focused on the role of local networks.

Cassis, Youssef. *Crises and Opportunities: The Shaping of Modern Finance* (Oxford: Oxford University Press, 2011). A very useful study on how regulators reacted to past crises.

Chernow, Ron. *The Warburgs: The Twentieth Century Odyssey of a Remarkable Jewish Family* (New York: Random House, 1993). Excellent study of private banking, international finance, and ethnic networks. Like many of the best works on the history of international finance, it is biographical.

De Long, Bradford J. "Did J. P. Morgan's Men Really Add Value," in *Inside the Business Enterprise*, ed. Peter Temin (Chicago: University of Chicago Press, 1991). De Long raises many issues about the value of active financial management, especially before World War I in the United States.

*Eichengreen, Barry and Flandreau, Marc, eds. *The Gold Standard in Theory and History* (London: Routledge, 1985) The definitive work on the Gold Standard Era.

*Eichengreen, Barry. *Elusive Stability: Essays in the History of International Finance, 1919-1939* (Cambridge: Cambridge University Press, 1990). One of the best works on the financial problems of the interwar period.

*Eichengreen, Barry. *European Monetary Unification: Theory, Practice, and Analysis* (Cambridge, MA.: MIT Press, 1997).

*Eichengreen, Barry. *Global Imbalances and the Lessons of Bretton Woods* (Cambridge, MA.: MIT Press, 2007).

*Feldstein, Martin. "The Failure of the Euro: The Little Currency That Couldn't," *Foreign Affairs*, February, 2012. Two very clear critiques of the Euro, see below.

*Feldstein, Martin, "EMU and International Conflict," *Foreign Affairs*, November/December. 1997.

Ferguson, Niall. *The House of Rothschild* (New York: Random House, 1998) Vols. I and II. A great social and financial history about the rise and relative fall of the quintessential family, private bank.

*Fishback, Price et al, eds. *Government and the American Economy, A New History* (Chicago: University of Chicago Press, 2007) (*GAE*) An excellent collection of articles about the development of American political economy.

*Forbes, Neil. *Doing Business with the Nazis: Britain's Economic and Financial Relations with Germany, 1931-1939* (London: Frank Cass, 2000). A great account about how financial commitments can get normal bankers hung in with very nasty people.

Hayes, Peter. *Industry and Ideology: IG Farben in the Nazi Era* (Cambridge: Cambridge University Press, 1987). Not finance, but the classic study of how companies can get sucked into to working with evil regimes.

*Herrigel, Gary. "A New Wave in the History of Corporate Governance," Special Issue of *Enterprise and Society*, Vol. 8. No. 3, September 2007, with contributions by Mary O'Sullivan, Randall Morck, Caroline Fohlin, Leslie Hannah et al. (*E&S*)

*James, Harold. *The Nazi Dictatorship and the Deutsche Bank* (Cambridge: Cambridge University Press, 2004). This is probably the best book around dealing with the relationship of the Nazis to the German and international financial system.

*James, Harold. *The End of Globalization: Lessons from the Great Depression* (Cambridge, MA: Harvard University Press, 2001). For those who are starting to think about how the current criticisms of financial capitalism may affect international business and our financial architecture, this book is a must. It relates some of our current forms of financial flows and political risk to past periods.

Jones, Geoffrey. *Multinationals and Global Capitalism from the nineteenth to the twenty-first century*. (Oxford: Oxford University Press, 2005). How international finance is done is largely a function of how companies do business across borders. This study by Alfred Chandler's successor at Harvard is by far the clearest, most comprehensive study of the growth of foreign investment.

Kindleberger, Charles P. *A Financial History of Western Europe* (Oxford: Oxford University Press, 1993). The most comprehensive financial history of Europe.

*Kindleberger, Charles P. *Manias, Panics, and Crashes: A History of Financial Crises* (New York: Wiley and Sons, 2005), fifth edition. The classic on financial crises.

Kobrak, Christopher and Hansen, Per H. *European Business, Dictatorship, and Political Risk* (New York: Berghahn Books, 2004). An attempt to encourage political risk analysts to use more history and historical methodology.

Kobrak, Christopher and Wilkins, Mira. "The '2008 Crisis' in an economic history Perspective: Looking at the twentieth century, *Business History*, Vol. 53, no. 2., April 2011. A collection of essays on past crises including those in Scandinavia, Central Europe, and Canada.

Morrison, Alan D. and Wilhelm, Jr., William J. *Investment Banking: Institutions, Politics, and Law* (Oxford: Oxford University Press, 2007). The best book I know on the history of investment banking, linking its development to economic and social issues. For anyone going into investment banking, this will be particularly useful.

North, Douglass C. *Institutions, Institutional Change and Economic Performance* (Cambridge: Cambridge University Press, 1990) A Noble Prize winning effort that explores how institutions and organizations affect economic progress.

Rajan, Raghuram G. and Zingales, Luigi. "The Great Reversals: The Politics of Financial Development in the Twentieth Century," *Journal of Financial Economics* (July 2003), 5-50. An excellent historical comparison of countries' reliance on different financing vehicles.

Rajan, Raghuram G. *Fault Lines: How Hidden Fractures Still Threaten the World Economy* (Princeton: Princeton University Press, 2010) The best book I know on the recent and continuing financial crisis by a sober economist who called it in advance.

*Reinhart, Carmen M. and Rogoff, Kenneth S. *This Time is Different: Eight Centuries of Financial Folly* (Princeton: Princeton University Press, 2009). The most talked about attempt to define a theory of booms and busts.

Roe, Mark J. *Strong Managers, Weak Owners: The Political Roots of American Corporate Finance* (Princeton: Princeton University Press, 1994). Roe's book initiated nearly twenty years of study into the historical development of corporate governance systems.

Roubini, Nouriel and Mihm, Stephen. *Crisis Economics: A Crash Course in the Future of Finance* (New York: Penguin, 2010) A reasonable account of the financial crisis by Doctor Doom and an excellent financial historian, more interesting for the parts looking back than forward.

Wilkins, Mira. *Foreign Investment in the United States*, Volumes I and II (Cambridge, MA: Harvard University Press, 1989, 2004). The chapters on foreign investment in financial services give an excellent overview of the extent and problems in the U.S. economy for foreign companies, from the *grande dame* on the history of foreign direct investment.

36. 2. Kobrak, Christopher

Rotman School of Management, University of Toronto; Toronto, Ontario, CANADA

Business Experience, History and Society

Professor: Christopher Kobrak

E-mail: cpkobrak@aol.com

Aims:

Though business activity and institutions have had an enormous impact in shaping the modern world, most students of society and even business practitioners have little sense of how commercial undertakings have evolved and interacted with other social institutions.

This course examines the historical development of business activity in the context of general history and comparative attitudes about commerce. It is designed for future business leaders who are interested in enlarging their perspective about the formation of business strategies and practice. The course will focus on large corporations in Western Europe and North America from the mid-nineteenth century to the present. It will also try to integrate the experiences of service and family firms, projects and business networks, and newly industrialized regions.

Structure:

The course will be divided into four modules. A short introduction will highlight the main themes and structure of the course (Weeks 1-2). It is designed to distinguish business from other activities and present some fundamental aspects of entrepreneurial thinking and institutions. It will also present the different research approaches to business history. It will trace different conceptions of business and the utility of commercial activity.

The second module (Weeks 3-4) will examine how business institutions have evolved over time. It will outline Alfred Chandler's major hypotheses about the milestones in business's development. Special weight will be given to how the firms' relationships to their principal stakeholders have changed: workers, shareholders, government, and other firms.

The third (Weeks 5-6) will discuss how knowledge of business history deepens our understanding of business practice. A series of topics important to modern-day business will be looked at in their historical context. These include political risk, corporate governance, and financial crises.

The last part (7-9) consists of student presentations about books they have chosen. The presentations will be group work followed by individual papers. Attached is a list of books from which students may choose, but feel free to suggest something not on the list. **Students are free to form their own groups, but their choice of groups and books must be made by week three. All book choices, however, must be approved by the professor, even if the book is from the list.** How much time will be devoted to presentations and how many students will be in each group will depend on the size of the class. Presentations and individual papers will be judged based on how well students summarize the key points of the book, relating it to the major themes of the class and passing judgment on how well the author (s) marshal evidence to establish its aims. Any of the material presented in student presentations may appear on the final exam. **Students are encouraged to form groups, get approval of a book, and order the book as soon as possible. Approvals of books will be granted on a first-come, first-served basis. No more than one group per book.**

The class will consist of lectures, guest presentations (opportunistically chosen depending on visits to Paris), films, discussions, and student presentations. Students are expected to read all materials assigned in the course packet and actively participate in class discussions.

Students are encouraged, but not required, to read Alfred Chandler's *Scale and Scope*, not his best work but his most international, and Thomas McCraw, ed. *Creating Modern Capitalism* (Cambridge, Mass.: Harvard University Press, 1997).

Evaluation:

Group Oral Presentation and Class Discussion. (30 per cent)
Ten-page Book Review, same as presentation, but individual (30 per cent)
Final Exam. (40 per cent) **December 11, 2012**

Some Possible Books:

Robert Heilbroner. *Worldly Philosophers*. (New York: Simon and Schuster, 1992). Very entertaining biographies of major economists, linking them to their times and intellectual contributions.

Muller, Jerry Z. *The Mind and the Market: Capitalism in Western Thought* (New York: Anchor Books, 2003) A comprehensive survey of how your future activities have been viewed by much of the world.

Hayek, F.A., (Ed.) *Capitalism and Historians*. (Chicago: University of Chicago Press, 1954). Helps explain why capitalism has such a bad "rep."

Mark Roe. *Strong Managers, Weak Owners: The Political Roots of American Corporate Governance* (Princeton: Princeton University Press, 1994). This is the finest book I know on the history of American corporate governance.

Hayes, Peter. *Industry and Ideology* (Cambridge: Cambridge University Press, 1987). The best book about German business got involved with the Third Reich.

James, Harold. *The Nazi Dictatorship and the Deutsche Bank* (Cambridge: Cambridge University Press, 2004). For those interested in banking and the period, this is a great read.

James, Harold. *Family Capitalism: Wendels, Haniels, Falcks, and the Continental Model* (Cambridge, MA.: Harvard University Press, 2006). This Princeton-based economic historians is not only productive but very varied. This would be a great book for those interested in family business.

Baskin, Jonathan Barron and Miranti, Paul J., Jr., *A History of Corporate Finance*. (Cambridge: Cambridge University Press, 1997). The best book I know on the history of corporate finance.

Cassis, Youssef. *Big Business: The European Experience in the Twentieth Century*. Oxford: Oxford University Press, 1997. Best comparative study of European business practices and performance.

Cassis, Youssef. *City Bankers, 1890-1914* (Cambridge: Cambridge University Press, 1994). Very good book about banking networks.

Cassis, Youssef. *Crises and Opportunities: The Shaping of Modern Finance* (Oxford: Oxford University Press, 2012) An excellent survey of some recent financial crises and their impact on financial regulation.

Chernow, Ron. *The Warburgs* (New York: Random House, 1993). These two books are well written studies of two of the world's most important banking houses and their role in building modern international finance.

The House of Morgan. New York: Touchstone, 1990.

Ferguson, Naill, *The House of Rothschild*, Volumes I and II. (New York: Penguin Books, 1998). The definitive study of the family that was international finance through much of the 19th century.

Ferguson, Naill. *The Ascent of Money* (New York: Penguin, 2008) A very entertaining read on the role of finance in society.

Geisst, Charles R. *Wall Street: A History*. (Oxford: Oxford University Press, 1997). A good history of one of the most important financial markets.

Temin, Peter. *Lessons from the Great Depression* (Cambridge, MA.: MIT Press, 1993). Probably the best book on the Great Depression.

Partnoy, Frank. *The Match King: The Financial Genius Behind a Century of Wall Street Scandals* (New York: Public Affairs, 2007). The man who wrote the book on Wall Street fraud.

Olegario, Rowena. *A Culture of Credit: Embedding Trust and Transparency in American Business* (Cambridge, MA.: Harvard University Press, 2006). This study is an insightful study of how business attitudes and ancillary institutions changed in order to make modern capitalism.

McCraw, Thomas. *Prophet of Innovation: Joseph Schumpeter and Creative Destruction* (Cambridge, MA.: Harvard University Press, 2007). The best biography of Schumpeter, one of the economists who laid the foundation of business history.

Mckenna, Christopher D. *The World's Newest Profession: Management Consulting in the Twentieth Century* (Cambridge: Cambridge University, 2005) The best book on the history of consulting. FT most important books in business list.

Vernon, Raymond. *In the Hurricane's Eye*. (Cambridge, Mass.: Harvard University Press, 1998). A broad discussion of the political issues confronting companies that want to diversify internationally.

Moore, Karl and Lewis, David. *Birth of the Multinational: 2000 Years of Ancient Business History – From Ashur to Augustus* (Copenhagen: Copenhagen Business School Press, 1999) An entertaining survey of “big business” in the ancient world.

Hausman, William J. et al. *Global Electrification: Multinational Enterprise and International Finance in the History of Light and Power, 1878-2007* (Cambridge: Cambridge University Press, 2008) A monumental story of the infrastructure changes that accompanied the creation of modern business.

Virtually anything that tickles your fancy by Geoffrey Jones, Mira Wilkins, Phil Scranton, or Chris Kobrak.

37. Laird, Pamela W.

University of Colorado; Denver, Colorado, U.S.A.

**HIST 6993: The Cultural Politics of Progress: Technologies, Societies & Cultures
(2011)**

Pamela W. Laird, Ph. D.
Fall 2011

History 6993

THE CULTURAL POLITICS OF PROGRESS:

Technologies, Societies, & Cultures

COURSE DESCRIPTION:

Technology histories are too often narratives of how Western knowledge and skills have progressed towards increasingly perfect understandings and uses of nature. Yet, technologies do not evolve autonomously or deterministically. Instead, they are products of the cultural and political systems within which they develop, so developments in them can only be explained within those contexts. Conversely, the ways in which societies perceive and manipulate nature are important indicators of their value and belief systems.

This course will analyze historical developments in many technologies in order to explore the relationships between these developments and their cultural and political contexts. Particular cases will focus on the popular dissemination of new developments, industrialization, and the recent shift from optimism to concern about the exploitation of resources. We will examine standardization's roles both in increasing productivity and in regulating labor. We will also explore the role of progress discourse and technocratic ideologies as they relate to attitudes about class, gender, and race.

REQUIRED READINGS:

The following titles are available in the Auraria Bookstore. **Other required readings are on electronic reserve or online through Auraria Library.** See listings on pages 3 and 4.

- Smith, Merritt Roe, and Clancey, Gregory. *Major Problems in the History of Technology*. Boston: Houghton Mifflin Company, 1998.
- Pacey, Arnold. *Technology in World Civilization: A Thousand-Year History*. Cambridge, MA: The MIT Press, 1990.

SEMINAR REQUIREMENTS (For details, see below.):

- (1) Class attendance and participation, including preparing questions for discussion.
- (2) An analytical research paper and class presentation.
- (3) Observation of History Department style and plagiarism guidelines, as well as the CLAS policies included in this syllabus.

COURSE OUTLINE:

“S&C” refers to Smith & Clancey. Numbers refer to chapters in Pacey and in S&C.

1. A Car for Caesar’s Army. The SST.

August 24 Russell; Layton

Technology or Science? Why does technology matter? Fire.

2. What is Technology? What is Progress?

August 31 S&C 1; Morton; Staudenmaier; Lipartito

3. Globalization, circa 700 CE—ever & anon

Sept. 7 S&C 2,3; Carney; Pacey 1-7

4. When Did We Get Modern?

Sept. 14 S&C 4-9; Pacey 8-11

Sept. 21 1st Term Project Roundtable

5. Noble Tinkering

Sept. 28 S&C 10, 12; Takahashi

6. Information Ages—18th & 20th Centuries

October 5 McCray; Darnton; S&C 13

Proposals with thesis statement & outline due midnight *before* class.

October 12 2nd Term Project Roundtable

7. Gendered & Racial Interactions

October 19 Cowan; Fouché; with Technologies; Slaton; Shackelford

October 26: Presentations (paper due 1 week later)

Nov. 2: Presentations (paper due 1 week later)

8. Worrying about Complex Systems

Nov. 9 Ore; S&C 11; Carson

9. Opposing Narratives

Nov. 16 Del Sesto; Marx

10. Complex Systems & Unintended Effects

Nov. 30 Stine; Listed Cyber; Hacking articles

December 7, Midnight Term projects due (revised version)

READINGS ON ELECTRONIC RESERVE:

• Carson, Rachel. *Silent Spring*, pp. 1-13. Boston: Houghton Mifflin Company, 1962.

• Del Sesto, Stephen L. “Wasn’t the Future of Nuclear Power Wonderful?” in Corn, Joseph J., ed. *Imagining Tomorrow: History, Technology, and the American Future*. Cambridge, MA: The MIT Press, 1986. Chapter 3.

- Fouché, Rayvon. Selections from *Black Inventors in the Age of Segregation: Granville T. Woods, Lewis H. Latimer, and Shelby J. Davidson*. Baltimore: Johns Hopkins University Press, 2005.
- Marx, Leo. "The Idea of 'Technology' and Postmodern Pessimism." in Merritt Roe Smith & Leo Marx, eds. *Does Technology Drive History? The Dilemma of Technological Determinism*, pp. 237-257. Cambridge, MA: MIT Press, 1994.
- Russell, Edmund. "The Garden in the Machine: Toward an Evolutionary History of Technology." in Susan R. Schrepfer and Philip Scranton, eds. *Industrializing Organisms: Introducing Evolutionary History*. New York and London: Routledge, 2004.
- Shackelford, Ben A. "Masculinity, the Auto Racing Fraternity, and the Technological Sublime." In Horowitz, Roger, ed. *Boys and Their Toys?: Masculinity, Class, and Technology in America*. New York: Routledge, 2001.
- Staudenmaier, John M. "Perils of Progress Talk: Some Historical Considerations." In Steven L. Goldman, ed. *Science, Technology, and Social Progress*, pp. 268-298. Bethlehem: Lehigh University Press, 1989.

READINGS ONLINE (some are also available in hard copy in the library)

- Carney, Judith. "Landscapes of Technology Transfer: Rice Cultivation and African Communities." *Technology and Culture* 37 (1996): 5-35.
- Cowan, Ruth Schwartz. "The 'Industrial Revolution' in the Home: Household Technology and Social Change in the 20th Century." *Technology and Culture* 17 (January 1976): 1-23.
- Darnton, Robert. "An Early Information Society: News and the Media in Eighteenth-Century Paris." *American Historical Review* 105 (2000): 1-35.
- Layton, Edwin T. Jr. "Through the Looking Glass: or, News from Lake Mirror Image." *Technology and Culture* 29 (July 1987): 594-607.
- Lipartito, Kenneth. "Picturephone and the Information Age: The Social Meaning of Failure." *Technology and Culture* 44 (2003): 50-81.
- McCray, W. Patrick. "From Lab to iPod: A Story of Discovery and Commercialization in the Post-Cold War Era." *Technology and Culture* 50 (2009): 58-81.
- Morton, David L., Jr. "Tilting at a Myth." *Science* 319 (29 February 2008): 1188.
- Slaton, Amy. "Suitable for Framing: Fingerprints and the Rise of Criminal Identification." *Technology and Culture* 43 (2002): 777-781.
- Stine, Jeffrey K. "A Sense of Place: Donald Worster's *Dust Bowl*." *Technology and Culture* 48 (2007): 377-385.
- Ore, Janet. "Mobile Home Syndrome: Engineered Woods and the Making of a New Domestic Ecology in the Post-World War II Era." *Technology and Culture* 52 (2011): 260-286.
- Takahashi, Yuzo. "A Network of Tinkerers: The Advent of Radio and Television Receiver Industry in Japan." *Technology and Culture* 41 (2000): 460-484.

- Cyber Hacking News Articles for Class #14. (from *LexisNexis Academic*).
 - * Barboza, David, and Drew, Kevin. "Security Firm Sees Global Cyberspying." *New York Times* (August 4, 2011).
 - * Bassilious, Victor. "We're ALL at risk from new wave of cyber crime." *The Sun* (England) (July 30, 2011).
 - * Editorial. "Hacked society." *Korea Times*. (July 29, 2011).
 - * Johnston, Chris. "Attack of the cyber insider." *The Age* (Melbourne, Australia) (July 30, 2011).
 - * Rahman, Abid. "Hard hacks to follow." *South China Morning Post* (Hong Kong) (August 5, 2011).
 - * Sang-Hun, Choe, "Seoul Warns of Latest North Korean Threat: An Army of Online Gaming Hackers." *New York Times* (August 5, 2011).
 - * Schmitt, Eric, and Shanker, Thom. "After 9/11, an Era of Tinker, Tailor, Jihadist, Spy." *New York Times* (August 7, 2011).
 - * Sengupta, Somini. "Guardians Of Security Are Targets." *New York Times* (August 5, 2011).
 - * Walker, Peter. "Computer hacking: China chief suspect as report reveals cyberspying on an industrial scale." *The Guardian* (London) (August 4, 2011).

TERM PROJECT

The term project will be an analytical paper that applies a set of questions to a single topic, such as a particular technology or category of technologies, a particular period of time or region. The theoretical methods employed in the essays in chapter 1 of the Smith & Clancey anthology may be used as models.

Other options include comparisons across time, region, technology, or other category. Why have different attitudes towards specific technologies or technologies in general existed at different times and/or places? This option requires a comparative approach. As a general rule, look through the index for *Technology and Culture* to begin projects.

Feel free to explore alternatives and to suggest various subjects for your papers. Narratives that do not address analytical problems will not be acceptable. Keep in mind that the regional focus of your project will determine to what fields you can apply degree credit for the course. Written proposals with thesis statement and outline are due by Midnight October 4 as a safeguard to avoid your spending valuable time on unmanageable subjects.

Whatever the topic, a good analysis asks stimulating questions of the evidence and seeks out additional evidence when the questions exceed the scope of the evidence at hand.

The term paper should be about thirty pages long, typed and double spaced, and following departmental guidelines. A full and properly formatted paper will be due on Blackboard by Tuesday, at midnight, the week after your presentation to the class. It will be graded, as will the final paper.

GRADING AND ADMINISTRATIVE DETAILS:

(1) Grade evaluations will include class participation and deportment as well as attendance and punctuality. Tardiness or leaving early by more than five minutes will also be noted as they substantially disrupt the class as a whole. All readings are due according to the dates on the course outline. Assignments must be turned in to me personally and on time in order to guarantee full credit. Otherwise I will reduce grades by a full letter, that is, for instance, from A- to B-. Maintain at least two electronic copies of all work. All assignments are due on Blackboard at the time noted on the syllabus outline.

Evidence that you have thought about the assignments and class discussions will provide a major criterion for grading. **Show in your papers and in-class contributions that the readings and discussions have made a difference in your understandings of history and technologies.** Apply thoughtful analysis to the questions the course raises. Be prepared to ask and answer questions during each class.

See the attached “Guidelines for Assessing Assignments.” These are the criteria by which I will evaluate your work.

(2) Class Discussions:

Asking questions: At least two students per class will sign up to initiate discussions by raising two or three questions based on the readings for that day. This is not to be a formal presentation; it will be evaluated according to how effectively it encourages discussion of the readings. As a general rule, neither asking for comparisons of the past with the present nor asking for predictions of the future will lead to fruitful discussions. On the other hand, asking for comparisons between time periods or regions or technologies can be quite fruitful. Design questions so that everyone will be able to answer them from class readings or discussions. We are seeking analyses and explanations, connections, not summaries; you may point out or critique logic, evidence, and arguments. Of course, anyone can ask questions at any time, and the class will appreciate all thoughtful questions and ideas.

As with any adult learning situation, cooperation and participation are prerequisites. Students must absorb and process the reading material before class and, therefore, be able to contribute to the collective experience of discussions. Optimal class participation contributes thoughtfully and pertinently to the class discussions; students should gauge the frequency of their contributions according to that guideline.

Out of consideration for your colleagues, **please turn off cell phones** before class begins, and **do not bring meals** into the classroom.

(4) The proportions for grading are as follows:

- | | | |
|---|-----|-----|
| • In-class discussions and prepared questions on readings | 35% | |
| • Oral presentations of project | | 10% |
| • First version of research analysis paper | 20% | |
| • Final version of research analysis paper | 35% | |

(6) In addition to announcements made and written handouts distributed in class, I will likely contact you between classes on occasion, which I will do through individual and group email messages. One of the requirements for this course is that you maintain a UCD email address, check it regularly for messages, and be sure it is working. You are responsible for any messages, including assignments and schedule changes, that I send to you via email or post on Blackboard.

OFFICE HOURS

Mondays and Wednesdays, 3:00 - 4:00, in Room KC 554 and by appointment. I am also available by telephone (303/556-4497) and e-mail <pamela.laird@ucdenver.edu>.

I strongly urge everyone to make at least one appointment with me to discuss term projects on an individual basis. Individualized discussions can be especially beneficial for framing analytical questions and directing research strategies. I will be glad to discuss other matters, as well.

38. Lanza García, Ramón

Universidad Autónoma de Madrid; Cantoblanco, SPAIN

Globalización en perspectiva histórica [Globalization in Historical Perspective]

Course Description:

Course aims to help students understand international economic history through a study of the “changing dynamics in the history of globalization in the very long term.”

1. ASIGNATURA / COURSE TITLE

Globalización en perspectiva histórica/Globalization in Historical Perspective

1.1. Código / Course number

16724

1.2. Materia/ Content area

Historia

1.3. Tipo /Course type

Optativa

1.4. Nivel / Course level

Cuarto

1.5. Curso / Year

2012-2013

1.6. Semestre / Semester

Segundo

1.7. Número de créditos / Credit allotment

6

1.8. Requisitos previos / Prerequisites

Haber cursado previamente las asignaturas de Historia Económica Mundial e Historia Económica de España del Grado de Economía.

En términos de contenidos se recomienda que los alumnos tengan conocimientos previos sobre macroeconomía a nivel elemental.

1.9. Requisitos mínimos de asistencia a las sesiones presenciales/ Minimum attendance requirement

Dado que la asistencia a clase está contemplada en el cómputo total de horas de trabajo del alumno, ésta resulta clave para la evaluación continua y en consecuencia para la obtención de resultados positivos.

1.10. Datos del equipo docente / Faculty data

Ramón Lanza García

Profesor Titular de Historia Económica

Departamento de Análisis Económico: Teoría Económica e Historia Económica

Despacho: E-II-305

Email: ramon.lanza@uam.es

Teléfono: 914974334

Horario de tutorías: A disposición del alumno en la Secretaría del

Departamento una vez iniciado el curso académico.

1.11. Objetivos del curso / Course objectives

A) Generales

Formación avanzada en Historia Económica en la vertiente de la Economía Internacional a través del estudio del proceso de cambios dinámicos experimentados en la historia de la globalización a muy largo plazo.

B) Específicos

- aprender a contrastar y valorar los modelos teóricos al uso de la Economía Internacional con las evidencias empíricas de un registro histórico de larga duración y por tanto variado.
- entrar en contacto directo con las evidencias empíricas relativas a las variables económicas concernientes a las Relaciones Económicas Internacionales, manejarlas y tratarlas estadísticamente.
- conocer y comparar los distintos factores que en las distintas etapas históricas han determinado los movimientos de los flujos económicos internacionales.
- conocer y comparar las políticas económicas (comerciales, financieras y cambiarias) y las instituciones (liderazgos, acuerdos, organismos reguladores, “gobernanza” en general) practicadas e implementadas en las distintas etapas históricas.
- integrar Economía y Política en el análisis histórico-económico, según postula el enfoque de la Economía Política Internacional.
- adquirir capacidad crítica ante mitos e ideologías económicas
- como asignatura perteneciente a la materia general de Historia Económica, entendible como Economía aplicada retrospectiva al mismo tiempo que integrada con otras ciencias sociales, su contextualización en el grado de Economía implica, por un lado, conexiones necesarias con la Teoría Económica (Microeconomía, Macroeconomía Abierta y Economía Internacional) y con la Historia Económica Mundial.

La asignatura pretende con ello constituirse en banco de prueba y contraste de los modelos teóricos al uso en la Teoría Económica además de en proveedor de evidencias empíricas de carácter económico y no económico en orden a una mejor inteligencia de los propios procesos económicos.

1.12. Contenidos del programa / Course contents

1. **La globalización.** Definición, medida y etapas de la globalización.
2. **La mundialización de los intercambios en la era del mercantilismo, siglos XV-XVIII.** La expansión europea. Pequeña y gran divergencia. El mercantilismo.
3. **De la industrialización a la primera globalización.** El comercio durante la Revolución industrial. La formación de una economía internacional. Convergencia y divergencia. El imperialismo.
4. **El retroceso de la globalización en el período de entreguerras, 1914-1945.** Los obstáculos a la globalización en los años 20. La depresión económica de los años 30 y la ruptura de la economía internacional.
5. **De Bretton Woods a la segunda globalización, 1945-2000.** Cambios geopolíticos. El nuevo orden económico internacional y su evolución. Las fuerzas impulsoras de la segunda globalización. El cambio de la “gran especialización”. La globalización financiera y las crisis.
6. **La globalización y sus críticos.** Globalización, desigualdad y pobreza. Las perspectivas actuales: desafíos económicos y políticos a la globalización.

*** Este programa puede estar sujeto a actualizaciones y ajustes para un mejor cumplimiento de los objetivos de la asignatura.**

1.13. Referencias de consulta / Course bibliography

MATERIAL DOCENTE

Desde el comienzo del curso, el profesor de la asignatura pondrá a disposición de los alumnos de una colección de *Lecturas de Globalización en perspectiva histórica* y de los *Guiones y Material gráfico* correspondientes a cada tema.

BIBLIOGRAFÍA

- ALLEN, Robert, *Global Economic History. A Very Short Introduction*. Oxford University Press, Oxford, 2011.
- BHAGWATI, Jagdish, *En defensa de la globalización. El rostro humano de un mundo global*. Debate, Barcelona, 2005.
- BULMER THOMAS, Victor, *Historia económica de América Latina desde la Independencia*. Fondo de Cultura Económica, México, 1998.
- DE LA DEHESA, Guillermo, *Comprender la globalización*. Alianza Editorial, Madrid, 2000.
- *Globalización, pobreza y desigualdad*. Alianza Editorial, Madrid, 2003.
- *Comprender la inmigración*. Alianza Editorial, Madrid, 2008.
- DE VRIES, Jan, “The limits of globalization in the early modern world”, *Economic History Review*, vol. 63, nº 3, (2010), pp. 710-733.
- DONGES, Jürgen, *La globalización y sus críticos*. Unión Editorial, Madrid, 2004.
- EICHENGREEN, Barry, *La globalización del capital. Historia del sistema monetario internacional*. Antoni Bosch Editor, Barcelona, 2000.
- FINDLAY, Ronald y O’ROURKE, Kevin, ***Power and Plenty. Trade, War and the World Economy in the Second Millennium***. Princeton University Press, 2007.
- FOREMAN-PECK, James, *Historia de la economía internacional*. Prentice Hall, Madrid, 1995.
- FRIEDEN, Jeffrey D., *Capitalismo global. El trasfondo económico de la historia del siglo XX*. Crítica, Barcelona, 2007.
- GLYN, Andrew, *Capitalismo desatado. Finanzas, globalización y bienestar*. Catarata, Madrid, 2010.
- HICKS, John, *Una teoría de la Historia económica*. Aguilar, 1974.
- KENWOOD, A.G. y LOUGHEED, A.L., *Historia del desarrollo económico internacional*. Istmo, Madrid, 2001.
- KINDLEBERGER, Charles, *Manías, pánicos y cracs. Historia de las crisis financieras*. Ariel, Barcelona, 1991.
- NORBERG, Johan, *En defensa del capitalismo global*. Unión Editorial, Madrid, 2005.
- REINHART, Carmen y ROGOFF, Kenneth, *Esta vez es distinto. Ocho siglos de estupidez financiera*. Fondo de Cultura Económica, México, 2011.
- O’ROURKE, Kevin H. y WILLIAMSON, Jeffrey, *Globalización e Historia. La evolución de una economía atlántica del siglo XIX*. Prensas Universitarias de Zaragoza, 2006.
- RAJAN, Raghuram G., *Grietas del Sistema. Por qué la economía mundial sigue amenazada*. Ediciones Deusto, Barcelona, 2011.
- STEINBERG, Federico, *Cooperación y conflicto. Comercio internacional en la era de la globalización*. Akal, Madrid, 2007.
- STIGLITZ, Joseph, *El malestar en la globalización*. Taurus, Madrid, 2002.
- *Cómo hacer que funcione la globalización*. Taurus, Madrid, 2006.
- TORIBIO, Juan José Toribio, *Globalización, Desarrollo y Pobreza*. Círculo de Empresarios, Madrid, 2003.

2. Métodos Docentes / Teaching methodology

- Clases magistrales
- Comentarios de gráficos y series estadísticas.
- Sesiones de presentación y debate de lecturas de textos bibliográficos
- Realización y defensa pública de un breve trabajo, cuyo tema será elegido por los estudiantes previa aprobación del profesor de la asignatura (opcional).

3. Tiempo de trabajo del estudiante / Student workload

	Nº horas	%
ACTIVIDADES PRESENCIALES	50	35,3
- Clases teóricas	1,5 x 30 clases =45 h	
- Actividades complementarias	1 x 2 clases = 2 h	
- Evaluación	1 x 3 = 3 h	
ACTIVIDADES NO PRESENCIALES	100	64,6
- Preparación de actividades prácticas	25h	
- Estudio y preparación de exámenes	75h	
TOTAL	150	

4. Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade

La asignatura será evaluada mediante evaluación continua a lo largo del curso y examen final.

1.- La **evaluación continua (EC)** consistirá en:

- Lecturas especiales programadas y presentaciones de las mismas en clase con debates
- Estudios de determinados casos o situaciones con debate (de forma individual o en grupo)
- Análisis de tablas estadísticas y gráficos.

La evaluación continua durante el curso supondrá el **40% de la calificación final** de la asignatura. Los ejercicios de prácticas desarrollados por los alumnos a lo largo del curso, según los modelos arriba descritos, serán calificados y devueltos a los alumnos para su revisión.

2.- En el **examen final (EF)** se evaluará tanto los conocimientos como la capacidad analítica y sintética de los alumnos, así como su capacidad de comunicación y argumentación discursiva, y consistirá en:

- evaluación de conocimientos del temario de la asignatura
- evaluación de ejercicios prácticos consistentes en: de análisis de textos históricos, historiográficos y de tablas y gráficos.

El examen final supondrá el **60% de la calificación final** de la asignatura, evaluándose al 50% la parte del examen relativa al conocimiento del temario y la parte de los ejercicios prácticos.

La nota final de la asignatura será la media ponderada de las notas obtenidas en la evaluación continua y la del examen final. Será preciso aprobar los dos tipos de evaluación para poder aprobar la asignatura. El mismo procedimiento será aplicado en todas las convocatorias.

Cronograma* / Course calendar

Semana	Contenido	Horas presenciales	Horas no presenciales del estudiante
1	Tema 1	3	5
2	Tema 2 (1ª parte)	3	5
3	Tema 2 (2ª parte)	3	5
4	Tema 2 (3ª parte)	3	5
5	Tema 3 (1ª parte)	3	5
6	Tema 3 (2ª parte)	3	5
7	Tema 3 (3ª parte)	3	5
8	Tema 4 (1ª parte)	3	5
9	Tema 4 (2ª parte)	3	5

Semana	Contenido	Horas presenciales	Horas no presenciales del estudiante
10	Tema 4 (3ª parte)	3	5
11	Tema 5 (1ª parte)	3	5
12	Tema 5 (2ª parte)	3	5
13	Tema 5 (3ª parte)	3	5
14	Tema 5 (4ª parte)	3	5
15	Tema 6	3	5
	Actividades complementarias	2	25
	Evaluación	3	
TOTAL		50	100

*Este cronograma tiene carácter orientativo.

39. Lipartito, Kenneth James

Florida International University; University Park, Florida, U.S.A.

WHO 6277: Global Economic History

Global Economic History

WOH 6277

Professor Lipartito

lipark@fiu.edu

DM386

X1860

About this Course

Using a fluid and dynamic approach to history, we will develop in this course a comprehensive perspective on the multitude of interconnections that form the global economy. Among the issues that we will address are: the relationship between globalization and economic growth; the consequence of global forces for the distribution of wealth and economic opportunity; if, why and how different economic systems converge; and the relationship between global economic activity and politics and other forms of power.

Requirements

This is a readings based class. Besides the required readings below, each student will pick one article (noted with a *) to write a critical review on. For the final semester each of you will chose one of three critical questions which I will pose and write an essay based on the semester's readings and discussions. This will be due on April 25.

Readings

Please purchase the following texts.

Karl Polyani, *The Great Transformation*. Beacon Press, 2001.

Philip Curtin, *Cross Cultural Trade in World History*. Cambridge University Press, 1984.

Joseph E. Inikori, Stanley Engerman (eds.) *The Atlantic Slave Trade : Effects on Economies, Societies, and Peoples in Africa, the Americas, and Europe*, Duke University Press Books, 1992.

Larry Neal, *The Rise of Financial Capitalism: International Capital Markets in the Age of Reason*. Cambridge University Press, 1993.

Peter Temin, *Lessons from The Great Depression*, MIT Press, 1991.

Kenneth Pomerantz, *The Great Divergence*, Princeton University Press, 2001.

Amartya Sen, *Development as Freedom*. Anchor; 2000.

Angus Maddison, *The World Economy: A Millennial Perspective* O E C D 2007.

Class Schedule

Jan 10: Why Globalization?

William Baumol, "Productivity Growth, Convergence and Welfare: What the Long-Run Data Show." *American Economic Review* 76 (December 1986), 1072-85.

Benjamin Barber, "Jihad vs. McWorld," *Atlantic Monthly*, March, 1992, pp. 53-65
<http://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/3882/>

Jan 17: Global Economy in World Historical Perspective

Readings

Angus Maddison, *The World Economy: A Millennial Perspective*, 17-24.

Kevin O'Rourke and Jeffrey G. Williamson, "When Did Globalization Begin?" *NBER Working Paper* No. 7632, April 2000 <http://www.nber.org/papers/w7632>

Kenneth Pomeranz, *The Great Divergence*, 3-29.

Karl Polyani, *The Great Transformation* (first half).

Jan. 24: Theories of Globalization, Money and Capitalism

Readings

Karl Polyani, *The Great Transformation*. Beacon Press, 2001 (second half).

*Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," *Comparative Studies in Society and History* 16 (1974), 387-415.

*Viviana A. Zelizer, "The Social Meaning of Money: "Special Monies," *American Journal of Sociology*, Vol. 95, No. 2 (Sep., 1989), pp. 342-377.

Jan 31: Trade and Exchange

Readings

Philip Curtin, *Cross Cultural Trade in World History*

Angus Maddison, *The World Economy: A Millennial Perspective*, 103-108.

*Robert Finlay, "The Pilgrim Art: The Culture of Porcelain in World History," *Journal of World History* 9 (1998): 141-88.

Feb. 7: Global Finance

Larry Neal, *The Rise of Financial Capitalism: International Capital Markets in the Age of Reason*.

Feb. 14: The Atlantic System

Readings

Joseph E. Inikori, Stanley Engerman (eds.) *The Atlantic Slave Trade : Effects on Economies, Societies, and Peoples in Africa, the Americas, and Europe*

Feb. 21: The West and the East

Readings

Kenneth Pomeranz, *The Great Divergence*, 29-108.

Angus Maddison, *The World Economy: A Millennial Perspective*, 27-47.

Feb. 28: Industrialization in Europe and America

Readings

*Jan de Vries, "The Industrial Revolution and the Industrious Revolution," *Journal of Economic History* 54 (1994), 249-70.

Angus Maddison, *The World Economy: A Millennial Perspective*, 91-101.

*Stanley Engerman and Kenneth L. Sokoloff. "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," in *How Latin America Fell Behind: Essays on the Economic History of Brazil and Mexico, 1800-1914*. Stephen Haber ed. (Stanford: Stanford University Press, 1997).

March 7: The Spread and Limits of Industrialization

Readings

*Gregory Clark, "Why Isn't the Whole World Developed? Lessons from the Cotton Mills." *Journal of Economic History* 47 (March 1987): 141-73.

Kenneth Pomeranz, *The Great Divergence*, 109-end.

March 14: Spring Break

March 21: Colonial Empires and Labor Processes

Readings

*Sven Beckert, "Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War," *American Historical Review* 109 (December 2004), 1405-38.

Philip Curtin, *Cross Cultural Trade*, 234-end.

Angus Maddison, *The World Economy: A Millennial Perspective*, 49-90.

March 28: Multinational Firms

Readings

Alfred D. Chandler, Jr., *Scale and Scope: The Dynamics of Industrial Capitalism* (Cambridge, MA: Belknap Press, 1990), introduction, chs. 1-2, introductions to parts II-IV, conclusion.

*Charles Sabel and Jonathan Zeitlin, "Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization," *Past and Present*, no. 108 (August 1985): 133-176.

Mira Wilkins, "The Free-Standing Company: An Important Type of British Foreign Direct Investment," *Economic History Review*, 2nd series, XLI 2(1988), 259-82.

April 4: Depression and the Retreat of Capital

Readings

Peter Temin, *Lessons from The Great Depression*.

April 11: Capitalism and globalization

READINGS

ANGUS MADDISON, *THE WORLD ECONOMY: A MILLENNIAL PERSPECTIVE*, 125-68.

THE ECONOMIST, "THE WORLD AS A SINGLE MACHINE," A MANUFACTURING SURVEY,

[HTTP://WWW.ECONOMIST.COM/SURVEYS/PRINTERFRIENDLY.CFM?STORY_ID=168615](http://www.economist.com/surveys/printerfriendly.cfm?story_id=168615)

*Colleen A. Dunlavy and Thomas Welskopp, "Myths and Peculiarities: Comparing U. S. and German Capitalism"

April 18: The Consequences of Globalization

Readings

Amartya Sen, *Development as Freedom*

*Peter Lindert and Jeffrey Williamson, "Does Globalization Make the World More Unequal?" NBER Working Paper 8228

Final Paper Due April 25

40. Lopez, Santiago

Universidad de Salamanca; Salamanca, SPAIN

Business History: The Evolution of the Company, from Early Capitalism to Globalisation

Business History

The Evolution of the Company, from Early Capitalism to Globalisation

Salamanca University

Santiago M. Lopez

Introduction:

- The discipline of Business History
- Inspiration and method

PART I. The nature of the firm: economics perspectives and architecture realities

1. The economic nature of the firm and entrepreneurship

- An economic perspective of the entrepreneur: hero or robber baron?
- Business is business: the entrepreneurial behaviour
- The economic nature of the firm: from the “black box” of neoclassical economic theory to the resource-based and evolutionary theories

2. Mills, factories, and skyscrapers: the evolution of business architecture

- A taxonomy of the firms according to its architecture
- The adaptation of the architectonic forms to the economic nature of the firm
- The evolution of factory architecture: from vertical to horizontal
- Banking and commercial buildings
- The skyscrapers as headquarters of the firms

PART II. The genesis of the markets

3. The nature of the company during the emergence of capitalism (1300-1760)

- The slowly consolidation of the free-market economy
- The farm at the beginning of the market economy
- Entrepreneurs and companies in the commercial and financial activities
- The industry before the factory: organisational structures and entrepreneurial logics

4. The First Industrial Revolution (1760-1860) Part I.

The men: Businessmen and workers

- Origin and development of the Factory System: market, technology, social structures, and labour organization.
- Institutional change: liberalisation of markets for labour, land (and natural resources), capital and entrepreneurship
- Businessmen, families, and firms: between the loyalty to the family and the confidence in the contract
- The social origins of the entrepreneurs
- The social origins of managers and employees
- The formation of the working-class and the labour relations

5. The First Industrial Revolution (1760-1860) Part II.

The industries: transport, banks, industrial and telecommunication companies

- Specialisation and management in commercial and shipping firms
- Specialisation and management in financial firms: from the banking houses to the public limited companies
- Specialisation and management in industry
- The emergence of the modern company into railway and telecommunication enterprises

PART III. International Market Integration

6. Competition and business concentration (1870-1940). Part I.

The “first industrial divide” in USA, Europe, and Japan

- Changes in markets and technology during the Second Industrial Revolution
- The fight for the market (I). Growth strategies of big business.
- The fight for the market (II). From price competition to product competition: marketing and market research.
- The fight for the market (III). National diversity in business concentration: American cartels and trusts, German *konzerne*, British holdings, and Japanese *zaibatsu*.
- Alternatives to big business and mass production: Small and medium companies, industrial districts, and “flexible specialization”.

7. Competition and business concentration (1870-1940). Part II.

The emergence of Managerial Capitalism and the role of the State, Trade Unions and family

- The business–State relations: from *Laissez-faire* to increasing State intervention
- Scientific Management and labour relations
- The modern enterprise: structure, governance, and professional management
- The persistence of the family firm

8. Big Business and the golden age of Managerial Capitalism (1945-1973)

- The Americanisation of Europe and Japan
- Expansion strategies of Multinationals Firms
- Entrepreneurial persistence in the age of big business
- The diverse types of State intervention
- Entrepreneurs and managers: origins and education
- Changes in labour relations and in the organisation of work

PART IV. Globalisation: challenges and opportunities

9. The “second industrial divide”: flexible production and global competition (1973-Today).

- The consequences of technological uncertainty: market fragmentation and globalisation
- The diversity of business strategies. The vanishing of the large corporation?
- The ambivalent role of the State
- Automation, flexibility, and work organisation: the end of Taylorism?
- The 2007–2012 global financial crisis

Bibliography

Valdaliso, J.M. y López, S. (2006): *Historia económica de la empresa*. Editorial crítica.
See the textbook for a specific bibliography of each theme

41. McKenna, Chris

Saïd Business School, Oxford University; Oxford, England, UNITED KINGDOM

General Management (2009-2010)

GENERAL MANAGEMENT

Chris McKenna

N.B. Please remember to check the Intranet for the most current version of this list. Library staff

regularly updates hyperlinks, shelf locations and copy information.

Reading lists must not be republished electronically without first removing the hyperlinks; doing so constitutes a serious breach of copyright.

Course Description:

Ranging widely across time and space, this lecture and tutorial course—aimed primarily at business students—analyzes iterations of the firm and management strategies across history and geography. As such, it fuses readings in modern managerial practice and theory to the history of management strategy itself. Discussions center around questions such as “What explains the rapid emergence of big business at the end of the 19th century?” (week 1); “If corporations are efficient and global, why are international companies managed so differently around the world?” (week 2); or, for example, they ask students to analyze a particular case or problem. For example, week 5 has students use Michael Porter’s industry structure analysis to scrutinize an industry in order to understand how a start-up company might “break into” that field. Weekly reading topics are “The Growth of Managerial Capitalism,” “Varieties of Capitalism & Corporate Governance,” “The Changing Organization of Work,” “The Impact of Professionals in Business and Society,” “Competitive Strategy,” “Corporate Strategy,” “The Role of Marketing in Branding and Consumption,” and “Marketing, Market Segmentation, and the Internet.”

Course Organization

The lectures for General Management run over Michaelmas and Hilary terms in the first year. The course aims to:

- Introduce key disciplinary and functional specialisms in management.
- develop a critical understanding of management theory and practice
- increase awareness of management change and difference across time and national contexts

The following schedule sets out the lectures and suggested readings and tutorial questions for each week of the course. Each tutor is free to vary from this list, and different tutors will have their own ways of allocating work to members of each tutorial group. SO: make sure that you discuss with your tutor exactly what you are required to do! There are sometimes more than one suggested tutorial question on a topic, so suggestions should be seen as something of an à la carte menu for tutors to select from or add to if they wish.

The supplementary reading lists provided below are in some cases quite long: it is unlikely that you will be able to read everything in its entirety. The lists are also suggestive rather than definitive; because of the number of students on the course, it is not always possible to ensure that everyone will be able to get access to every item. For this reason, you are encouraged where necessary to use your initiative to make use of other material (not listed here) that you will find in the various libraries at your disposal. If you have queries about using alternative sources, discuss these with your tutor. You are strongly advised to make full use of the Business School Library and Virtual Library and your college libraries.

The Growth of Managerial Capitalism

This lecture will describe both the historic and economic logic for the growth of big business. We will introduce Alfred Chandler's model of historical development and Ronald Coase's analysis of the boundaries of the firm. Along the way, we will look at specific examples from within large corporations by considering how businesses have struggled to define markets, their operational span, and their goals.

Tutorial topic

What explains the rapid emergence of big business at the end of the 19th century?

Essential Reading

Chandler, A.D. (Winter 1984), '[The Emergence of Managerial Capitalism](#),' *The Business History Review*, 58 (4), pp. 473-503.

Article available on Jstor.

Teece, D.J. (Mar., 1993), '[The Dynamics of Industrial Capitalism](#),' *The Journal of Economic Literature*, 31 (1), pp. 199-225.

Article available on Jstor.

John, R.R. (Summer 1997), '[Elaborations, Revisions, Dissents: Alfred D. Chandler, Jr.'s, "The Visible Hand" after Twenty Years](#),' *The Business History Review*, 71 (2), pp. 151-200.

Article available on Jstor.

Coase, R.H. (Nov 1937) '[The nature of the firm](#),' *Economica*, 4 (16), pp. 386-405.

Article available on Jstor.

Reprinted in:

Williamson, O.E. and Winter, S.G., (eds.). (1993) [The nature of the firm: origins, evolution, and development](#). New York. OUP.

&

Putterman, L.G. and Kroszner, R.S. (eds.). (1996) [The economic nature of the firm: a reader](#). New York. Cambridge University Press.

Williamson, O.E. (Nov 1981) '[The economics of organization: the transaction cost approach](#),' *American Journal of Sociology*, 87 (3), pp. 548-577.

Article available on Jstor.

Additional Reading

Chandler, A.D. (1977) [The visible hand: the managerial revolution in American business](#). Cambridge, Mass. Harvard University Press. Read the Introduction and Chapter 9.

Boyce, G. and Ville, S.P. (2002) [The development of modern business](#). Basingstoke: Palgrave. Read Chapter 1.

Micklethwait, J. and Wooldridge, A. (2003) [The company: a short history of a revolutionary idea](#). London. Weidenfeld & Nicolson. Read chapters 4, 5 & 6.

Williamson, O.E. (1985) [The economic institutions of capitalism: firms, markets, relational contracting](#). New York. The Free Press.

Granovetter, M. (1995) "[Coase Revisited: Business Groups in the Modern Economy](#)," *Industrial and Corporate Change*, 4 (1): 93-130.

Article available on Oxford Journals.

Coase, R. H. (Apr 2000) '[The acquisition of Fisher Body by General Motors](#),' *Journal of Law and Economics*, 43 (1), pp.15-31.

Article available on Jstor.

Reprinted in:-

Spulber, D.F. (2002) [Famous fables of economics: myths of market failures](#). Oxford. Blackwell Publishers.

Chandler, A.D. (1961) [Strategy and structure: chapters in the history of the industrial enterprise](#), MIT Press. Read only the Introduction.

Varieties of Capitalism & Corporate Governance

The lecture describes the variety of economic systems, and particularly corporate systems of administrative governance, around the world from a historical and comparative perspective. We will consider the social, political, economic, and legal reasons for the historical diversity and then take up the

question of whether there is convergence or divergence among these systems.

Tutorial topic

If corporations are efficient and global, why are international companies managed so differently around the world?

Essential Reading

Edwards, J. and Nibler, M. (2000) '[Corporate governance in Germany: the role of banks and ownership concentration](#)', *Economic Policy*, 15(31): 237-60.

Article available on Business Source Complete.

Hart, O. (1995) '[Corporate governance: some theory and implications](#)', *Economic Journal*, 105(430): 678-98.

Article available on Business Source Complete.

Roe, M. (2000) '[Political preconditions to separating ownership from control: the incompatibility of the American public firm with social democracy](#)', *Stanford Law Review*, 53(3): 539.

Article available on Jstor.

Shleifer, A. and Vishny, R. (1997) '[A survey of corporate governance](#)', *Journal of Finance*, 52(2): 737-83. Article available on Business Source Complete.

Zysman, J. (1994) '[How institutions create historically-rooted trajectories of growth](#)', *Industrial and Corporate Change*, 3(1): 243-83.

Article available on Oxford Journals.

Additional Reading

Aoki, M. (2000) [Information, Corporate Governance, and Institutional Diversity](#), Oxford: University Press.

Chandler, A.D., Jr. (1990), [Scale and Scope: The Dynamics of Industrial Capitalism](#), Harvard University Press.

Dore, R. (2000) [Stock Market Capitalism: Welfare Capitalism: Japan and Germany versus the Anglo-Saxons](#), Oxford University Press.

Dore, R., Lazonick, W. and O'Sullivan, M. (1999) '[Varieties of capitalism in the twentieth century](#)', *Oxford Review of Economic Policy*, 15(4): 102-20.

Article available on Oxford Journals.

Hall, P. and Soskice, D. (eds) (2001) [Varieties of Capitalism: Institutional Foundations of Comparative Advantage](#), Cambridge University Press.

Mayer, C. (2004) "[Spending Less Time with the Family: The Decline of Family Ownership in the UK](#)" with J Franks and S Rossi in R Morck (ed), *The History of Corporate Ownership: The Rise and Fall of Great Business Families*, National Bureau of Economic Research.

Article available from [NBER website](#).

Roe, M. (1994) [Strong Managers, Weak Owners: The Political Roots of American Corporate Finance](#), Princeton University Press.

Story, J. and Walter, I. (1997) [Political Economy of Financial Integration in Europe: The Battle of the Systems](#), Manchester University Press.

Williamson, O. (1984) "[Corporate Governance](#)," *Yale Law Journal*, 93(7): 1197.

Article available on Jstor.

Williamson, O. (June 1991) "[Comparative Economic Organization: The Analysis of Discrete Structural Alternatives](#)," *Administrative Science Quarterly*, 36, (2): 269-296.

Article available on Business Source Complete.

Whitley, R. (2000) [Divergent Capitalisms: The Social Structuring of Change in Business Systems](#), Oxford University Press.

The Changing Organization of Work

This lecture will consider the place of Henry Ford and Frederick Taylor in the creation of the industrial system of mass production. In particular, we will consider the different problems that the two individuals

faced and how their solutions were both complementary and also very different solutions to changing the organization of work. We will ask how employment relations have changed over time, whether the importance of specialized production changes industrial relations, how the shift to a services economy promotes alternative forms of work like teams, and whether the pressure of “outsourcing” has diminished or enhanced the organization of work.

Tutorial topic

What is the difference between Taylorism and Fordism? Why do we still care about either in the modern world of white-collar services?

Essential Reading

Taylor, F.W. (1998) [*Principles of scientific management*](#) (Dover Publications)

Available on [Marxists](#) website

Also available in:

Taylor, F.W. (1967) [*Principles of scientific management*](#) (Norton)

Taylor, F.W. (1972) [*Scientific management*](#) (Greenwood Press)

Taylor, F.W. (1947) [*Scientific management*](#) (Harper), E-Book (ACLS humanities)

Bruce Pietrykowski, 1995. ‘[Fordism at Ford: Spatial Decentralization and Labor Segmentation at the Ford Motor Company, 1920-1950,](#)’ *Economic Geography*, 71 (4), pp. 383-401.

Article available on Jstor.

Mintzberg, H. (Mar-Apr 1990) ‘The manager's job: folklore and fact’, *Harvard Business Review*, 53 (4), pp. 163-176.

Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Also in:- Pugh, D. (ed.) [*Organization theory: selected readings*](#) (1990, 3rd ed.) pp.223-245 And:-

Mintzberg, H. and Quinn, J.B. [*The strategy process: concepts, contexts, cases*](#)

Additional Reading

Womack, J.P., Jones, D.T. and Roos, D. (1990) [*The machine that changed the world*](#), New York: Rawson Associates. Read chapter 2

Guillen, M.F. (1994) [*Models of management*](#) (Chicago)

Chapter 1.

Mintzberg, H. (1973) [*The nature of managerial work*](#), New York: Harper and Row. Read chapters 2 & 4

Spender, J. (1989) ‘[What do managers really do for their organizations?](#)’, *European Management Journal*, 7 (1) pp.10-22.

Article available on Science Direct

Piore, M. and Sable, C. (1984) [*The second industrial divide: possibilities for prosperity*](#), chapters 2 & 3. New York: Basic Books.

Braverman, H. (1974) [*Labor and monopoly capital: the degradation of work in the twentieth century*](#), New York: Monthly Review Press. Read chapters 4-8

Tolliday, S. (1992) ‘[Management and labour in Britain 1896-1939](#)’ in Tolliday, S. and Zeitlin, J. [*Between fordism and flexibility*](#), pp. 29-40.

Hounshell, D. (1985) [*From the American System to Mass Production, 1800-1932: The Development of Manufacturing Technology in the United States*](#) (Johns Hopkins University Press).

Aitken, H. G. J. (1985) [*Scientific Management in Action: Taylorism at Watertown Arsenal*](#), 1908-1915 (Princeton University Press).

The Impact of Professionals in Business and Society

This lecture examines the role of business professionals in the modern economy and considers their different functions. In particular, we will consider the impact of consultants in setting the strategy and implementing plans for senior executives and professional firms, like investment banks, accountants, and law firms, in structuring the rules of modern business

Tutorial topic

How do professional firms like management consultancies, investment banks, and law firms support

the corporate economy?

Essential Reading

Strang, D. and Macy, M.W. (2001) '[In search of excellence: fads, success stories, and adaptive emulation](#)', *American Journal of Sociology*, 107 (1), pp. 147

Article available on Chicago Journals.

Abrahamson, E. (June 1996) '[Management fashion](#)', *Academy of Management Review*, 21 (1), pp. 254-285

Article available on Business Source Complete.

Wilensky, H.L., (Sep., 1964), '[The Professionalization of Everyone?](#)' *The American Journal of Sociology*, 70, (2), pp. 137-158

Article available on Jstor.

Additional Reading

Bloomfield, B.P. & Danieli, A. (1995) '[The role of management consultants in the development of information technology: the indissoluble nature of socio-political and technical skill](#)', *Journal of Management Studies*, 32 (1), pp.23-46

Article available on Business Source Complete.

Clark, T. and Salaman, G. (1998) '[Telling tales: management gurus' narratives and the construction of managerial identity](#)', *Journal of Management Studies*, 35 (2), pp. 137-161

Article available on Business Source Complete.

Grint, K. & Case, P. (Sept 1998) '[The violent rhetoric of re-engineering: management consultancy on the offensive](#)', *Journal of Management Studies*, 35 (5), pp. 557-577

Article on Business Source Complete.

Jackson, B.G. (1996) '[Re-engineering the sense of self: the manager and the management guru](#)', *Journal of Management Studies*, 33 (5), pp.571-590.

Article available on Business Source Complete.

Sharma, A. (Jul 1997) '[Professional as agent: knowledge asymmetry in agency exchange](#)', *Academy of Management Review*, 22 (3), pp. 758-798.

Article available on Business Source Complete.

Clark, T. and Fincham, R. (eds.) (2002) *Critical consulting* (Oxford: Blackwell). Chapters 1, 9 and 11
Abbott, A. (1988) *The System of Professions: An Essay on the Division of Expert Labor* (University of Chicago Press).

McKenna, C. (2006), *The World's Newest Profession: Management Consulting in the Twentieth Century* (Cambridge University Press).

Competitive Strategy

This lecture will introduce the concept of strategy and its history. The scope of strategy as a discipline will be described and distinctions will be made between competitive strategy and corporate strategy. This lecture will introduce Michael Porter's well-known Five Forces model of competitive strategy and contrast it with the idea of core competences and the Resource-Based-View of strategy. Throughout our discussion, we will consider real life examples to better understand strategy in the marketplace.

Tutorial topic

First pick an industry. Use Michael Porter's industry structure analysis to analyse the industry. How will your analysis help a start-up company trying to break into that industry? Now pick a leading company in the same industry you just analysed. How might the resources of that company help defend it against a new startup entering the industry?

Essential Reading

Prahalad, C. K. & Hamel, G. (1990). The core competence of the corporation, *Harvard Business*

Book available electronically within Oxford domain.

Additional Reading

Collis D.J and Montgomery C.J. (1995) Competing on resources: strategy in the 1990s, *Harvard Business Review*, July-August, pp. 119-128.

Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Conner, K. R. (1991) '[A historical comparison of resource based theory and five schools of thought within industrial organization economics: do we have a new theory of the firm?](#)', *Journal of Management*, 17 (1), pp.121-154.

Foss N. (1996) '[Research in Strategy, Economics and Michael Porter](#)', *Journal of Management Studies*, 33 (1), 1-24

Article available on Business Source Complete.

Grant R.M. (1991) *Contemporary strategy analysis: concepts, techniques, applications*, Oxford: Blackwell Business. (Read chapters 2 and 3).

McGahan A. and Porter M.E. (1997), [How much does industry matter, really?](#) *Strategic Management Journal*, 18, Summer Special issue, pp. 15-30

Article available on Jstor.

Porter, M.E. (1996), What is Strategy? *Harvard Business Review*, Nov-Dec, pp.61-78

Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Review, May-June, pp. 79-91. Article available on Business Source Complete via the [Sainsbury Library web page](#). with searching click [here](#)

For help

Porter, M. E. (1979) How competitive forces shape strategy. *Harvard Business Review*, 57 (2), pp. 137-145 Article available on Business Source Complete via the [Sainsbury Library web page](#). with searching click [here](#)

For help

Kay J. (1993) *Foundations of corporate success: how business strategies add value*, Oxford: OUP. (Read chapter 1 and part 3)

Rumelt, R. P. (1991). '[How much does industry matter?](#)' *Strategic Management Journal*, 12 (3), pp.167-185.

Article available on Jstor.

Teece, D., Pisano, G. and Shuen, A. (1997), '[Dynamic capabilities and strategic management](#)', *Strategic Management Journal*, 18 (7), pp. 509-533

Article available on Business Source Complete.

Whittington R. (1993) *What is strategy - and does it matter?* Routledge, chapters 1 & 2.

Peteraf, M.A (1993) '[The cornerstones of competitive advantage: a resource-based view](#)', *Strategic Management Journal*, 14 (3), pp. 179-191.

Article available on Jstor.

Porter M.E. (1985) Generic competitive strategies, in de Wit, B. and Mayer, R. *Strategy: process, content, context*, pp. 218-225

Corporate Strategy

Our focus now shifts from competitive to corporate strategy. Thus we return to Alfred Chandler's divisionalised model in order to better understand how executives make strategy and its institutional logic. Having described the rationalist perspective we will then contrast it with the famous debate over whether strategy is deliberate or emergent. Drawing heavily on the examples we have been using in the previous lectures, we will finish with some practical tips on better strategy implementation.

Tutorial topic

First read the Greater London Authority Strategic Plan available at:

www.london.gov.uk/gla/budget/corporate_plan.jsp

Next answer the following question:

Does the structure of the Greater London Authority follow its public strategy? To what extent is London a victim of circumstances or can the Greater London Authority strategically plan for the future?

Essential Reading

Kay, J. (1993), *The foundations of corporate success*, Oxford, chapters 1 and 21

Book available online.

Mintzberg, H. et al. (Summer 1996) 'The "Honda Effect" revisited', *California Management Review*, 38 (4), pp. 78-117 (all articles):

['The "Honda Effect" Revisited.'](#)

['The Honda Effect.'](#)

['Learning I, Planning O.'](#)

['Design, Learning and Planning: A Further Observation on the Design School Debate.'](#) ['Learning, Planning, and Strategy: Extra Time.'](#)

['The Many Faces of Honda.'](#)

['Reflections on Honda.'](#)

Articles available on Business Source Complete.

Brews P.J. and Hunt M.R., (1999), ['Learning to plan and planning to learn: resolving the debate'](#), *Strategic Management Journal*, 20 (10), pp. 889-914

Article available on Jstor.

UG 2009-10: Michaelmas term General Management Additional Reading

Mintzberg, H. and Ansoff, I., A discussion of strategy process paradigms, in de Wit, B. and Mayer, R. *Strategy: process, content, context*, pp. 69-83.

Chakravarthy, B. and Lorange, P. (1999) Managing the strategy process, in B. de Wit and R. Meyer, *Strategy synthesis*, International Thomson, pp. 114-120

Mintzberg H., Ahlstrand, B. and Lampel, J. (1998) *Strategy safari*, Prentice Hall, chapters 3, 4 and 7

Mintzberg H. and Walters J., [Of strategies, deliberate and emergent](#), in de Wit, B. and Meyer, R.

Strategy: process, content, context, pp.12-21 Originally published in *Strategic Management Journal* (1985).

Article available on Jstor.

Porter, M.E. (Nov-Dec1996), What is strategy? *Harvard Business Review*, pp.61-78 Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Quinn B. (1978) ['Strategic change: logical incrementalism'](#). *Sloan Management Review*, 20 (1), pp. 7-21. Article available on PCI full text.

Whittington R. (1993), *What is strategy - and does it matter?* Routledge, chapters 2 & 4.

The Role of Marketing in Branding and Consumption

Having looked at strategy, we now consider the factors underlying consumption behaviour and how individuals have used consumption to express various meanings, identities and values. We explore the relationships between social structures and consumption practices, and its relevance to contemporary marketing. We then consider the social and economic significance of brands, the links between consumer society and branding, and the ways that branding functions as a strategic activity for firms. Finally, we'll review the contemporary challenges facing brands in the global economy.

Tutorial topic

Choose a product you own that you really like. What does that product "say" about you? How can marketers exploit these links between personal identity and corporate brands?

Essential Reading

Belk, Russell, 1988, ['Possessions and the Extended Self'](#), *Journal of Consumer Research*, 15(2): 139-168. Article available on Business Source Complete.

Fournier, S., (Mar 1998) ['Consumers and their brands: developing relationship theory in consumer](#)

[research](#)', *Journal of Consumer Research*, 24 (4), pp. 343-373.

Article available on Business Source Complete.

Holt, D.B. (2006) '[Toward a sociology of branding](#)', *Journal of Consumer Culture*, 6 (3), pp. 299-302.

Article available on Sage.

Morgan, R.P. (Winter 1999/2000) '[A consumer-orientated framework of brand equity and loyalty](#)', *International Journal of Market Research*, 42 (1), pp. 65-78.

Article available on ProQuest.

Additional Reading

Schor, J. and D.B. Holt (eds.) (2000) 'Introduction', in *The consumer society reader*, New Press, pp. 205-211

Bourdieu, P. (2000) 'The aesthetic sense as sense of distinction', in *The consumer society reader*, J. Schor and D.B. Holt (eds.), New Press, pp. 205-211.

Duguid, P. (2004) "Brands and Supply Chains: Governance before and after Chandler." In H. Dumez, ed., *Gouverner les Organisations*. L'Harmattan: Paris, 2004

See: http://people.ischool.berkeley.edu/~duguid/articles/B_and_SC.pdf

Veblen, T. (2000) 'Conspicuous consumption', in *The consumer society reader*, J. Schor and D. Holt (eds.), New Press, pp. 187-204.

Holt, D.B. and Thompson, C.J. (Sept 2004) '[Man-of-action heroes: the pursuit of heroic masculinity in everyday consumption](#)', *Journal of Consumer Research*, 31 (2), pp. 425-440.

Article available on Business Source Complete.

Slater, Don (1997) *Consumer Culture and Modernity*, Cambridge: Polity Press, pp. 131-147 ("The Meaning of Things").

Wang, Jing (2008), *Brand New China*, Harvard University Press, pp. 9-21 and pp. 180-210.

Miller, D. (1998) *A theory of shopping*, Cambridge: Polity Press (pp. 1-72).

Wilk, R. (2006) '[Bottled water: the pure commodity in the age of branding](#)', *Journal of Consumer Culture*, 6 (3), pp. 303-325.

Article available on Sage.

Holt, D.B. (Mar 2003) 'What becomes an icon most?', *Harvard Business Review*, 81 (3), pp. 43-49.

Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Sherry, J. F. (2005) "Brand Meaning", in *Kellogg on Branding*, A. Tybut and T. Calkins (eds.), New York: John Wiley, pp. 40-69.

Aaker, D. (Summer 1990) '[Brand extensions: the good, the bad, and the ugly](#)', *Sloan Management Review*, 31 (4), pp. 47-56.

Article available on Proquest.

De Chernatony, L. and McDonald, M.H.B. (2003) *Creating powerful brands: the strategic route to success in consumer, industrial and service markets*, Butterworth-Heinemann: Oxford, chapters 1-3 (1-112).

Klein, N. (2001) *No logo*, Flamingo. See especially Ch 4 'The branding of learning.'

Marketing, Market Segmentation, and the Internet

The lecture explores the role, scope and accountability of marketing, reviews contemporary critiques of marketing's efficiency and effectiveness and describes the way marketing has been developed in alternative contexts. We critically explore methods of segmenting consumer and business markets and then look at the development of e-commerce.

Tutorial topic

Why do people buy goods from Amazon.com if it doesn't always have the cheapest prices? Has the growth of internet shopping upended our established theories of marketing or simply reinforced them?

Essential Reading

Lusch, R.F. (Fall 2007) '[Marketing's evolving identity: defining our future](#)', *Journal of Public Policy & Marketing*, 26 (2), pp. 261-268

Article available on Business Source Complete.

Brynjolfsson, E., Hu, Y. and Smith, M.D., (Summer 2006), '[From niches to riches: anatomy of the long tail](#)', *MIT Sloan Management Review*, 47 (4), pp. 67-72.

Article available on ProQuest.

Scott-Morton, F., (2006), '[Consumer benefit from use of the Internet](#)', *NBER Innovation Policy and the Economy*, 6 (1), pp. 67-90.

Article available on Business Source Complete.

Additional Reading

Badgett, M. and Stone, M. (2005) '[Multidimensional segmentation at work: driving an operational model that integrates customer segmentation with customer management](#)', *Journal of Targeting, Measurement and Analysis for Marketing*, 13 (2), pp. 103-121

Article available on Business Source Complete.

Brown, S.W. et al. (Oct 2005), '[Marketing renaissance: opportunities and imperatives for improving marketing thought, practice, and infrastructure](#)', *Journal of Marketing*, 69 (4), pp. 1-25

Article available on Business Source Complete.

Castronova, E. (December 2001) '[Virtual Worlds: A First-Hand Account of Market and Society on the Cyberian Frontier](#)', Working Paper, Indiana University Bloomington -Department of Telecommunications; CESifo Working Paper Series No. 618

Court, D. et al (2007) '[Confronting proliferation: A conversation with four senior marketers](#)', *McKinsey Quarterly*, Issue 3, p. 18-27.

Article available on Business Source Complete.

Dibb, S. (2000) '[Market segmentation](#)', ch. 16 in Blois, K.J. (ed.) *The Oxford textbook of marketing*, Oxford University Press.

Chapter available on Business Source Complete.

Kavak, B. and Gumusluoglu, L. (2007) '[Segmenting food markets](#)', *International Journal of Market Research*, 49 (1), pp. 71-94

Article available on Business Source Complete.

Levitt, T. (Sept-Oct 1975) 'Marketing myopia', *Harvard Business Review*, 53 (5), pp. 26-44 and 173-181. Article available on Business Source Complete via the [Sainsbury Library web page](#). For help with searching click [here](#)

Hennig-Thurau, F., Gwinner, K. P., Walsh, G., Gremler, D. D., (2004), '[Electronic word-of-mouth via consumer-opinion platforms: what motivates consumers to articulate themselves on the Internet?](#)', *Journal of Interactive Marketing*, 18 (1), pp. 38-52.

Article available on Business Source Complete.

Mathwick, C. and Rigdon, E., (Sept 2004) '[Play, flow, and the online search experience](#)', *Journal of Consumer Research*, 31 (2), pp. 324-332.

Article available on Business Source Complete.

Rangaswamy, A. and van Bruggen, G.H. (Spring 2005) '[Opportunities and challenges in multi-channel marketing: an introduction to the special issue](#)', *Journal of Interactive Marketing*, 19 (2), pp. 5-11.

Article available on Business Source Complete.

Rapaport, S. D. (Jun 2007) '[Lessons from online practice: new advertising models](#)', *Journal of Advertising Research*, 47 (2), pp. 135-141

Article available on Business Source Complete.

42. McWatters, Cheryl S.

Telfer School of Management, University of Ottawa; Ottawa, Ontario, CANADA

The Global Context of Business: Merchants, Traders, Capitalists and Profit Seekers

MBA6296A

Winter 2013 – Block 3

Professor	Dr. C.S. McWatters
Office	DMS 7103
Telephone	613-562-5800 extension 4702
E-Mail	McWatters@telfer.uOttawa.ca
Office Hours	Tuesday – 14h00-15h30 or by appointment
Class Location	DMS 4165
Class Hours	Tuesday: 16h00-19h00

Course Deliverable	Due Date	Weight on Final Grade
Case Commentaries	Four of Session 2, 3, 4, 5 and 6	60%
Class Contribution		25%
In-Class Presentation	Session 6 or as scheduled	15%

Course Description

The economic and commercial patterns of our present context did not come about by chance. Global players in the past faced challenges similar to those of their present-day counterparts: raising money, cultivating partners, establishing supply chains, making investments, generating profits. Understanding their decisions, how and why they were made is a key component of the management tool-kit.

The focus of this course will be studies of the entrepreneurs and firms involved in global enterprise and the choices made by individuals and firms to pursue one path over another. The course will also examine the significant role played by the state. Through the analysis and discussion of readings and case studies, you will gain insights into the dynamic intertwining of economic markets, social relations, technology and world events which have contributed to the business models upon which present-day enterprise depends.

*The Telfer MBA distinguishes itself by training students to **Lead High Performance Organizations**. One of the key drivers of high performance in any organization is the extent to which its employees understand the environmental context in which organisations operate. By developing an appreciation for the relevance of history in confronting present-day circumstances, you will be prepared more effectively*

to deal with the changing organisational environment. Historical understanding also contributes to your ability to make strategic and operational judgements based on the analysis, synthesis and evaluation of evidence.

Links to the Telfer MBA Learning Goals

This course links to the Telfer MBA Learning Goal One ‘*Understanding Management Foundations and the Global Business Environment*’. In particular, you will develop an understanding of the emergence of global enterprise and the historical factors that have shaped our current context. Thus this course also links to Telfer MBA Learning Goal Three ‘*Developing a Strategic Perspective*’ by providing you with tools to assess and synthesise evidence, strengthening thereby your capabilities to make informed judgements about strategic choices and their consequences.

Course Learning Objectives

The course has the following specific learning objectives:

- To develop skills in the analysis, assessment and evaluation of historical evidence, including the meaning of historical knowledge;
- To identify and understand the economic, political, social and technological factors that have contributed to the development of global business and trade;
- To sharpen critical thinking and analysis skills, along with the ability to synthesise and communicate ideas and issues through coherent and cogent arguments; and
- To understand that no matter the time period, individuals made decisions and took actions best understood by evaluating the nuances of their conduct in terms of their particular institutional context.

The most important requirements for this course are reading and preparing the assigned materials, thoughtful reflection, and active participation in the classroom.

Class Format and Evaluation of Student Performance

The course will be a blend of mini-lectures, discussion and short presentations but based on the view that it is a seminar to share our ideas and not a series of lectures. You will be expected to read and prepare the readings in advance of each class. You should also be prepared to lead and contribute positively to the class. This course depends on you to be successful as your input will provide the basis for our discussions and analyses.

Doc-Depot will be used to notify you of important information, discussion questions and supplementary readings. Do ensure that you consult this resource to keep up to date on class sessions. I frequently use e-mail to provide additional resources or updates.

Evaluation of Performance

The evaluation of your performance is based on three components. In light of the compressed class format, there is no final examination or research essay included in this course.

Course Deliverable	Due Date	Weight on Final Grade
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Case Commentaries	Four of Session 2, 3, 4, 5 and 6	60%
Class Contribution		25%
In-Class Presentation	Session 6 or as scheduled	15%

Required Readings

Required readings consist of a series of scholarly articles. The classes will refer to these articles with the aim to analyse and discuss them in the context of the general development of merchant capitalism and trade. There is no required textbook. The readings list is provided on Doc-Depot with the links to download these articles. Please note that to do so, you must access the uOttawa library system using your University login and password. These links are only functional once signed into the library. Other readings may be added during the term as recommended additions by both the instructor and the class.

Course Schedule (subject to minor revision as the course progresses)

Class Session	Date	Topic
1	January 08	Introduction to Business and Economic History
2	January 15	Renaissance Banking
3	January 22	Early Chartered Companies
4	January 29	The Hudson's Bay Company
5	February 05	Mining and Financing
6	February 12	Mass Production, Marketing and Consumption

Case Commentaries

Class commentaries must be completed for 4 of 5 topics (as noted) based on the required reading to be discussed at the class session. Additional readings for each topic are suggested and are useful to round out your commentaries and/or to prepare your in-class presentation.

The commentary is a short summary of the readings, summarising the key points, issues examined, implications and conclusions. This commentary should incorporate your point of view with respect to the topic, possible implications for our current context, linkages to current issues of concern. Commentaries will be graded for the ability to synthesise, writing style, and the application of the reading to current global issues and/or to other course topics. These commentaries should not exceed 500 words thus organisation and clarity are key. The commentaries must be submitted at the class session. No late submissions will be accepted. If you chose to do all 5 commentaries, the 4 'best' will be considered. The commentaries represent **60** per cent of your overall grade (4 @ 15%). A rubric for these commentaries will be posted on Doc-Depot.

Class Contribution

Your course contribution is essential, both to your learning and to that of your peers. Most communications in business are oral. Effective contribution is reflected in focused comments, analyses that illustrate your command of the readings, and application of knowledge from other classes and/or prior experience. Thus, you may be called to comment, critique, or lead discussion of the reading materials as an individual or as a group. Class discussions also give you an opportunity to demonstrate your skills and your ability to think on your feet. Your contribution will be evaluated in terms of quality and not simply quantity, representing **25** per cent of your overall grade. While regular participation in class discussion is a factor, the content, timing and quality of your remarks are most critical.

Your contribution grade will be based on two components:

1. my evaluation of your overall contribution to the course; and
2. your personal evaluation of your individual contribution.

The details regarding the format of this personal reflection document and my assessment measures will be posted.

In-Class Presentation

The last session will include an in-class presentation by each student. I also have allowed, students to do the presentation in duos (not the commentaries) if the rationale and outline discussed with me in advance. If you prefer to make this presentation at an earlier session, it can be done as long as we have arranged this plan in advance. Also you may combine your in-class presentation, if you wish, with a commentary on the same topic. These oral presentations are to be based on your preparation of an in-depth review of a book or series of research papers covered in this course. The objective is to offer each student an opportunity to present his or her own critical analysis of a topic or theme. You are not expected to speak for more than 10 minutes and you will be graded on your organisation, coherence, ability to synthesise and convey your points briefly and effectively. Along with the in-class presentation, you are expected to submit at this session a short (at least two-page) summary of your research and a copy of any materials that you distribute (for example, PowerPoint slides if you use them). Submission of these supplementary materials will ensure that your grade reflects the oral presentation, your research efforts and background preparation. This in-class presentation represents **15** per cent of your overall grade. If you prefer to

submit a review essay instead of doing an in-class presentation, please see me and we can discuss completion of a written assignment. A rubric for the in-class presentation will be posted on Doc-Depot.

Reading List – MBA 6296A Winter 2013 Block 3

Class Session	Date	Topic
1	January 08	Introduction to Business and Economic History
2	January 15	Renaissance Banking
3	January 22	Early Chartered Companies
4	January 29	The Hudson's Bay Company
5	February 05	Mining and Financing
6	February 12	Mass Production, Marketing and Consumption

Background Reading/Reference Books:

Bernstein, W.J. [*A Splendid Exchange: How Trade Shaped The World*](#). New York: Grove Press, 2008.

Pomeranz, K. and S. Topik. [*The World That Trade Created: Society, Culture, and the World Economy, 1400- the Present*](#). New York: M.E. Sharpe, Inc., 1999.

[*The Oxford Handbook of Business History*](#), Edited by Geoffrey Jones and Jonathan Zeitlin, Oxford: Oxford University Press, 2008.

Session 1 Introduction to Global History

Required Reading:

Gervais, P. (2008). [*Neither imperial, nor Atlantic: A merchant perspective on international trade in the eighteenth century*](#). *History of European Ideas*, 34(4): 465-473.

Wallerstein. I. (1974). [*The Rise and Future Demise of the World-Capitalist System: Concepts for Comparative Analysis*](#). *Comparative Studies in Society and History*, 16(4): 387-415.

Some find the Wallerstein piece 'a tough slog' so if you do, skim it and try to catch the highlights. Alternatively, some students have used this reading to frame all of their written commentaries and other contributions during the course.

Background Reading/References:

Granovetter, Mark. (1985). [*Economic action and social structure: The problem of embeddedness*](#). *American Journal of Sociology*, 91: 481-510.

Tracy, J.D. [*The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World, 1350-1750*](#). New York: Cambridge University Press, 1990.

Session 2 Renaissance Banking

Required Reading:

De Roover, Raymond. (1958). [*The Story of the Alberti Company of Florence, 1302-1348, as Revealed in its Account Books*](#). *Business History Review*, 32: 14-59.

Goldthwaite, Richard A. (1987). [The Medici bank and the world of Florentine Capitalism](#). *Past and Present*, 114: 3-31.

Background Reading/References:

Goldthwaite, Richard A. (2009). [The Economy of Renaissance Florence](#). Baltimore: John Hopkins University Press.

Granovetter, Mark. (1985). [Economic action and social structure: The problem of embeddedness](#). *American Journal of Sociology*, 91: 481-510.

Greif, Avner. (1994). [On the Political Foundations of the Late Medieval Commercial Revolution: Genoa during the Twelfth and Thirteenth Centuries](#). *Journal of Economic History*, 54:271-287.

Padgett, John F. and Christopher K. Ansell. (1993). [Robust action and the rise of the Medici, 1400-1434](#). *American Journal of Sociology*, 98: 1259-1319.

Session 3 Early Chartered Companies

Required Reading:

Carlos, A.M. and S. Nicholas. (1990). [Agency Problems in Early Chartered Companies: The Case of the Hudson's Bay Company](#). *Journal of Economic History*, 50: 853-875.

Jones, S.R.H. and S. Ville. (1996a). [Efficient Transactors or Rent-Seeking Monopolists? The Rationale for Early Chartered Companies](#). *Journal of Economic History*, 56: 898-915.

Jones, S.R.H. and S. Ville. (1996b). [Theory and Evidence: Understanding Chartered Trading Companies](#). *Journal of Economic History*, 56: 925-927.

Background Reading/References:

Bowen, H.V. [The Business of Empire: The East India Company and Imperial Britain, 1756-1833](#). New York: Cambridge University Press, 2006.

Carlos, A.M. and F. Lewis. [Commerce by a Frozen Sea: Native Americans and the European Fur Trade](#). Philadelphia: University of Pennsylvania Press, 2010.

Gaastra, F. S. [The Dutch East India Company: Expansion and Decline](#). Zutphen: Walburg Pers, 2003.

Session 4 'America' and The Hudson's Bay Company – in focus

Required Reading:

Carlos, A.M. and F. Lewis (1993). [Indians, the Beaver, and the Bay: The Economics of Depletion in the Lands of the Hudson's Bay Company, 1700-1763](#). *Journal of Economic History*, 53: 465-494.

OR

Carlos, A. M., and F.D. Lewis (2001). [Trade, consumption, and the native economy: Lessons from York Factory, Hudson Bay](#). *Journal of Economic History*, 61(4): 1037-1064.

Cohen, P. (2008). [Was there an Amerindian Atlantic? Reflections on the limits of a historiographical concept](#). *History of European Ideas*, (34)(4): 388-410.

Background Readings/References:

Carlos, A.M. and F. Lewis. "Optimal Beaver Harvests: The Hudson's Bay Company and the English Market, 1700-1770." In *Wildlife in the Marketplace*, T.L. Anderson and P.J. Hill, (eds.), 61-87. Lanham, MD.: Rowan and Littlefield, 1994.

Raffan, J. [*Emperor of the North: Sir George Simpson and the remarkable story of the Hudson's Bay Company*](#). Toronto: Harper Collins, 2007.

Lytwyn, V.P. [*Muskegowuck athinuwick: original people of the great swampy land*](#). Winnipeg, Man: University of Manitoba Press, 2002.

Francis, D. and T.E. Morantz. [*Partners in furs: a history of the fur trade in eastern James Bay, 1600-1870*](#). Kingston: McGill-Queen's Press, 1983.

George, P.J. and R.J. Preston. (1987). 'Going in between': The Impact of European Technology on the Work Patterns of West Main Cree of Northern Ontario. [*Journal of Economic History*](#) (48)(2): 447-460.

Innis, H.A. [*The fur trade in Canada: an introduction to Canadian economic history*](#). Toronto: University of Toronto Press, 1999.

Lahey, D.T. [*George Simpson: blaze of glory*](#). Toronto: Dundurn Press, 2011.

The Northwest Journal. This site has much details on the history of this period with digital versions of the journal articles. <http://www.northwestjournal.ca/>

Ray, A.J. [*Indians in the Fur Trade: Their Role as Hunters, Trappers and Middlemen in the Lands Southwest of Hudson Bay, 1660-1870*](#). Toronto: University of Toronto Press, 1974.

Ray, A.J. Periodic Shortages, Native Welfare, and the Hudson's Bay Company, 1670-1930. In S. Krech III, ed., [*The Subarctic Fur Trade: Native Economic and Social Adaptations*](#). Vancouver: University of British Columbia Press, 1984.

Ray, A.J. [*The Canadian Fur Trade in the Industrial Age*](#). Toronto: University of Toronto Press, 1990.

Ray, A.J. and D. Freeman. [*"Give Us Good Measure": An Economic Analysis of Relations Between the Indians and the Hudson's Bay Company Before 1763*](#). Toronto: University of Toronto Press, 1978.

Rich, E.E. [*Hudson's Bay Company, 1670-1870*](#). (3 vols.) Toronto: McClelland and Stewart, 1960.

Sleeper-Smith, S. [*Indian women and French men: rethinking cultural encounter in the western Great Lakes*](#). Amherst: University of Massachusetts Press, 2001.

Tough, F. "Indian Economic Behaviour, Exchange and Profits in Northern Manitoba During the Decline of Monopoly, 1870-1930. [*Journal of Historical Geography*](#) 16(4) (1990): 385-401.

Van Kirk, S. [*"Many tender ties": women in fur-trade society in western Canada, 1670-1870*](#). Winnipeg: Watson & Dwyer Publishers, 1980.

Two on-line sources from the Northwest Journal.

<http://www.northwestjournal.ca/XIII2.htm> Women of the Fur Trade 1774-1821

<http://www.northwestjournal.ca/VII6.htm> Female Voyageurs

Session 5 Mining and Financing

Required:

Turrell, R.V. and J.-J. Van Helten (1986). [The Rothschilds, the Exploration Company and Mining Finance](#). *Business History*, 28(2): 181-205.

López-Morell, M.A. and O’Kean, J.M. (2008). [A stable network as a source of entrepreneurial opportunities: The Rothschilds in Spain, 1835-1931](#). *Business History*, 50(2): 163-184.

Background Reading/References:

Davenport-Hines, R. P. T. and J.-J. Van Helten (1986). Edgar Vincent, Viscount d’Abernon, and the Eastern Investment Company in London, Constantinople and Johannesburg. *Business History*, 28(1): 35-61.

Galbraith, J.S. [Crown and Charter: The Early Years of the British South Africa Company](#). Berkeley: University of California Press, 1974.

Jones, S. (1994). [Origins, Growth and Concentration of Bank Capital in South Africa, 1860-92](#). *Business History*, 36(3): 62-80.

Shaw, C. (2005). [Rothschilds and Brazil: An Introduction to Sources in the Rothschilds Archive](#). *Latin American Research Review*, 40(1): 165-185.

Session 6 Mass Production, Marketing and Consumption

Required Reading:

Duguid, P. (2003). [Developing the brand: The case of alcohol, 1800-1880](#). *Enterprise & Society*, 4(3): 405-441.

Koese, Y. (2008). [Nestlé in the Ottoman Empire: Global marketing with local flavor 1870-1927](#). *Enterprise & Society*, 9(4): 724-761.

Background Reading/References:

Bair, J. (2006). [Global Capitalism and Commodity Chains: Looking Back, Going Forward](#). *Competition and Change*, (9)(2): 129-156.

Beckert, S. (2004). [Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War](#). *American Historical Review*, 2004: 1405-1438.

Duguid, P. (2005). [Networks and knowledge: The beginning and end of the port commodity chain, 1703-1860](#). *Business History Review*, 79(3), 493-526.

Porter, G. and H. Livesay. [Studies in the Changing Structure of Nineteenth-Century Marketing](#). Chicago: Ivan R. Dee, 1971.

Helpful Resource Materials:

University of Ottawa Library – History Research Guide: <http://uottawa.ca.libguides.com/History-en>

<http://uottawa.ca.libguides.com/History-fr>

Given the wealth of information accessible via this portal, I have not duplicated what is offered there.

EH.net (<https://eh.net/>): On-line resource provided by the Economic History Association. A good starting point for many topics with lots of short recaps of key books, topics, etc.

Some helpful web sites for writing in history:

<http://www.history.utoronto.ca/undergraduate/essays.html>

http://www.dartmouth.edu/~writing/materials/student/soc_sciences/history.shtml

http://www.history.uottawa.ca/pdf/history_essay_guide.pdf

<http://www.uofaweb.ualberta.ca/historyandclassics/essaywritingguide.cfm#e>

43. Miller, Rory

University of Liverpool; Liverpool, England, UNITED KINGDOM

**MKIB160: The Development of International Business
(2009-2010)**

MANAGEMENT SCHOOL

MODULE HANDBOOK

MKIB160

The Development of International Business

Semester 1

2009/2010

UNIVERSITY OF LIVERPOOL MANAGEMENT SCHOOL

MKIB160 : The Development of International Business

2009-10

MODULE INFORMATION

Credit value: 15 credits

Semester: 1

MODULE OBJECTIVES

This module aims to introduce students to two key areas in the development of international business: (a) the economic and business development of the major industrialised nations in the twentieth century, especially since 1945, and the reasons why their economic and business performance has differed; (b) the evolution and role of multinational firms in the international economy over the last hundred years.

LEARNING OUTCOMES

By the end of the module students will be able to:

- Explain the main trends in the development of the economies of the major industrialised countries in the twentieth century, and the key differences among them in terms of economic and business structures
- Analyse the reasons for the growth and development of multinational enterprise
- Assess the principal explanations that have been suggested for differential economic and business performance
- Explain recent developments in global business competitiveness and structures

Students will also have enhanced their report-writing skills, their capacity to discuss work orally, and their capacity for independent reading and research.

TEACHING AND LEARNING STRATEGIES

Lectures will be used to introduce key themes and develop an overview of the subject. They are intended to provide a framework for your own reading and research; they are not meant to be a replacement for it or to provide full answers to exam questions. An outline structure of each lecture will be posted on VITAL the day before. However, students who do not attend the lecture will need to fill this in with notes borrowed from one of their friends on the module; the notes posted on VITAL are deliberately not full ones, in order to promote active note-taking in lectures.

Tutorials are intended to reinforce students' understanding of key readings and themes, and raise issues for further discussion. Students are expected to undertake sufficient preparation before classes to

participate fully in them. Attendance at tutorials is compulsory, and a register will be kept. If you cannot attend a tutorial for good reason, you need to send an email to the module tutor explaining your absence in advance of the tutorial. Students who do not sign up for tutorials or do not attend them will receive warning letters about their attendance which will be placed on their file.

In addition to attendance at lectures and tutorials, students have about 120 hours of independent study time on this module. Part of this will be devoted to the research and writing of the report that forms part of the assessment. The remaining independent study time should be used for preparation for the seminars and for additional reading. Students should expect not just to acquire information from the Internet but also to spend a fair amount of their time reading academic journal articles and articles from the serious business press. Evidence of reading of this kind will be rewarded when the exam and coursework are marked. Including classes, you should aim to work an average of 8-10 hours a week on this module: the more you put in, the better your knowledge and understanding, and hence your final mark.

Information about the module will be posted in the relevant section of the VITAL system. Students should make sure that they use this regularly.

ASSESSMENT

There are two elements to the assessment for this module:

- a. One 2500-word report. You can do this individually or in a pair. If you work as a pair you will each receive the same mark. A printout should be submitted to the Student Support Office by 4 p.m. on **Monday 23rd November** (the beginning of Week 9). An identical electronic copy of the report should be submitted via the Turnitin facility on VITAL by the same deadline. If you work as a pair you should only submit the work once via Turnitin; put a note on the cover sheet stating under which one of you submitted the Turnitin version.

The word limit is strict. It does not, however, include the title page, the executive summary, and the list of references (bibliography). Do not lie about the number of words in the assignment when you state it on the cover sheet; remember that we can easily check it on the electronic version.

This report will count for 30% of the final mark for the module, and the standard university penalties for late submission will be applied. These reports will be returned to students immediately after the Christmas vacation.

The brief for the report is as follows:

You should use Michael Porter's 'Diamond' Model of International Competitiveness to analyse the business structures and competitiveness of one of the following countries:

*Brazil
Mexico
Canada
South Africa
Poland
Spain
Italy
Indonesia
Malaysia
Australia*

If you are a student who is not normally resident in the United Kingdom or China, you may also write this report on your own country with the permission of the module tutor (the reason for the exclusion of these two countries is to avoid possible overlap with the exam paper)

*You are advised to follow Michael Porter's procedure in dealing with individual countries in his book, *The Competitive Advantage of Nations*, namely to identify the key business sectors which have given rise to internationally competitive industries and companies in the country concerned, and explain their growth in terms of the four points of Porter's Diamond, not forgetting also to consider the roles played by government and by chance.*

While you may use the Internet for your research, you should only use credible and reliable sources. These might include government publications; reports of international organisations and inter-governmental bodies like the IMF, World Bank, WTO, and OECD; think-tanks such as the World

Economic Forum or international and national research institutes; NGOs such as Transparency International; the serious and specialist business press; and academic articles. You are not permitted to use Wikipedia.

Please note that any report that contains evidence of plagiarism may well be given a mark of 0, and a formal warning will be issued. If you are uncertain about what plagiarism means, consult the ULMS Undergraduate Handbook, and if you are still uncertain talk to one of the staff teaching the module or your personal tutor.

- b. 70% of the mark will come from a 2-hour examination in which students will have to answer 2 questions from a choice of 6. These questions will be based on the topics taught in lectures and tutorials. The first question will ask for a critical review of one of the articles that was set as compulsory reading in tutorials. The remaining questions will be essay style questions. Note that because the assignment instructs you to use the Porter Diamond framework, there will be no question on Michael Porter in the examination.

LECTURE PROGRAMME

Date		Subject	Suggested Background Reading (see 'Additional Reading List below, appropriate section for full details)
2nd October	A	Introduction to the Module: how it works	
	B	The Growth of International Business: some key issues	
9th October		The Global Economy in the Last Two Centuries	McCraw 1995, chs 3, 5, 9, 12
16th October	A	Explanations of Country Performance: Chandler, Porter and Varieties of Capitalism	Porter 1990; Chandler 1990
	B	Researching and Writing the Report	
23rd October	A	British Business Structures, Growth and Decline	Porter 1998, ch. 9; McCraw 1995, ch 3; Supple 1994
	B	The United States: the Peculiarities of American Capitalism	Porter 1998 chs. 7 and 9; McCraw 1995, ch 9; Chandler 1994.
30th October	A	Business Structure, Growth and Stagnation in Germany	Chandler et al. 1997, ch 5 [by Wengenroth]; McCraw 1995, ch. 5; Vogel 2001
	B	Business Structure, Growth, and Stagnation in Japan	Porter 1998, ch. 8; McCraw 1995, ch. 11; Vogel 2001
6th November	A	The Development of Traditional Multinational Corporations: oil companies	Chandler & Mazlish 2004, chs. 2-3; Jones 2004, chs. 3-4
	B	Manufacturing Multinational Companies: exploiting technology and brand advantage	See above
13th November		No lecture: Drop-In Session for Advice on Assignment	
20th November	A	The Development of a Globalised World since 1980	Dicken 1998; Stiglitz 2003.

	B	Commodity Chains and the Organisation of Production in the Modern World	Talbot 2002; Gereffi 2005.
23rd November		ASSIGNMENT SUBMISSION DATE	
27th November	A	International Finance in the Modern World	Das 2006
	B	The Growth of Multinational Firms in Telecomms, IT and Services	Chandler 2001
27th November	A	The Rise of South Korea	Chandler 1997, ch. 10 [by Amsden]; Porter 1998 ch. 8; Cherry 2005
	B	The Rise of Chinese Business	Rugman & Brewer, ch. 24; Nolan 2002; Siebert 2007
11th December	A	Business Structures and the State in India	Kohli 2007
	B	The BRICS Concept	
18th December	A	Brazilian Business	
	B	Recap: Varieties of Capitalism and National Competitiveness	
15th January		Revision Session	

TUTORIAL PROGRAMME

A variety of different approaches to discussion will be used in the tutorials. All students are expected to undertake research for them and to be prepared to participate in discussion. Starting points for reading can be found below.

The first meetings of the tutorial groups will take place in Week 3 of the semester; these will be introductory meetings so that the group leader can explain how tutorials will operate. Further meetings will take place in Weeks 4, 5, 6, and 7. There will then be a break to allow for the writing of the report so the final meeting of the groups will be in Week 11.

All groups will follow the same programme, as follows:

Seminar 1 Week 3 or 4	Chandler's analysis of Britain, the US and Germany All students should read and be prepared to comment on the article by Chandler posted on VITAL. You should then extend your reading by looking at more of Chandler's work (e.g. his article in <i>Business History Review</i> 1994 and critiques of his work (see the reading list below).
Seminar 2 Week 5 or 6	Porter's Diamond and the Analysis of National Competitiveness All students should read and be prepared to comment on the article by Porter posted on VITAL. In addition you should try to ascertain what use has been made of Porter's Diamond framework by academics and policy makers.
Seminar 3 Week 8 or 9	Commodity Chains and Global Value Chains All students should read and be prepared to comment on the articles posted on VITAL. In addition you should try and read other literature on Global Value Chains.
Seminar 4 Week 10 or 11	Explaining the Growth of Business in China and India, and the Differences between them All students should read the article comparing India and China which will be posted on VITAL. In addition read one of the articles on India and one on China from the reading list, and consider the contrasts and comparisons between the two cases.
Seminar 5 Week 12 or 13	The State and Business in a Globalised World Read the articles by Dore and Bhagwati which will be posted on VITAL. However, you should also update your knowledge of the 2007/08 US/UK financial crisis and consider how this might change views about the relationship between the state, business and finance in a globalised world.

CORE READING

There is no core textbook for this module, as the intention is to encourage you to read a range of academic literature and other sources and thus get you accustomed to a different style of learning from the textbook-based approach that tends to be used in schools and FE colleges.

THERE IS NO NEED TO BUY ANY TEXTBOOK FOR THIS MODULE!

Lectures will give you the background on individual subjects, but you will not get a good mark simply by relying on them (see the assessment criteria in the Undergraduate Handbook). It is up to you to select the subjects that you wish to study in greater depth and plan your reading accordingly.

The module is built around the subjects covered in the following books. They cover different aspects of the topic and adopt different approaches. None of them is technical and all should be readily comprehensible. Reading just one of them and taking detailed notes will provide you with sufficient information to pass the examination comfortably. Additional reading, however, will improve your mark considerably and provide you with a much firmer foundation for the later modules in International Business.

Alfred D. Chandler et al. (eds.), (1997), *Big Business and the Wealth of Nations* (Cambridge: Cambridge UP) Separate chapters on the development of individual countries.

Alfred D. Chandler & B. Mazlish (eds.) (2005), *Leviathans: multinational corporations and the new global history* (Cambridge: Cambridge UP) A collection of essays of varying quality. The historical chapters provide a good overview of the way in which multinational corporations developed and the later ones address current issues in the role they play in the global economy.

John Dunning (ed.) (1997), *Governments, Globalization and International Business* (Oxford: Oxford UP). A collection of essays, mainly by economists, but with some good chapters on individual countries. Concentrates on the role of government in creating the conditions in which business can compete (or not). [Note that you can find chapters of this book on-line at Google Books: <http://books.google.com>]

Geoffrey Jones (2004), *Multinationals and Global Capitalism from the Nineteenth to the Twenty-First Century* (Oxford: Oxford UP). An excellent survey of the long-term growth of multinational companies and their impact.

Thomas K. McCraw (ed.) (1995), *Creating Modern Capitalism: How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions* (Harvard: Harvard UP). Contains chapters on Britain, the United States, and Japan, plus case studies of individual entrepreneurs and companies from each.

Michael Porter (1998), *The Competitive Advantage of Nations* (London: Palgrave). Large and enormously influential, originally published in 1990. Chapters 2-4 set out Porter's ideas. Pick and choose the chapters you wish to read on individual countries.

NB: If you read a couple of country case studies in Chandler 1997, McCraw 1995, and Porter 1998, you will have plenty of material to tackle questions on individual countries, and also to answer questions on Chandler and Porter's approaches to studying international business.

You may also find the following useful supplements to your reading, although they take a different approach from that of this module:

Youssef Cassis (1997), *Big Business: the European experience in the twentieth century* (Oxford: Oxford UP)

Alan M. Rugman & Thomas L. Brewer (eds.) (2001), *The Oxford Handbook of International Business* (Oxford: Oxford UP). [The chapters in Rugman & Brewer will be relevant to several modules in the BA in International Business degree, and for this reason you may well think that it is worth buying this book if you are doing this degree.]

Richard Whittington & Michael Mayer (2000), *The European Corporation: strategy, structure and social science* (Oxford: Oxford UP)

You should also get into the habit of reading *The Economist* and/or *Business Week* and/or *The Financial Times* on a regular basis in order to keep up to date on the international business environment and on individual firms. All of these offer concessionary subscriptions to students, and the subscriptions also give you access to the electronic archives of the publications. See their websites at www.economist.com , www.businessweek.com , and www.ft.com

ADDITIONAL READING

1. Global Economic History

Crafts, Nicholas and Toniolo, Gianni (eds.) (1996), *Economic Growth in Europe since 1945* (Cambridge: CUP)

Dore, Ronald et al. (1999), 'Varieties of Capitalism in the Twentieth Century', *Oxford Review of Economic Policy* 15:4, 102-120: a very good straightforward survey of how institutions developed and differed in the four largest economies during the century

Foreman-Peck, James (1995), *A History of the World Economy: international economic relations since 1850* (Hemel Hempstead: Harvester Wheatsheaf)

Kenwood, A.G. & Lougheed, A.L. (1992), *The Growth of the International Economy, 1820-1990: an introductory text* (London: Routledge).

McCraw, Thomas K. (ed.) (1995), *Creating Modern Capitalism: How Entrepreneurs, Companies and Countries Triumphed in Three Industrial Revolutions* (Harvard: Harvard UP).

2. The Gurus of Harvard Business School: Chandler and Porter

a. Chandler

Chandler, Alfred D. (1990), 'The Enduring Logic of Industrial Success', *Harvard Business Review* 68:2, 130-140 [reading for Tutorial #1]. This provides a succinct statement of Chandler's main arguments.

Chandler, Alfred D. (1992), 'Managerial Enterprise and Competitive Capabilities', *Business History* 34:1, 11-41. This is an expanded version of the 1990 article with more empirical material.

Chandler, Alfred D. (1992), 'Organizational Perspectives and the Economic History of the Industrial Enterprise', *Journal of Economic Perspectives* 6:3, 79-100. Chandler's attempt to put his empirical work into the context of economic theory.

Hannah, Leslie (2007), 'The Divorce of Ownership from Control from 1900 Onwards: Re-calibrating imagined global trends', *Business History*, 49:4, 403-438. A study of stock markets which produces results at variance with those of Chandler regarding the nature of British capitalism compared with the United States.

Klein, Maury (2001), 'Coming Full Circle: the study of big business since 1950', *Enterprise and Society* 2:3, 425-460. Puts Chandler's studies of US business into context.

Lamoreaux, Naomi, Raff, Daniel, & Temin, Peter (2004), 'Beyond Markets and Hierarchies: towards a new synthesis of American business history', *American Historical Review* 108:2, pp. 404-403. Critical of Chandler's influence in the study of US business.

Supple, Barry (1991), 'Scale and Scope: Alfred Chandler and the dynamics of industrial capitalism', *Economic History Review* 44:3, 500-514. A critical review of Chandler's comparative work from the perspective of a British business historian.

Business History Review 72:2 (Summer 2008) has a series of articles on Chandler's influence on international business history. Unfortunately this is not available on-line, but will need to be consulted in the library.

b. Porter

Dunning, John H. (1992), 'The Competitive Advantages of Countries and the Activities of Transnational Corporations', *Transnational Corporations* 1:1 [available from http://www.unctad.org/en/docs/iteiitv1n1a8_en.pdf]. This is a review of Porter's work by one of the leading scholars of international business.

Grant, Robert M. (1991), 'Porter's "Competitive Advantage of Nations": An Assessment', *Strategic Management Journal* 12, 535-548

Porter, Michael E. (1990) 'The Competitive Advantage of Nations', *Harvard Business Review* 68:2, 73-93 [on VITAL: reading for Tutorial #2]. This provides a succinct statement of Porter's main arguments.

Snowdon, Brian and Stonehouse, George (2006). 'Competitiveness in a Globalised World: Michael Porter on the microeconomic foundations of the competitiveness of nations, regions, and firms', *Journal of International Business Studies* 37:2, 163-175. Reprint of a recent interview with Michael Porter; informative on the way his views have developed.

3. Varieties of Capitalism

Campbell, John L. et al. (2007), 'The Varieties of Capitalism and Hybrid Success: Denmark in the Global Economy', *Comparative Political Studies* 40:3, 307-332

Dore, Ronald et al. (1999), 'Varieties of Capitalism in the Twentieth Century', *Oxford Review of Economic Policy* 15:4, 102-120: a very good straightforward survey of how institutions developed and differed in the four largest economies during the century

Hall, Peter A. & Soskice, David (eds.) (2001), *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage* (Oxford: Oxford UP), ch. 1

Jackson, Gregory & Deeg, Richard (2008), 'Comparing Capitalisms: understanding institutional diversity and its implications for international business', *Journal of International Business Studies* 39:4, 540-561. Quite a difficult paper but links MNCs' strategy with the national institutional differences.

Jackson, Gregory & Deeg, Richard (2008), 'From Comparing Capitalisms to the Politics of Institutional Change', *Review of International Political Economy* 15:4, 680-709. An excellent essay, but don't worry about not understanding details.

Pauly, Lewis W. & Reich, Simon (1997), 'National Structures and Multinational Corporate Behavior: enduring differences in the age of globalization', *International Organization* 51:1, 1-30.

Schmidt, Vivien A. (2003), 'French Capitalism Transformed, but Still a Third Variety of Capitalism', *Economy and Society* 32:4, 526-554

Tylecote, Andrew & Vertova, Giovanna (2007), 'Technology and Institutions in Changing Specialization: chemicals and motor vehicles in the United States, United Kingdom and Germany', *Industrial and Corporate Change* 16:5, 875-912

Whitley, Ray (1998), 'Internationalization and Varieties of Capitalism: The Limited Effects of Cross-National Coordination of Economic Activities on the Nature of Business Systems', *Review of International Political Economy* 5:3, 445-481

4. **The British Economy and British Business**

Alford, B.W.E. (1996), *Britain in the World Economy since 1880* (London: Longman)

Botticelli, Peter (1995), 'British Capitalism and Three Industrial Revolutions', in McCraw (ed.), *Creating Modern Capitalism*, pp., 49-93.

Chandler, Alfred D. (1990), *Scale and Scope: the dynamics of industrial capitalism* (Harvard: Harvard UP), Part III.

Chandler et al., *Big Business and the Wealth of Nations*, chapter 4

Dintenfass, R (1992). *The Decline of Industrial Britain, 1870-1980* (London: Routledge).

Matthews, Derek (2007), 'The Performance of British Manufacturing in the Post-war Long Boom', *Business History* 49:6, 763-779

Porter, *Competitive Advantage of Nations*, chapter 9

Supple, Barry (1994), 'Fear of Failing: economic history and the decline of Britain', *Economic History Review* 47:3, 441-458

Wilson, John F. (1995), *British Business History, 1720-1994* (Manchester: Manchester University Press). Chaps 4-6 deal with the most recent period.

5. **The US Economy and US Business**

Chandler, Alfred D. (1990), *Scale and Scope: the dynamics of industrial capitalism* (Harvard: Harvard UP), Part II.

Chandler et al., *Big Business and the Wealth of Nations*, chapter 3

Chandler, Alfred D. (1994), 'The Competitive Advantage of US Industrial Enterprises since the Second World War', *Business History Review* 68, 1-72. This article is crucial for seeing how Chandler changed his views about the dynamism of US business and the shortcomings of the US model of capitalism.

Lamoreaux, Naomi, Raff, Daniel, & Temin, Peter (2004), 'Beyond Markets and Hierarchies: towards a new synthesis of American business history', *American Historical Review* 108:2, pp. 404-434.

McCraw, Thomas K. (1995), 'American Capitalism', in McCraw (ed.), *Creating Modern Capitalism*, pp. 301-348
Pauly, Lewis W. & Reich, Simon (1997), 'National Structures and Multinational Corporate Behavior: enduring differences in the age of globalization', *International Organization* 51:1, 1-30.
Porter, *Competitive Advantage of Nations*, chapters 7 & 9

6. The German Economy and German Business

Carlin, Wendy (1996), 'West German Growth and Institutions', in Crafts, Nicholas and Toniolo, Gianni (eds.), *Economic Growth in Europe since 1945* (Cambridge: CUP), pp. 455-497.
Chandler, Alfred D. (1990), *Scale and Scope: the dynamics of industrial capitalism* (Harvard: Harvard UP), Part IV.
Chandler et al., *Big Business and the Wealth of Nations*, chapter 5
Fear, Jeffrey (1995), 'German Capitalism', in McCraw (ed.), *Creating Modern Capitalism*, pp. 133-182.
Lehrer, Mark (2005), 'Science-Driven vs. Market-Pioneering High Tech: comparative German technology sectors in the late nineteenth and late twentieth centuries' *Industrial and Corporate Change* 14:2, 251-278
Pauly, Lewis W. & Reich, Simon (1997), 'National structures and multinational corporate behavior: enduring differences in the age of globalization', *International Organization* 51:1, 1-30.
Vogel, Steven K. (2001), 'The Crisis of German and Japanese Capitalism: stalled on the road to the liberal market model', *Comparative Political Studies* 34:10, 1103-1133.

7. The Japanese Economy and Japanese Business

Abe, E., & Fitzgerald, R. (1995), 'Japanese Economic Success: timing, culture and organisational capability', *Business History* 37:2, 1-31
Bernstein, Jeffrey R. (1995), 'Japanese Capitalism', in McCraw (ed.), *Creating Modern Capitalism*, pp. 439-489.
Hoshi, T. & Kashyap, A.K. (2004), 'Japan's Financial Crisis and Economic Stagnation', *Journal of Economic Perspectives* 18:1, 3-26
Kwon, Hyeong Ki (2005), 'National Model under Globalization: The Japanese Model and its Internationalization', *Politics and Society* 33:2, 234-252
Lee, Yong Wook (2008), 'The Japanese Challenge to Neoliberalism: who and what is "normal" in the history of the world economy', *Review of International Political Economy* 18:4, 506-534
Morck, Randall & Nakamura, Masao (2007), 'Business Groups and the Big Push: Meiji Japan's Mass Privatization and Subsequent Growth', *Enterprise and Society*, 8:3, 543-601.
Pauly, Lewis W. & Reich, Simon (1997), 'National structures and multinational corporate behavior: enduring differences in the age of globalization', *International Organization* 51:1, 1-30.
Porter, *Competitive Advantage of Nations*, chapter 8
Rugman & Brewer, *Oxford Handbook of International Business*, chapter 22.
Vogel, Steven K. (2001), 'The Crisis of German and Japanese Capitalism: stalled on the road to the liberal market model', *Comparative Political Studies* 34:10, 1103-1133.

8. Korean Business

Amsden, Alice (1989), *Asia's Next Giant: South Korea and late industrialization* (Oxford: OUP)
Chandler et al., *Big Business and the Wealth of Nations*, chapters 10-11
Cherry, Judith (2005), "'Big Deal" or Big Disappointment? The continuing evolution of the South Korean developmental state', *Pacific Review* 18:3, 327-354. A useful summary of relations between the Korean state and the chaebol after the financial crisis of 1997-98.
Hundt, D. (2005). 'A Legitimate Paradox: Neo-Liberal Reform and the Return of the State in Korea', *Journal of Development Studies* 41:2, 242-260. Covers the same period as Cherry, but more on the role of the IMF and case studies of Daewoo and Samsung.
Porter, *Competitive Advantage of Nations*, chapter 8
Rugman & Brewer, *Oxford Handbook of International Business*, chapter 26.

9. Chinese Business

- Altenburg, T. et al. (2008), 'Breakthrough! China's and India's transition from production to innovation', *World Development* 36:2, 325-344
- Boisot, M. & Child, J. (1996), 'From Fiefs to Clans and Network Capitalism: explaining China's emerging economic order', *Administrative Science Quarterly* 41:4, 600-628
- Child, J. & Tse, D.K. (2001), 'China's Transition and its Implications for International Business', *Journal of International Business Studies* 32:1, 5-21
- Farrell, Diana et al. (2004), 'China and India: the race to growth', *McKinsey Quarterly*, special edition [on VITAL for Tutorial #4, and also at http://thinkglobal.com.au/docs/ChinaMembers/China_and_India_The_race_to_growth.pdf]
- Khanna, Tarun (2007), 'China + India: the power of one', *Harvard Business Review* 85:12, pp. 60-70
- Nolan, P. & Zhang, J. (2002), 'The Challenge of Globalization for Large Chinese Firms', *World Development* 30:12, 2089-2107
- Nolan, P. (2002), 'China and the Global Business Revolution', *Cambridge Journal of Economics* 26:1, 119-137
- Rugman & Brewer, *Oxford Handbook of International Business*, chapter 24.
- Saith, A. (2008), 'China and India: the institutional roots of differential performance', *Development and Change* 39:5, pp. 723-759
- Saxenian, A. (2005), 'From Brain Drain to Brain Circulation: transnational communities and regional upgrading in India and China', *Studies in Comparative International Development* 40:2, 35-61.
- Siebert, Horst (2007). 'China: coming to grips with the new global player', *World Economy* 30:6, 893-922. A survey of a Chinese growth since 1982 by an economist; well structured and readable nonetheless.

9. Business in India

- Bower, D.J. & Sulej, J.C. (2007), 'The Indian Challenge: the evolution of a new global strategy in the pharmaceutical industry', *Technology Analysis and Strategic Management* 19:5, 611-624.
- Budhwar, P.S. (2003), 'Employee Relations in India', *Employee Relations* 25:2, 132-148
- Das, N. (2007), 'The Emergence of Indian Multinationals in the New Global Order', *International Journal of Indian Culture and Business Management* 1:1, 136-150
- Farrell, Diana et al. (2004), 'China and India: the race to growth', *McKinsey Quarterly*, special edition [on VITAL for Tutorial #4, and also at http://thinkglobal.com.au/docs/ChinaMembers/China_and_India_The_race_to_growth.pdf]
- Khanna, Tarun (2007), 'China + India: the power of one', *Harvard Business Review* 85:12, pp. 60-70
- Kohli, Atul (2007), 'State, Business and Economic Growth in India', *Studies in Comparative International Development* 42:1-2, 87-114.
- Panagariya, A. (2007), 'Why India Lags Behind China and How It Can Bridge the Gap', *World Economy* 30:2, 229-248
- Saxenian, A. (2005), 'From Brain Drain to Brain Circulation: transnational communities and regional upgrading in India and China', *Studies in Comparative International Development* 40:2, 35-61.

10. Business in Brazil

- Amann, Edward & Baer, Werner (2002), 'Neoliberalism and its Consequences in Brazil', *Journal of Latin American Studies*, 34:4, 945-959
- Gómez Mera, Laura (2007), 'Macroeconomic Concerns and Intrastate Bargains: explaining illiberal policies in Brazil's automotive sector', *Latin American Politics and Society* 49:1, 113-140
- Kingstone, Peter R. (2001), 'Why Free Trade "Losers" Support Free Trade: industrialists and the surprising politics of trade reform in Brazil', *Comparative Political Studies* 34:9, 986-1010

Samuels, David (2003), 'Fiscal Straitjacket: The Politics of Macroeconomic Reform in Brazil', *Journal of Latin American Studies*, 35:3, 545-569
Schneider, Ben Ross, 'Organized Business Politics in Democratic Brazil', *Journal of Inter-American Studies and World Affairs* 39:4, 95-127

11. **Commodity Chains and Global Value Chains**

Dolan, Catherine & Humphrey, John (2000), 'Governance and Trade in Fresh Vegetables: the impact of UK supermarkets on the African horticulture industry', *Journal of Development Studies* 37:2, 147-176 [on VITAL: reading for Tutorial #3]
Gereffi, Gary et al. (eds.) (1994), *Commodity Chains and Global Capitalism* (Westport: Praeger).
Gereffi, Gary (1999), 'International Trade and Industrial Upgrading in the Apparel Commodity Chain', *Journal of International Economics* 48:1, 37-70
Gereffi, Gary et al. (2005), 'The Governance of Global Value Chains', *Review of International Political Economy* 12:1, 78-104
Sturgeon, Timothy et al. (2008), 'Value Chains, Networks, and Clusters: reframing the global automotive industry', *Journal of Economic Geography* 8:3, 297-321
Talbot, John M. (1997), 'Where Does Your Coffee Dollar Go?: the division of income and surplus along the coffee commodity chain', *Studies in Comparative International Development* 32:1, 56-91
Talbot, John M. (2002), 'Tropical Commodity Chains, Forward Integration Strategies, and International Inequality: coffee, cocoa, and tea', *Review of International Political Economy* 9:4, 701-734. [on VITAL: reading for Tutorial #3]

12. **Multinational Companies: theory**

Dunning, John H. (1995). 'Reappraising the Eclectic Paradigm in the Age of Alliance Capitalism', *Journal of International Business Studies* 26, 461-491.
Dunning, John H. (2000). 'The Eclectic Paradigm as an Envelope for Economic and Business Theories of MNE Activity', *International Business Review* 9:2, 163-190
Porter, Michael E. (1986). 'Changing Patterns of International Competition', *California Management Review* 28:2, 9-40
Rugman & Brewer, *Oxford Handbook of International Business*, chapters 2 & 5.
Vernon, Raymond (1966). 'International Investment and International Trade in the Product Cycle', *Quarterly Journal of Economics* 80, 90-207

13. **Multinational Companies: history**

Cassis, *Big Business*
Chandler & Mazlish (eds), *Leviathans*, chapters by Wilkins and Jones.
Jones, *Multinationals and Global Capitalism*.
Nolan, P. et al. (2008), 'The Global Business Revolution, the Cascade Effect, and the Challenge for Firms from Developing Countries', *Cambridge Journal of Economics* 32:1, 29-47.
Porter, Michael E. (1986). 'Changing Patterns of International Competition', *California Management Review* 28:2, 9-40

14. **The Oil Industry**

Lee, P.K. (2005), 'China's Quest for Oil Security: oil (wars) in the pipeline?', *Pacific Review* 18:2, 265-301
Odell, Peter R. (1986), *Oil and World Power* (London: Penguin)
Rees, Judith A. & Odell, Peter (eds.) (1987), *The International Oil Industry: an interdisciplinary perspective* (London: Macmillan)
Sampson, Anthony (1981). *The Seven Sisters: the great oil companies and the world they made* (London: Hodder & Stoughton)
Turner, Louis (1983), *Oil Companies in the International System* (London: Allen & Unwin)
Venn, Fiona (1986), *Oil Diplomacy in the Twentieth Century* (London: Macmillan)

Yergin, Daniel (1991), *The Prize: the epic quest for oil, money and power* (New York: Simon & Schuster)

15. **The Financial Services Industry**

- Battilossi, Stefano (2000), 'Financial Innovation and the Golden Ages of International Banking, 1890-1931 and 1958-1981', *Financial History Review* 7:2, 141-175
- Das, Dilip K. (2006), 'Globalization in the World of Finance: an analytical history', *Global Economic Journal* 6:1, article 2 [posted on VITAL]
- Dore, Ronald (2008), 'Financialization of the Global Economy', *Industrial and Corporate Change*, 17:6, 1097-1112
- Jia-Ming, Zhu & Morss, Elliott R., 'The Financial Revolutions of the Twentieth Century', in Chandler & Mazlish (eds.), *Leviathans*, pp. 203-217
- Konings, M. (2008), 'The Institutional Foundations of US Structural Power in International Finance: from the re-emergence of global finance to the monetarist turn', *Review of International Political Economy* 15:1, 35-61.
- Miller, S.R. & Parkhe, A. (1998), 'Patterns in the Expansion of US Foreign Banks' Operations', *Journal of International Business Studies* 29:2, 359-389.

16. **IT and Telecommunications**

- Abbate, J. (2001), **Government, Business, and the Making of the Internet**', *Business History Review* 75:1, 147-178
- Athreye, Suma S. (2005), 'The Indian Software Industry and its Evolving Service Capability', *Industrial and Corporate Change* 14:3, 393-418
- Campbell-Kelly, M. (2001), **'Not Only Microsoft: the maturing of the personal computer software industry, 1982-1995'**, *Business History Review* 75:1, 103-146
- Chandler, A.D. (2001), *Inventing the Electronic Century: the epic story of the consumer electronics and computer industries* (New York: Free Press)
- Hart, D. (2007), 'Red, White and "Big Blue": IBM and the business-government interface in the United States, 1956-2000', *Enterprise and Society* 8:1, 1-34
- O'Riain, S. (2006), 'Dominance and Change in the Global Computer Industry: military, bureaucratic, and network state developmentalism', *Studies in Comparative International Development* 41:1, 76-98

17. **Globalisation, Emerging Market Multinationals and the BRICs Countries**

- Bhagwati, J. (2007), 'Why Multinationals Help Reduce Poverty', *World Economy* 30:2, 211-228.
- Bonaglia, F. et al. (2007), 'Accelerated Internationalization by Emerging Markets Multinationals: the case of the white goods sector', *Journal of World Business* 42:4, 369-383.
- Cuervo-Cazurra, A. (2008), 'The Multinationalization of Developing Countries MNEs: the case of multilatinas', *Journal of International Management* 14:2, 138-154.
- Das, Dilip K. (2006), 'Globalization in the World of Finance: an analytical history', *Global Economic Journal* 6:1, article 2 [posted on VITAL]
- Das, N. (2007), 'The Emergence of Indian Multinationals in the New Global Order', *International Journal of Indian Culture and Business Management* 1:1, 136-150
- Dicken, Peter (1998), *Global Shift: transforming the world economy* (London: Chapman)
- Dore, Ronald (2008), 'Financialization of the Global Economy', *Industrial and Corporate Change*, 17:6, 1097-1112
- Dunning, John (ed.) (1997), *Governments, Globalization and International Business*, chaps. 1-6
- Khanna, Tarun et al. (2005), 'Strategies that Fit Emerging Markets', *Harvard Business Review* 83:6, pp. 63-76
- Khanna, Tarun & Palepu, Krishna (2006), 'Emerging Giants: Building World-Class Companies in Developing Countries', *Harvard Business Review* 84:10, 60-69
- Nolan, P. et al. (2008), 'The Global Business Revolution, the Cascade Effect, and the Challenge for Firms from Developing Countries', *Cambridge Journal of Economics* 32:1, 29-47.

- Saxenian, A. (2005), 'From Brain Drain to Brain Circulation: transnational communities and regional upgrading in India and China', *Studies in Comparative International Development* 40:2, 35-61.
- Stiglitz, Joseph E. (2002), *Globalization and its Discontents* (New York: Norton)
- Stiglitz, Joseph (2003), 'Globalization and the Economic Role of the State in the new Millennium', *Industrial and Corporate Change* 12:1, 3-26 [article on VITAL for Tutorial #5]
- Stiglitz, Joseph (2007), 'MBA Podcast: Making Globalization Work', *The Times Online*, 18 February 2007. [Available as a PDF on VITAL: see also a Stiglitz lecture on the same topic at www.youtube.com/watch?v=UzhD7KVs-R4]
- UNCTAD (2006), *World Investment Report 2006*. Chap 3: Emerging Sources of FDI, [Available on VITAL and from http://www.unctad.org/en/docs/wir2006ch3_en.pdf]
- Whitley, Ray (1998), Internationalization and Varieties of Capitalism: The Limited Effects of Cross-National Coordination of Economic Activities on the Nature of Business Systems', *Review of International Political Economy* 5:3, 445-481

ELECTRONIC RESOURCES

On business history

www.h-net.org/~business/	The H-Business website. This contains a discussion list on business history, but probably its most important feature is the reviews section, which provides critiques of many of the major books published in the last decade.
http://eh.net/	The Economic History network. Extensive section of reviews on all aspects of economic and business history. Also contains a very useful set of US college syllabuses, that might give you hints for other reading.

International Organisations

www.imf.org	International Monetary Fund
www.oecd.org	Organisation for Economic Co-operation and Development. The website includes reports on many countries that are not members of the OECD.
www.unctad.org	United Nations section dealing with trade and development issues
www.worldbank.org	World Bank
www.wto.org	World Trade Organisation

Think-tanks etc.

www.brookings.edu	Brookings Institution; up-to-date position and briefing papers on international economic issues and much else besides
www.iie.com	Institute for International Economics. Many useful working papers.

Links to company websites

www.iccwbo.org	International Chamber of Commerce with links to websites of all its corporate members
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If you come across other websites that you think are useful to this module, please tell Rory Miller.
 Document last revised by Rory Miller, 14th September 2009.

44. Newton, Lucy

Henley Business School, University of Reading; Reading, England, UNITED KINGDOM

MM336: The Evolution of Entrepreneurship (2012)

MM336: THE EVOLUTION OF ENTREPRENEURSHIP SPRING TERM 2012 HENLEY BUSINESS SCHOOL

Module convenor: Dr. Lucy Newton
HBS 148
l.a.newton@henley.reading.ac.uk

Lecturers: Prof. Mark Casson
Dr Peter Miskell
Dr. Shaheena Janjuha-Jivraj

Aims:

To develop student's awareness and understanding of the theories of entrepreneurship and how it has been practiced from the 19th to the 21st century. This will involve an appreciation of the context in which entrepreneurs operate and the strategies that they have developed in order to survive in a competitive and global environment.

Intended learning outcomes:

Assessable outcomes

- To analyse theories of entrepreneurship and the context in which entrepreneurs operate, especially their vital contribution to economic growth.
- To appraise the backgrounds of individual entrepreneurs and their contribution to entrepreneurial activity.
- To identify and assess the different organisational forms that entrepreneurs operate within.
- To critically analyse the innovation and financial provision that has made entrepreneurship possible.
- To identify the interface between entrepreneurs and the market and the influence this relationship has upon entrepreneurial strategy.
- To analyse entrepreneurs in a long-term framework through the use of specific historical and contemporary case studies.

Teaching and learning methods

The module will be taught through a two hour lecture session each week, combining elements of lectures, case analysis and discussion. There will also be three tutorial groups which will meet twice.

Lectures will take place in the Spring Term from 9.00-11.00 on Wednesday in **Henley Business School 108 AND URS 2n17**.

Tutorial times and locations are:

Group A	Group B	Group C
Wed. 11.00-13.00	Wed. 11.00-13.00	Wed. 11.00-13.00
URS 2n12	URS 2n12	URS 2n12
Weeks 22 and 24	Weeks 23 and 26	Weeks 25 and 27
1 st Feb. and 15 th Feb.	8 th Feb and 29 th Feb.	22 nd Feb. and 7 th Mar.

Assessment:

2. Individual entrepreneurship

Lucy Newton

Wed. 25th Jan.

Required reading:

Casson, Mark, Bernard Yeung, Anuradha Basu and Nigel Wadeson, 'Introduction' in Mark Casson, Bernard Yeung, Anuradha Basu and Nigel Wadeson (eds) *Oxford Handbook of Entrepreneurship* (Oxford, Oxford University Press, 2008).

Ricketts, Martin, 'Theories of Entrepreneurship: Historical Development and Critical Assessment' in Mark Casson, Bernard Yeung, Anuradha Basu and Nigel Wadeson (eds) *Oxford Handbook of Entrepreneurship* (Oxford, Oxford University Press, 2008), chapter 2.

Additional Reading:

Blanchflower, David G. and Oswald, Andrew J. *Journal of Labor Economics*, Jan. 1998, Vol. 16, Issue 1, p. 26-60

Handy, Charles B., *The new alchemists* (Hutchinson, 1999)

Klein, Maury, *The Change Makers: From Carnegie to Gates, How the Great Entrepreneurs Transformed Ideas into Industries*, (Times Books, 2003) ISBN 0805069143

Knight, F.H., *Risk uncertainty and profit* (1921)

Schumpeter, Joseph A. *Essays: on entrepreneurs, innovations, business cycles, and the evolution of capitalism* (Transaction Publishers, 1988).

Shane, Scott Andrew, *A general theory of entrepreneurship: the individual-opportunity nexus* (Edward Elgar, 2003)

3. Gender and entrepreneurship

Lucy Newton

Wed. 1st Feb.

Required reading:

Chapter 3, 'Estee Lauder', Nancy F. Koehn, *Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell*, Harvard Business School Press (March, 2001).

Brush, Candida G., 'Women Entrepreneurs: A research overview' in Mark Casson, Bernard Yeung, Anuradha Basu and Nigel Wadeson (eds) *Oxford Handbook of Entrepreneurship* (Oxford, Oxford University Press, 2008), chp. 23.

Additional Reading:

Bird, Barbara; Brush, Candida. 'A gendered perspective on organisational creation', *Entrepreneurship: Theory & Practice*, 2002, Vol. 26 Issue 3, pp.41-65.

Birley, S., 'Female entrepreneurs: are they really any different?', *Journal of Small Business Management*, 1989, Vol. 27, No.1, pp.32-7.

Buttner, H., Moore, D., 'Women's organizational exodus to entrepreneurship: self-reported motivations and correlates with success', *Journal of Small Business Management*, 1997, Vol. 35, No.1, pp.34-47.

Carter, Sara, *Women as entrepreneurs: a study of female business owners, their motivations, experiences and strategies for success* (Academic Press, 1992).

4. Migrants and entrepreneurship

Lucy Newton

Wed. 8th Feb.

Required reading:

Basu, Anuradha, 'Ethnic and Minority Enterprise' in Casson *et al.* (eds) *Oxford Handbook of Entrepreneurship*, ch. 21.

Chapter 8. 'The Social Capital of Ethnic Entrepreneurs and their Business Success.' *Immigrant Businesses, The Economic, Political and Social Environment*, Jan Rath (ed.) Palgrave Macmillan (2000)

Chapter 10. 'Ethnicity and entrepreneurship.' Monder Ram, Giles Barrett and Trevor Jones. *Enterprise and Small Business*, Sara Carter and Dylan Jones-Evans (eds). FT Prentice Hall 2nd Edition, (2006).

Janjuha-Jivraj, S. The Sustainability of Social Capital within Ethnic Networks. *Journal of Business Ethics*, 2003, No. 47, pp. 31–43.

Additional Reading

Kloosterman, R. 'Immigrant entrepreneurship and the institutional context: A theoretical exploration' *The Economic, Political and Social Environment*, Jan Rath (ed.) Palgrave Macmillan (2000)

Srinivasan, S. 'The class position of the Asian petty bourgeoisie', *New Community*, 1992, Vol. 19 No. 1 pp. 61 – 74.

Walindger, R. Aldrich, H. and Ward, R. (eds) *Ethnic Entrepreneurs* (1990), Sage.

5. Marketing and entrepreneurship

Lucy Newton

Wed. 15th Feb.

Required reading

Martin Carter, 'Marketing and Entrepreneurship' in Mark Casson, Bernard Yeung, Anuradha Basu and Nigel Wadson (eds) *Oxford Handbook of Entrepreneurship* (Oxford, Oxford university Press, 2008).

Nancy F. Koehn, *Brand New: How Entrepreneurs Earned Consumers' Trust from Wedgwood to Dell*, Harvard Business School Press (March, 2001), Chapters 2 and 7.

Additional reading

Atuahene-Gima, Kwake, Ko, Anthony, 'An Empirical Investigation of the Effect of Market Orientation and Entrepreneurship Orientation Alignment on Product Innovation', *Organization Science*, Jan./Feb. 2001, Vol. 12 Issue 1, pp.54-74.

Barrett, Hilton; Weinstein, Art., 'The Effect of Market Orientation and Organizational Flexibility on Corporate Entrepreneurship', *Entrepreneurship: Theory & Practice*, Fall 1998, Vol. 23 Issue 1, pp. 57-70.

Carson, David, Stanley Cromie, Pauric McGowan, and Jimmy Hill, *Marketing and entrepreneurship in SMEs: an innovative approach* (Prentice Hall, 1995).

Miles, Morgan P.; Arnold, Danny R., 'The Relationship Between Marketing Orientation and Entrepreneurial Orientation', *Entrepreneurship: Theory & Practice*, Summer 1991, Vol. 15 Issue 4, pp. 49-65.

[Tyebjee, Tyzoon Albert V. Bruno, and Shelby H. McIntyre, Growing Ventures Can Anticipate Marketing Stages, Harvard Business Review, Jan. 1983.](#)

6. Finance and entrepreneurship

Lucy Newton

Wed. 22nd Feb.

Required reading

Beck, T. and Demirguc-Kunt, A., 'Small and Medium-Size Enterprises: Access to Finance as a Growth Constraint', *Journal of Banking and Finance*, 2006, Vol. 30/11, pp. 2931-43.

Cressy, R. 'Venture Capital' in M. Casson et al. (eds.), *The Oxford Handbook of Entrepreneurship* (Oxford, 2006).

Additional reading

Bozkaya, A. and Van Pottelsberghe De La Potterie, B. 'Who Funds Technology-Based Small Firms? Evidence from Belgium', *Economics of Innovation and New Technology*, 2008, Vol. 17/ 1&2, pp. 97-122.

http://pdfserve.informaworld.com/817478_731198546_789454821.pdf

Sengupta, R. and Aubuchon, C.P. 'The Microfinance Revolution: An Overview', *The Federal Reserve Bank of St. Louis Review*, 2008, Vol.90/1, pp.9-30.

Shulman, J.M., 'Debt and Other Forms of Financing' in: W.D. Bygrave and A. Zacharakis (eds) *The Portable MBA in Entrepreneurship* (Hoboken, 2004).

Stokes D. and Wilson N, *Small Business Management and Entrepreneurship*, 5th ed. (London, 2008) Chapter 13, pp. 397-442.

Tam P-W. 'Entrepreneurs Feel Squeeze As Venture Capital Gets Scarce' *Wall Street Journal - Eastern Edition*, 20 October 2008, Vol. 252/94, p. C2.

7. MNEs and entrepreneurship

Peter Miskell

Wed. 29th Feb.

On definitions of entrepreneurship

Casson, Mark, *The Entrepreneur* (2003), chapter 2.

Stevenson, H. 'A Perspective on Entrepreneurship', in Sahlman *et al.* (eds.), *The Entrepreneurial Venture* (1999), chapter 1.

On international expansion as an entrepreneurial process

Casson, Mark, 'Entrepreneurship and the Dynamics of Foreign Direct Investment', in Buckley and Casson, *The Economic Theory of the Multinational Enterprise* (1985).

Buckley, Peter, 'International Expansion: Foreign Direct Investment by Small and Medium Sized Enterprises', in Casson *et al.* (eds) *Oxford Handbook of Entrepreneurship*, ch. 26.

On the challenges of promoting entrepreneurial behaviour in large MNEs

Kuemmerle, W. 'Innovation in Large Firms', in Casson *et al.* (eds) *Oxford Handbook of Entrepreneurship*, ch. 12.

Bower, J. and Christensen, C. 'Disruptive Technologies: Catching the Wave', in Sahlman *et al.* (eds.), *The Entrepreneurial Venture* (1999), chapter 29.

Case Studies

Jones, G. and Kraft, A. 'Corporate Venturing: The Origins of Unilever's Pregnancy Test', in *Business History*, Vol. 46 (January, 2004), pp. 100-122.

Silva Lopes, T. and Casson, M. 'Entrepreneurship and the Development of Global Brands', in *Business History Review*, Vol 81, (Winter 2007), pp. 1-31.

BBC Radio 4, In Business, 'Bitter Pills', (9th December 2010), dealing with entrepreneurship in GaxoSmithKline (podcast on Blackboard). See also <http://www.bbc.co.uk/radio4/features/in-business/peter-days-comment/20101209/>

8. Family firms and entrepreneurship

Wed. 7th Mar.

Required Reading:

Chapter 11, 'Family and entrepreneurship.' Denise Fletcher. *Enterprise and Small Business*, Sara Carter and Dylan Jones-Evans (eds). FT Prentice Hall 2nd Edition, (2006).

Chapter 6, 'Working dynamics in British Asian family firms.' *Succession in Asian Family Firms*, Shaheena Janjuha-Jivraj Palgrave Macmillan (2006).

Dyer Jr W.G. and Handler, W. 'Entrepreneurship and family business: exploring the connections.' *Entrepreneurship, Theory and Practice*, 1994 Vol. 19 No. 1, pp. 71 – 83.

Dumas, C. (1989) 'Understanding of father–daughter and father–son dyads in family-owned businesses.' *Family Business Review* 2, 1, 31–46.

Additional Reading:

Poutziouris, P. and Chittenden, F., *Family businesses or business families?* Institute for Small Business Affairs, Research Series, Monograph 1 (1996).

Basu, A. 'Family and business: A study of Asian entrepreneurs in Britain.' The Family Business Network 11th Annual World Conference, London Academic Research Forum Proceedings, 2000.

Brannen, J. (2006) 'Cultures of intergenerational transmission in four-generation families.' *The Sociological Review*, 54, 1, 133– 54.

Chua, J. H., Chrisman, J.J. and Sharma, P. (1999) 'Defining the family business by behaviour.'

Entrepreneurship, Theory and Practice, 23, 4, 19–39.

Davis, P. (1983) 'Realizing the potential of family businesses' *Organisational Dynamics*, 12, 1, 47-56.

9. Innovation and entrepreneurship

Lucy Newton

Wed. 14th Mar.

Required reading

Baum J.A.C., Calabrese T. and Silverman B.S. 'Don't Go It Alone: Alliance Network Composition and Startups' Performance in Canadian Biotechnology', *Strategic Management Journal*, 2000, vol. 21, pp. 267-294.

Dunning J.H. and Narula R., *Multinationals and industrial competitiveness : a new agenda*, Chapter 8: 'R&D collaboration by stand-alone SMEs: opportunities and limitations in the ICT sector' (Cheltenham, 2004) pp. 175-197.

Stokes D. and Wilson N, *Small Business Management and Entrepreneurship*, 5th ed. 2008, Chapter 4, pp. 100-129

Additional reading

Freeman, J. and Engel, J.S. 'Start-ups and Mature Corporations', *California Management Review*, 2007, vol. 50/1, pp. 94-119.

Pittaway L., Robertson M., Denyer D., Munir K. and Neely A. 'i-works. How high value innovation networks can boost UK productivity' ESRC/EPSRC Advanced Institute of Management Research (London, 2004).

(<http://www.aimresearch.org/publications/iworks.pdf>)

Jones, O. 'Innovation in SMEs: intrapreneurs and new routines' O. Jones and F. Tilley (eds) *Competitive advantage in SMEs : organising for innovation and change* (Chichester, 2003)

'On the right track for global growth and profits' *FT Weekend*, Saturday April 26 / Sunday April 27 2008, pp. 34-35

'Accelerating trend fuels an energy start-up' *FT Weekend*, Saturday February 2 / February 3 2008, pp.22-23

10. Conclusion/Revision

Lucy Newton

Wed. 21st Mar.

45. 1. O'Sullivan, Mary A.
Université de Genève; Geneva, SWITZERLAND

Histoire économique: Histoire du monde des affaires
[Comparative Business History]
(2012)

Université de Genève
Département d'histoire économique
Semestre de printemps 2012

Histoire économique (4308032)

Mary A. O'Sullivan, po

Course Description [translated roughly]:

“This course examines the historical development of different aspects of business. It begins with discussions on the role of business as a motor for or brake on economic growth. The comparative work of Alfred Chandler, renowned American historian, will serve as a starting point to discuss the various trends of business in the U.S. and Europe. We will try to understand also the burst of objections that the work of Chandler has generated, especially among historians of European companies. Then we examine the role of business in different industries. Our analyses will build on the contrasting dynamics of industries and varied experiences of the same industries in different countries. Finally, we discuss some major themes common in corporate history today. In this regard, we become aware of the debates about governance and the internationalization of firms and the relationship between business and politics.” Weekly topics are: The second Industrial Revolution in the United States; The Second Industrial Revolution in Europe; The First World War and after. The course then moves on to specific industries and aspects of business: Textiles; Electricity; Steel; distribution; the car. The course finishes by looking at “Major Current Topics in the History of Companies,” including corporate governance, globalization, and the business and politics.

Histoire du monde des affaires

Ce cours porte sur le développement historique des différents aspects du monde des affaires. Il commencera avec les débats sur le rôle des entreprises comme moteur ou frein de la croissance économique. L'œuvre comparée d'Alfred Chandler, l'historien renommé américain, servira comme point de départ pour discuter les différentes tendances du monde des affaires aux Etats-Unis et en Europe. On va essayer à comprendre aussi la salve d'objections que le travail de Chandler a suscité, surtout parmi des historiens des entreprises européennes. Ensuite, on étudiera le rôle des entreprises dans des différentes industries. Nos analyses s'appuieront sur les dynamiques contrastées des industries ainsi que les expériences variées des mêmes industries dans différents pays. Finalement, nous discuterons quelques grandes thématiques courantes dans l'histoire des entreprises de nos jours. A cet égard, nous prendrons conscience des débats autour de la gouvernance et l'internationalisation des entreprises ainsi que de la relation entre entreprise et politique.

Plan de cours

A. LES ENTREPRISES ET LES RYTHMES DE LA CROISSANCE, 1870-1929

1. Introduction

23 février 2012

2. La deuxième révolution industrielle aux Etats-Unis

1 mars 2012

Alfred D. Chandler, Jr., 1990. «Les fondements du capitalisme managérial dans l'industrie américaine», chapitre 3, Alfred Chandler, Jr., *Organisation et performance des entreprises*, tome 1, Les Etats-Unis (1880-1948), pp. 93-150.

Gavin Wright, 1990. "The origins of American industrial success," *American Economic Review*, 80.

3. La deuxième révolution industrielle en Europe **8 mars 2012**

Alfred D. Chandler, Jr., 1990. "The Continuing Commitment to Personal Capitalism in Britain", chapter 7 in Alfred D. Chandler, Jr., *Scale and Scope: The Dynamics of Industrial Capitalism*, Harvard University Press, Les Editions d'Organisation, pp. 235-237, 284-294.

Youssef Cassis, "The World of Big Business before 1914", chapter 1 in Youssef Cassis, *Big Business: The European Experience in the Twentieth Century*, Oxford University Press, pp. 9-30.

4. La première guerre mondiale et l'après-guerre **15 mars 2012**

Charles Sabel and Jonathan Zeitlin, 1985. "Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization", *Past and Present*, 108, pp. 133-76.

Stephen Broadberry and Sayantan Ghosal, 2002, "From the Counting House to the Modern Office: Explaining Anglo-American Productivity Differences in Services, 1870-1990," *Journal of Economic History*, vol. 62, no. 4, pp. 967-998.

B. LES ENTREPRISES ET LE DEVELOPPEMENT DES INDUSTRIES

5. Le textile **22 mars 2012**

William Lazonick, 1983. "Industrial Organization and Technological Change: The Decline of the British Cotton Industry", *Business History Review*, 57, 2, Summer 1983: 195-236.

Gary Saxonhouse and Gavin Wright, 2010. "National Leadership and Competing Technological Paradigms: The Globalization of Cotton Spinning, 1878-1933", *Journal of Economic History*, 70: 3, September, pp. 535-566.

Pas de séance **29 mars 2012**

6. L'électricité **5 avril 2012**

John Wasik, *The Merchant of Power: Sam Insull, Thomas Edison, and the Creation of the Modern Metropolis*, Palgrave Macmillan, pp. 5-53.

Michael Smith, 2006. "The Electrical Industry", chapter 13 in Michael Smith, *The Emergence of Modern Business Enterprise in France, 1800-1930*, Harvard University Press, pp. 372-399.

Pâques **12 avril 2012**

7. L'acier **19 avril 2012**

Bernard Elbaum, 1986. "The Steel Industry before World War I" in Bernard Elbaum and William Lazonick, *The Decline of the British Economy*, Clarendon Press, Oxford, pp. 51-81.

Steven Webb, "Tariffs, Cartels, Technology, and Growth in the German Steel Industry, 1879 to 1914", *Journal of Economic History*, 40: 2, pp. 309-330.

8. La distribution

26 avril 2012

Michael Miller, *Au Bon Marché, 1869-1929, le consommateur apprivoisé*, trad. De Jacques Chabert, Paris: A. Colin, 1987, pp. 7-18, 21-46, 73-122.

9. L'automobile

3 mai 2012

Mathieu Flonneau, 2007, "Paris au cœur de la révolution des usages de l'automobile, 1884-1908", *Histoire, économie & société*, 2, pp. 61-74.

Patrick Fridenson, 1977, "Diffusion de la révolution," Jean-Pierre Bardou, Jean-Jacques Chanaron, Patrick Fridenson, James M. Laux, *La révolution automobile*, Paris: Editions Albin Michel, pp. 113-163.

C. GRANDS THEMES ACTUELS DANS L'HISTOIRE DES ENTREPRISES

10. La gouvernance des entreprises

10 mai 2012

Jean-Claude Daumas, 2003. «Deux modes de capitalisme familial: capitalisme dynastique et capitalisme viager dans l'industrie lainière française au XIXe siècle», Jean-Claude Daumas, *Le capitalisme familial: logiques et trajectoires*, Presses universitaires franc-comtoises.

Robert Freeland, 2001, "The Modern Corporation and the Problem of Order," chapter 1 in *The Struggle for Control of the Modern Corporation*, pp. 1-7, 33-42.

11. La mondialisation et l'entreprise

17 mai 2012

Jan Logemann, 2011, "Americanization through Credit? Consumer Credit in Germany, 1860s-1960s", *Business History Review*, 85, 3, pp. 529-550.

12. L'entreprise et la politique

24 mai 2012

Sebastien Guex, 2000, "The origins of the Swiss banking secrecy law and its repercussions for Swiss Federal Policy," *Business History Review*, 74, 2, pp. 237-266.

Adam Tooze, 2008, *Wages of Destruction: The Making and Breaking of the Nazi Economy* (New York, 2008), "Partners: The Regime and German Business," chapitre 4, pp. 99-134.

Validation de l'enseignement (3 crédits)

1. Présence régulière et participation active durant le semestre

10%

- Lire les lectures avant la séance.
- Merci d'annoncer à l'avance à la Professeure O'Sullivan. (mary.osullivan@unige.ch) toute absence.
- Les absences non excusées et/ou les absences/arrivées tardives «régulières» auront un impact négatif sur votre note finale.

2. Compte-rendu qui porte sur une séance

20%

- La séance pour votre compte-rendu choisie au début du cours.
- Présentation orale de la ou des lecture(s) pendant la séance.
- Ecrire un compte-rendu de 3-4 pages dans un délai d'une semaine après la séance.

3. Un examen écrit rédigé dans un délai donné 70%

- Longueur approximative : 7500-8000 signes (env. 5 pages A4).
- A la fin du cours, je vous transmettrai des questions liées directement aux lectures obligatoires et nos discussions pendant le cours.
- Vous aurez ensuite 3 jours pour me rendre vos réponses.

45. 2. O'Sullivan, Mary A.

Université de Genève; Geneva, SWITZERLAND

Histoire Des Affaires Internationales
[History of International Business]

A short, half-semester seminar. Topics are: Theoretical issues of Multinational Corporations; International Investment and Infrastructure; Multinational Enterprise and Natural Resources; Foreign Investment in the Industrial Sector; Multinational Companies and the Service Sector; Multinational Companies and Economic Development. [taken from course description]

HISTOIRE DES AFFAIRES INTERNATIONALES

1. ENJEUX THEORIQUES DE L'ENTREPRISE MULTINATIONALE

MIRA WILKINS, 2001, "THE HISTORY OF MULTINATIONAL ENTERPRISE", IN ALAN RUGMAN AND THOMAS BREWER, THE OXFORD HANDBOOK OF INTERNATIONAL BUSINESS, OXFORD UNIVERSITY PRESS, PP. 3-35.

GEOFFREY JONES AND TARUN KHANNA, 2006, "BRINGING HISTORY (BACK) INTO INTERNATIONAL BUSINESS," JOURNAL OF INTERNATIONAL BUSINESS STUDIES, 37, 453-468.

2. L'INVESTISSEMENT INTERNATIONAL ET L'INFRASTRUCTURE

PIQUET, CAROLINE, 2009, HISTOIRE DU CANAL DE SUEZ, PERRIN, CHAPITRES 2, 3, 4, PP. 46-128.

3. L'ENTREPRISE MULTINATIONALE ET LES RESSOURCES NATURELLES

PENROSE, EDITH, 1968, "THE DEVELOPMENT OF THE INTERNATIONAL PETROLEUM INDUSTRY", CHAPTER 3 IN THE LARGE INTERNATIONAL FIRM IN DEVELOPING COUNTRIES, GEORGE ALLEN AND UNWIN LTD, PP. 53-86.

4. L'INVESTISSEMENT ETRANGER DANS LE SECTEUR INDUSTRIEL

JONES, GEOFFREY, 1984. "THE GROWTH AND PERFORMANCE OF BRITISH MULTINATIONAL FIRMS BEFORE 1939: THE CASE OF DUNLOP", ECONOMIC HISTORY REVIEW, 37: 1, FEBRUARY, PP. 35-53.

5. LES ENTREPRISES MULTINATIONALES ET LES SERVICES

KIPPING, MATTHIAS, 1999. "AMERICAN MANAGEMENT CONSULTING COMPANIES IN WESTERN EUROPE, 1920 TO 1990: PRODUCTS, REPUTATIONS, AND RELATIONSHIPS", BUSINESS HISTORY REVIEW, 73: 2, SUMMER, PP. 190-220.

6. LES MULTINATIONALES ET LE DÉVELOPPEMENT ÉCONOMIQUE

IAN BROWN, 2011, "TRACING BURMA'S ECONOMIC FAILURE TO ITS COLONIAL INHERITANCE," BUSINESS HISTORY REVIEW, 85, 4, PP. 725-747.

46. Pak, Susie J.

St. John's University; Jamaica, New York, U.S.A.

HIS 3701: U.S. Foreign Relations, 1890-1945

TF 1:50-3:15 PM • MAR 237

Prof. Susie J. Pak

St. John Hall 244D

paks1@stjohns.edu

Office hours: TF 10:30 AM-12 PM or by appt.

Description:

This upper-level history class offers a survey of U.S. foreign relations from the Progressive era to the Second World War with an emphasis on studying the relationship between U.S. foreign policy and business history. During this time, the U.S. became an overseas empire and also supplanted Great Britain as the leading economic power in the world. Our goal in this class is to understand the factors that made this possible and also to analyze its impact on the American people and the world at large. Emphasis will be on developing written and analytic skills.

Course requirements:

Class participation and attendance 15%

Written assignments 55%

- The survey, part I (5%)
- Reading summary #1 (5%)
- The talk-back #1 (5%)
- Self-analysis (5%)
- Reading summary #2 (5%)
- The talk-back #2 (5%)
- Comprehensive reading analysis (10%)
- 1st draft of analytic paper (10%)
- The survey, part II (5%)

Mid-term exam 15%

Final exam 15%

Classroom Rules of Conduct:

- No electronic devices can be used in class unless they are specifically required for the subject matter of the day. This includes, but is not confined to, cellphones, iPhones, blackberries, and laptops. You cannot use your laptop to take notes during class. If you have special circumstances that require you to use a laptop, such as medical condition that prevents you from taking notes by hand, please speak to me immediately.
- There is absolutely no eating or food in class.
- Disruptive behavior (which can include but is not confined to: eating, profanity, persistent lateness, or frequently leaving the classroom during class time) is strongly discouraged. Consistently disruptive behavior will negatively affect your grade. The instructor retains the right to decrease a student's final grade for disruptive behavior.

Class Participation and Attendance: (15% of the final grade)

Participation requires that students be present in class, on time. Attendance is taken at the start of class. More than four missed class sessions without prior consent will severely affect your grade. Lateness is discouraged and it is your responsibility to inform me of your presence if you are late. Participation means meaningful contributions to classroom discussions on the lecture material and reading. Random conversation, disruptiveness, and chattiness do not count as participation. This is an upper-level history

class so there is a greater emphasis on discussion (as opposed to lecture). Please be prepared to participate and be prepared to engage with your peers and with the material.

Reading summaries/analyses, the survey, self-evaluation, and the “talk-back”: (55% of the final grade)

The emphasis in the class is on the process of learning. Thus, assignments are organized throughout the semester to help you to develop analytic skills, promote self-evaluation, and encourage dialogue. This also means, however, that there are many assignments throughout the semester and you must keep up to do well. Together these assignments make up the bulk of your grade and reflect the importance of working in a consistent manner. All of this is meaningless, however, if you do not actually do the reading—step number one. Even for advanced history majors, it is important to go through this process and establish discipline and method for the purpose of developing one’s analytic skills, which takes constant practice and repetition.

In this class, the analytic process is broken up into several stages. The first, of course, is reading, which you are expected to do on your own. Reading is a critical element of the class. Reading is critical for analysis and writing. You cannot analyze or write about something that you did not read.

The second is to write summaries of the reading. The purpose of the summaries is to demonstrate not only that you did the reading, how well you did the reading (meaning identify the author’s questions, theories, arguments, evidence), but also to show if you were able to place the texts in a wider context and identify the significance of their findings.

The third is what I refer to as the “talk-back,” which is your opportunity to comment on my comments after I read your summaries and writing. This gives me a chance to see if my comments are registering and also gives you an opportunity to ask questions and make comments. There is also a survey, which takes place at the beginning and end of the semester, and a self-evaluation that happens mid-semester.

The purpose of the talk-backs, surveys, and self-evaluation is to help you to be reflexive about your progress and also to give me feedback. They also allow me to monitor your progress over the course of the semester and relative to that of the other students. Grades for talk-backs, surveys, and self-evaluation are pass or fail. They are either handed in or they are not. They are either filled in entirely or they are not. They are either on time or they are not. Poorly written and/or late submissions will not be allotted the full percentage.

Grades for the reading analyses, summaries, and papers are done on a 100-point system and the number of points is determined by the following criteria:

1. Did you identify the author’s questions and arguments? (25 points)
2. Did you offer sufficient details to support your thesis? In other words, do you identify the evidence utilized by the author? (25 points)
3. Do you identify why the author’s argument is significant to the literature? (25 points)
4. Is the written material readable? Does it utilize correct formatting? Does it use correct citations? Does it use excessive quotes, which is actively discouraged? (25 points)

Points are translated into grades as follows:

93-100 points: A
90-92 points: A-
87-89 points: B+
83-86 points: B
80-82 points: B-
77-79 points: C+
73-76 points: C
70-72 points: C-

67-69 points: D+

60-67 points: D

Less than 60 points: F

All assignments are due at the beginning of class. If they are handed in after the class period, they will be marked 1/2 grade down, i.e., from a B+ to a B. For every 24 hours an assignment is late, it will be marked down a full grade, i.e., from a B to a C. This late policy applies to all assignments. In general, I do not like assignments to be emailed to me though I will make exceptions if you talk to me beforehand. In other words, if you have verifiable, extenuating circumstances that prevent you from following these instructions, you must speak to me well before the due date listed on the syllabus. There are no makeups. Either an assignment is handed in on time or it is handed in late.

Mid-term exam: (15% of the final grade)

Each student is required to write a take-home mid-term exam. You will receive the midterm assignment one week before it is due. In this class the midterm is your first comprehensive reading analysis and it should show improvement on and build on the summaries that are due earlier in the semester. Midterms are due at the beginning of class.

Final exam: (15% of your final grade)

The final exam will be due at the University appointed time and place. This date and time will be announced during the semester. You will receive the final exam question one week before it is due. The final exam is the analytic paper that is the culmination of all the work you have done in stages over the course of the semester. An analytic paper is graded according to the rubrics outlined above, but I also take into consideration: style, originality, and organization because the content of an argument is not separate from how it is written.

Note on Grades:

At the college-level, you are expected to take responsibility for your own performance in the class. It goes without saying that you will get out of the class as much as you put into the class. Grades are not rewards; they are evaluations of your performance based on standards that apply to all students. In other words, grades are about taking responsibility for your actions and being fair to all the students in the class. If you have any disabilities that prevent you from carrying out the requirements in the class, please let me know immediately.

Note on Class Discussion:

Historical thinking requires a concerted effort on your part to develop meaningful questions and analytical skills. The classroom is a place for learning, debate and critique of new ideas so please be respectful of each other so that we all may be able to express our queries and opinions freely but thoughtfully.

Email Etiquette:

Emails pertaining to the class are a method of formal communication between a student and a professor. They **MUST** follow proper format. This means that emails should have appropriate salutations, correct spelling, capitalization of appropriate letters, and formal language. If you send me an email that does not conform to this basic etiquette, **IT WILL NOT BE ANSWERED**. I would recommend that you follow these rules for all your professional communications, analog or digital. Consider this part of your basic education as a college student. Informal emails are completely inappropriate in professional settings.

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in a scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. At St. John's, members of the community are expected to recognize value of the Vincentian mission. These values include the pursuit of wisdom, the responsibility to serve others, and upholding

academic integrity. Regarding the last point, for this course in particular, this means that all written work you submit must be your own. If you include facts or concepts from another scholar's work to further elaborate on your own argument it must be properly referenced. Learning how to cite properly is essential to academic success.

Please refer to the University manual to see what constitutes plagiarism. Excuses of "I didn't know," are not acceptable. Cheating, fabrication, plagiarism and helping others to commit these acts are all forms of academic dishonesty and misconduct. Plagiarism or cheating on quizzes or exams will lead to automatic failure of the exam. All cases are also forwarded to the dean of one's college.

*****IF THERE ARE CHANGES TO THE SYLLABUS, THEY WILL BE DONE IN WRITING AND AT LEAST ONE CLASS IN ADVANCE.**

Required reading:

Thomas G. Patterson, J. Garry Clifford, Shane J. Maddock, Deborah Kisatsky, Kenneth J. Hogan, *American Foreign Relations: A History*, vol. 2, 7th Edition (Boston: Wadsworth, 2010).

Alfred E. Eckes, Jr. & Thomas W. Zeiler, *Globalization and the American Century* (New York: Cambridge University Press, 2003).

Emily Rosenberg, *Spreading the American Dream: American Economic & Cultural Expansion, 1890-1945* (New York: Hill & Wang, 1982).

Lester D. Langley and Thomas D. Schoonover, *The Banana Men: American Mercenaries and Entrepreneurs in Central America, 1880-1930* (Louisville: University Press of Kentucky, 1995).

Liaquat Ahamed, *Lords of Finance: The Bankers Who Broke the World* (New York: Penguin, 2009).

Schedule for Reading and Lecture:

- Week One: August 31st 2012
 - Introduction to the class
 - NOTE: Students are expected to do the reading by the first class day of the week (Tuesday).
- Week Two: September 4th and September 7th
 - "What is the question?" – *The Matrix* (1999)
 - **1st assignment due 9/7: The Survey:**
 - **What is a historical question? (5% of grade)**
 - Readings:
 - Thomas G. Patterson, J. Garry Clifford, Shane J. Maddock, Deborah Kisatsky, Kenneth J. Hogan, *American Foreign Relations: A History*, xv-32
 - Alfred E. Eckes, Jr. & Thomas W. Zeiler, *Globalization and the American Century*, 1-37
- Week Three: September 11th and September 14th
 - Special oral history session on 9/11
 - Discussion of proper citation format for footnotes, endnotes, and bibliographies (Team challenge)
 - Discussion of reading summary content
 - Readings:
 - Paterson, et. al., 33-69

- Eckes & Zelier, 38-80
- Week Four: September 18th and September 21st
 - NO CLASS SEPT. 18th
 - **2nd assignment due 9/21: Reading summary (5% of grade)**
 - Readings:
 - Paterson, et. al., 70-110
 - Eckes & Zelier, 81-130
- Week Five: September 25th and September 28th
 - **3rd assignment due 9/28: Talk-back (5% of grade)**
 - Readings:
 - Paterson, et. al., 111-143
 - Emily Rosenberg, *Spreading the American Dream: American Economic & Cultural Expansion, 1890-1945*, 1-62
- Week Six: October 2nd and October 5th
 - **Midterm handed out 10/2: Comprehensive Reading Analysis (15% of grade)**
 - Readings:
 - Paterson, et. al., 144-176
 - Rosenberg, 63-121
- Week Seven: October 9th and October 12th
 - **MIDTERM DUE 10/9**
 - Readings:
 - Paterson, et. al., 177-224
 - Rosenberg, 122-160
- Week Eight: October 16th and October 19th
 - **4th Assignment due 10/16: The self-evaluation (5% of grade)**
 - Reading:
 - Paterson, et. al., 225-266
 - Rosenberg, 161-234
- Week Nine: October 23rd and October 26th
 - **5th assignment due 10/23: Reading summary (5% of grade)**
 - Readings:
 - Lester D. Langley and Thomas D. Schoonover, *The Banana Men: American Mercenaries and Entrepreneurs in Central America, 1880-1930*, 1-90
- Week Ten: October 30th and November 2nd
 - **6th assignment due 11/2: Talk-back (5% of grade)**
 - Reading:
 - Langley and Schoonover, 91-177
- Week Eleven: November 6th and November 9th
 - NO CLASS ON NOVEMBER 6th 2012: ELECTION DAY
 - Reading:
 - Liaquat Ahamed, *Lords of Finance: The Bankers Who Broke the World*, 1-98

- Week Twelve: November 13th and November 16th
 - **7th assignment due 11/16: Comprehensive Reading Analysis (10% of grade)**
 - Readings:
 - Ahamed, 99-178

- Week Thirteen: November 20th and November 23rd
 - NO CLASS NOVEMBER 23rd: THANKSGIVING
 - Readings:
 - Ahamed, 179-270

- Week Fourteen: November 27th and November 30th
 - **8th assignment due 11/27: 1st draft of Analytic paper (Comparative—10% of grade)**
 - Readings:
 - Ahamed, 271-373

- Week Fifteen: December 4th 2012
 - **9th assignment due 12/4: The survey, part II (5% of grade)**
 - **FINAL DUE DATE (TBA) (15% of grade)**
 - Readings:
 - Ahamed, 374-506

47. Patmore, Greg

The University of Sydney; Sydney, New South Wales, AUSTRALIA

The Innovative Firm

Unit of Study Outline

Unit Code WORK6119

Unit Title The Innovative Firm

Semester 1a - 1st half, 2014

Pre-requisite Units: N/A

Co-requisite Units: N/A

Prohibited Units: N/A

Assumed Knowledge and/or Skills: N/A

Unit Coordinator: Greg Patmore

Address: Room 101, Burren Street - Newtown(C37), The University of Sydney NSW 2006

Email: greg.patmore@sydney.edu.au **Phone:** 93510040

Consultation Hours: Please go to Blackboard for details of all staff consultation times.

Class Day(s): Please go to Blackboard for class times and locations

Required Text / Resources:

There is no text. The full list of required and recommended readings can be found in learning resources on blackboard. Where possible all readings have been placed on closed reserve in Fisher Library.

This unit of study outline MUST be read in conjunction with

The Business School Unit of Study Common Policy and implementation information that applies to every unit of study offered by the Business School (<http://sydney.edu.au/business/currentstudents/policy>). All assessment rules, such as standards used, penalties etc, are covered.

The Business School Student Administration Manual - for information about all processes such as illness, appeals etc (http://sydney.edu.au/business/currentstudents/student_information/student_administration_manual) When deciding applications and appeals relating to these matters it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures.

The Business School seeks feedback from students and staff in order to continually improve all units offered. For information on previously collected feedback and innovations made in response to this feedback, please see http://sydney.edu.au/business/learning/planning_and_quality/feedback/student

1. Unit of Study Information

The aim of this course is to examine long run changes in the organisation and management of business enterprises. Against a background of an introduction of business history, the major themes to be covered include business strategy, marketing, employment relations, financing, governance and technology. While there is no precise chronological period, the main concentration will be on the growth of large-scale corporations from the nineteenth century to the present day. A major preoccupation of the course is to explore the factors that make an innovative firm. Some of these factors include the nature of the market, the regulatory environment, new technology and business leadership. The course will employ historical case studies and a comparative methodology and will also evaluate the way in which firms are classified as innovative by business and corporate historians.

2. Program Learning Outcomes and Unit Learning Outcomes

The Program Learning Outcomes for this Program are located at

http://sydney.edu.au/business/learning/staff/leadership/program_directors/outcomes

Unit Learning Outcomes

Unit Learning Outcomes	Program Learning Outcomes
On the successful completion of the Unit you should be able to:	
Use investigative historical skills to identify, define and analyse complex business and professional problems.	1. Business Knowledge
Critically analyse and question knowledge claims in one or more disciplinary areas and to offer independent and creative solutions to related conceptual debates.	2. Critical Thinking
Address business and professional challenges effectively and in a manner that demonstrates an advanced understanding of disciplinary knowledge and ethical, social and global awareness.	6. Ethical and Social Responsibility
Communicate information, ideas, findings, arguments effectively to an advanced professional standard.	4. Communication
Access, integrate and utilise diverse information sources and knowledge within one or more disciplinary areas to make sound judgements and propose insightful and creative solutions to complex business and professional problems.	3. Business Analysis and Problem-Solving

3. Assessment

Assessment Name	Individual/Group	Assessment Conditions	Program Learning Outcomes Assessed	Length	Weight	Due Date	Closing Date
Seminar Participation	Individual	Compulsory	1, 2, 4	N/A	10%	N/A	N/A
Case Study Essay	Individual	Compulsory	1, 2, 4	2,500	50%	24-Mar-2014	29-Mar-2014
Exam	Individual	Compulsory	1, 2, 4	N/A	40%	N/A	N/A
Academic Honesty						Week 4	

For the meaning and operation of this table, see policy information in the box on the front page or click [here](#)

Assessment details

Seminar Participation

- **Task Description**
Seminars will enable students to discuss key historical information, theories, debates and arguments from the lectures and weekly readings in more depth. These are intended as active collaborative learning experiences where your input will be both expected and supported. There will be a general question for discussion each week – see the week-by-week topic guide below. Questions will also be asked throughout the seminars to determine your level of understanding of the material from lectures and the weekly readings. This enables you to demonstrate your knowledge of concepts, theories and empirical examples relating to innovation within firms in multiple contexts.
- **Assessment Criteria**
Students are assessed on their ability to explain and critically analyse key historical information, concepts, theories and arguments. There is an emphasis on the ability of students to effectively communicate orally to the tutor and their fellow students and build on the ideas of others in the seminar group. Grades relate to the standard at which students demonstrate these criteria
- **Feedback - What, when and how feedback will be provided for this assessment**

Students will receive grades and written comments on their contributions after the completion of the seminars against stated criteria. If they require further feedback then they can meet with the lecturer.

Case Study Essay

- Task Description

You may choose one of the following topics: - Cadburys, Ford and Woolworth. The purpose of the case study is to test your ability to apply the literature on innovation to a specific example during the historical period examined in the course. To assist you in your research, you should consider issues such as: -

- What does the firm do? e.g. products
 - What context does the firm operate in? e.g. public sector vs. private sector, labour market
 - Why is the firm innovative?
 - Was the firm as innovative as it claimed?
 - What impact did the innovation have on the firm's competitiveness and other aspects management?
 - Was the firm's innovation adopted by other firms?
- How long were the firm's innovative practices of advantage to the firm? Explain the persistence of the innovation and its demise where relevant

- Assessment Criteria

Students are assessed on written communication skills and ability to construct a coherent argument. The student's written work demonstrates initiative and ingenuity in research and reading, pointed and critical analysis of material, innovative interpretation of evidence, makes an insightful contribution to relevant debates, engages in the values, assumptions and contested meanings contained within sources, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. The work should be properly sourced and documented and the writing characterised by creativity, style, and precision. Grades relate to the standard at which students demonstrate these criteria.

- Feedback - What, when and how feedback will be provided for this assessment

Students will receive a grade for their essay and written comments on how they could improve their essay in accordance with the assessment guidelines. If they require further feedback then they can meet with the lecturer.

Exam

- Task Description

The exam will be of two hours duration, with an additional 10 minutes reading time. There will be a compulsory question in Part A and students will be given a choice of two out of four questions in Part B. All answers are of equal value and will be drawn-upon lecture, seminar, presentation, reading list, and material from their own research. Students are expected to critically engage with the question, the relevant historical information and the theoretical literature and provide their own analysis. The best essays will demonstrate both depth and breadth of knowledge pertaining to the question and the unit.

- Assessment Criteria

Students are assessed on written communication skills and ability to construct a coherent argument. The student's written work demonstrates initiative and ingenuity in research and reading, pointed and critical analysis of material, innovative interpretation of evidence, makes an insightful contribution to relevant debates, engages in the values, assumptions and contested meanings contained within sources, and develops abstract or theoretical arguments on the strength of detailed research and interpretation. The writing should be characterised by creativity, style, and precision. Grades relate to the standard at which students demonstrate these criteria.

- Feedback - What, when and how feedback will be provided for this assessment

Students will receive a grade for their exam which is based on the assessment criteria. If they require further feedback then they can meet with the lecturer.

4. Other Resources for Students

All lectures and seminars are recorded and will be available within Blackboard for student use. Please note the Business School does not own the system and cannot guarantee that the system will operate or that every class will be recorded. Students should ensure they attend and participate in all classes.

Blackboard

Copies of handouts, lecture summaries and other material will be available on Blackboard- the Faculty's online learning service.

Library resources

The University of Sydney library is increasingly concentrating on providing online resources for students. Students are encouraged to contact the library directly for more detailed information about these sources (<http://www.library.usyd.edu.au/>) but the following resources are useful for this course.

a. **Catalogue Searching on the Web**

You can search the library's holdings of books, photocopies and journals online. URL: <http://opac.library.usyd.edu.au/screens/opacmenu.html> Search results can be exported using email.

b. **Database searches**

You can also access a number of databases, increasingly with full text facilities, through the University system. To access the databases go to <http://www.library.usyd.edu.au/Databases>. The library provides a number of introductory and more advanced sessions on database searching. For this course there are three databases which are very useful: Expanded Academic Index, Business Source Premier and JSTOR

c. **Newspaper Archives**

Students are encouraged to make use of various newspapers available through the Library such as the *New York Times*, *Times (London)*, *Chicago Tribune*

Additional/Optional Readings

Please see the list posted in Blackboard

5. Unit Schedule

Week	Required Reading(s)	Lecture/Seminar	Assessments Due
1 8 Mar 2014	See Blackboard learning resources	Lecture - General Introduction and Introduction to Business History/No Seminar	None
2 8 Mar 2014	See Blackboard learning resources	Lecture - Explaining the Innovative Firm/No seminar	None
3 8 Mar 2014	See Blackboard learning resources	Lecture - Case Study 1: Baltimore and Ohio Railroad/No Seminar	None
4 8 Mar 2014	See Blackboard learning resources	Lecture - Case Study 2: Rochdale Consumer Co-operatives/No Seminar	None
5 9 Mar 2014	See Blackboard learning resources	Lecture - Case Study 3: Singer Sewing Machine Co/No seminar	None
6 9 Mar 2014	See Blackboard learning resources	Lecture - Case Study 4: Cadburys/No Seminar	None
7 9 Mar 2014	See Blackboard learning resources	Lecture - Case Study 5: Woolworth/No Seminar	None
8 9 Mar 2014	See Blackboard learning resources	Lecture - Case Study 6: Ford Motor Corporation/No Seminar	None
9 16 Mar 2014	See Blackboard learning resources	Lecture - Case Study 7: Citibank/Seminar No. 1 - What is Innovation?	None
10 16 Mar 2014	See Blackboard learning resources	Lecture - Case Study 8: Kodak Eastman/Seminar No. 1 - What is Innovation?	None
11 23 Mar 2014	See Blackboard learning resources	Lecture - Case Study 9: Colorado Fuel and Iron/Seminar No. 2 - What is a co-operative? Was the Rochdale consumer co-operative movement innovative?	None
12 23 Mar 2014	See Blackboard learning resources	Lecture - Case Study 10: IBM/Seminar No. 2 - What is a co-operative? Was the Rochdale consumer co-operative movement innovative?	None
13 30 Mar 2014	See Blackboard learning resources	Lecture - Case Study 11: McDonalds/Seminar No. 3 - Was IBM innovative? Why did it not succeed in dominating the PC market?	None
14 30 Mar 2014	See Blackboard learning resources	Lecture - Case Study 12: Apple Computer Inc and Conclusion/Seminar 3 - Was IBM innovative? Why did it not succeed in dominating the PC market?	
15 13 Apr 2014	N/A	Exam	Exam

48. 1. Reckendrees, Alfred

Copenhagen Business School; Copenhagen, DENMARK

Business History

Course Description:

The overall objectives of the course are, first, to develop a general knowledge and understanding of the development of capitalism with particular emphasis on large companies of four major economies, second, to demonstrate how institutional arrangements, culture and history have influenced the companies' development over time and have shaped a variety of capitalisms, and thirdly, to deepen their understanding of economic theories.

The course develops these topics on two interrelated levels: On the one hand, the students discuss theoretical texts of leading scholars on entrepreneurship and economic change including entrepreneurial theory, New Institutional Economics, cluster and network theories, and the varieties of capitalism approach. On the other hand, the students relate the theories to empirical cases. The focus point of the comparative analysis is the micro level of the entrepreneur and the company in its respective institutional environment. By means of case study discussion the students deepen their understanding of economic change and strategic decision making in changing environments and evaluate the explanatory qualities of the theories in question.

[readings excerpt]

Thomas McCraw (ed.), *Creating Modern Capitalism. How Entrepreneurs, Companies, and Countries Triumphed in Three Industrial Revolutions*, Cambridge MA 1997

A.D. Chandler, jr.: "Scale, Scope and Organizational Capabilities", in: T.K. McCraw (ed.), *The Essential Alfred D. Chandler. Essays toward a Historical Theory of Big Business*, Boston 1988, pp. 472-504.

M. Granovetter: "Economic Action and Social Structure: The Problem of Embeddedness", in: *American Journal of Sociology*, vol. 91, 1985, no. 3, pp. 481-510.

D.C. North: "Institutions and the Performance of Economies over time", in: Menard, C./Shirley, M.M., *Handbook of New Institutional Economics*, Dordrecht 2005, pp. 21-30.

M.E. Porter: "Locations, Cluster and Company Strategy", in: Clark, G.L. / Feldman, M.P. / Gertler, M.S., *Oxford Handbook of Economic Geography*, Oxford 2000, pp. 255-274.

J.A. Schumpeter: "The Process of Creative Destruction" (Chapter), in: Schumpeter, J.A., *Capitalism, Socialism and Democracy*, London 1942, pp. 81-6.

J.A. Schumpeter: "The Creative Response in Economic History", in: *Journal of Economic History* vol. VII (1947), no. 2, pp. 149-159.

O.E. Williamson: "The Economics of Organization: The Transaction Cost Approach", in: *The American Journal of Sociology* 87 (1981), no. 3, pp. 548-577.

P.A. Hall/D. Soskice: "An Introduction to Varieties of Capitalism", in: Hall, P.A./Soskice, D. (ed.), *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage*, Oxford: Oxford University Press 2001, pp. 1-35.

48. 2. Reckendrees, Alfred

Copenhagen Business School; Copenhagen, DENMARK

Financial Crises in Historical Perspective / The Recent Financial Crisis and Its Predecessors: Crisis, Contagion, Political and Corporate Response

Course Description:

Financial and economic crisis are all but singular events. This course compares the recent world economic crisis with the Great Depression (1929-33) and its aftermath, and also with the Asian-crisis (1997) and the so-called dot.com bubble (1999-2000) that did not similarly effect the world economy. These crises offer empirical evidence for a general analysis of financial and economic crises. The course focuses on a comparative analysis of crises and on the analysis of political and corporate responses to crises on the national and international level.

[Readings Excerpt]

Syllabus

Acharya, Viral V. / Richardson, Matthew: "Causes of the Financial Crisis", in: Critical Review vol 21, p. 195-210.

Barro, Robert J. (2001), "Economic Growth in East Asia before and after the Financial Crisis", NBER Working Paper Series 8330.

Barsky, Robert B./Kilian, Lutz (2004): "Oil and the Macroeconomy Since the 1970s", in: Journal of Economic Perspectives, vol. 18, no. 4, pp. 115-134.

Beck, Thorsten et al. (2010): Bailing out the Banks: Reconciling Stability and Competition. An analysis of state-supported schemes for financial institutions, Centre for Economic Policy Research (CEPR), London

Bernanke, Ben S. (1983), "Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression", in: American Economic Review 73, no. 3, 257-276.

Brunnermeier, Markus (2009): "Deciphering the Liquidity and Credit Crunch 2007–2008", in: Journal of Economic Perspectives, vol. 23, no. 1, pp. 77-100.

Bordo, Michael (2008): "An Historical Perspective on the Crisis of 2007-2009", NBER Working Paper Series 14569.

Cecchetti, Stephen G. (2009), "Crisis and Response: The Federal Reserve in the Early Stages of the Financial Crisis", in: Journal of Economic Perspectives 23, no. 1, 51-75.

Coval, Joshua, Jakub Jurek, et al. (2009), "The Economics of Structured Finance", in: Journal of Economic Perspectives 23, no. 1, 3-25.

Danielsson Jon / Zoega, Gylfi (2009): The Collapse of a Country. 2nd edition

Dore, Ronald (2008): "Financialization of the global economy", in: Industrial and Corporate Change, vol. 17, no. 6, pp. 1097–1112.

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- Laux, Christian / Leuz, Christian (2010): "Did Fair-Value Accounting Contribute to the Financial Crisis?", in: *Journal of Economic Perspectives* vol. 24, no. 1, pp. 93-118.
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- Panetta, Fabio et al. (2009): *An assessment of financial sector rescue programmes*, (Bank of International Settlements, Monetary and Economic Department), BIS Papers No 48, July 2009
- Rajan, Raghuram G. (2010), *Fault Lines. How Hidden Fractures still Threaten the World Economy*, Princeton: Princeton University Press.
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- Shadab, Housman B. (2010), "Guilty by Association? Regulating Credit Default Swaps", in: *Entrepreneurial Business Law Journal* vol 4, no. 2, 407-466.
- Smart, Carolyn / Vertinsky, Ilan (1984), "Strategy and the Environment: A Study of Corporate Responses to Crisis", in: *Strategic Management Journal*, vol. 5, 199-213.
- Stiglitz, Joseph (1999), "Lessons from East Asia", in: *Journal of Policy Modeling*, vol. 21, no. 3, 311-330.
- Stiglitz, Joseph E. (2009): "The Anatomy of a Murder: Who killed America's Economy", in: *Critical Review* vol. 21, pp. 329-39.

Stulz, René M. (2010): “Credit Default Swaps and the Credit Crisis”, in: *Journal of Economic Perspectives* vol. 24, no. 1, pp. 73-92.

Temin, Peter (1989), *Lessons from the Great Depression*, Cambridge, Mass.: MIT Press.

Temin, Peter (1993), “Transmission of the Great Depression”, in: *Journal of Economic Perspectives*, vol. 7, no. 2, 87-102.

49. Rockman, Seth

Brown University; Providence, Rhode Island, U.S.A.

HIST 2980X: Capitalism, 1500–Present

HISTORY 2980X: CAPITALISM, 1500 – PRESENT

Professor Seth Rockman

Wednesdays, 3:00-5:20, 107 Sharpe House

Office Hours: Tuesdays, 10-12, 305 Sharpe, x32819

This course will introduce students to the rapidly-developing scholarship on capitalism as a historically-specific and contingent system of economic organization. In “denaturalizing” capitalism, this scholarship has sought to embed markets in a wider range of social relations, cultural practices, and institutional arrangements. Historians of capitalism have fruitfully drawn on such methodologies as cultural and intellectual history to consider the process by which capitalism came to be understood as inevitable and timeless. Moreover, they have interwoven several discrete subfields—business history, labor history, economic history, political economy, and history of economic thought—into a new field of study. This course will explore both the foundational and new scholarship in the field. To cover five hundred years in the space of a semester will be ambitious, but will expose students to the central debates in the field and serve as a launching pad for the independent research projects that are the culminating assignment in the course.

Assessment

- One 6-8 page essay reviewing a book drawn from the course syllabus. Due by February 24. (10%)
- 8 weeks of contributions to the class bibliography, providing annotated citations for scholarship in a student’s particular national focus. (10%)
- A final 20-25 page review essay on a synthetic work on capitalism to be assessed in light of the semester’s readings OR a prospectus for a summer/fall research project in accordance with the current graduate writing requirement. Due no later than May 14. (60%)
- Active participation in weekly seminar meetings, with particular attention to contributions that advance conversation and encourage participation by others. (20%)

January 25: Towards a Critical Methodology

- Thomas G. Rawski et al., *Economics and the Historian* (Berkeley: University of California Press, 1996), selections.
- Susan Buck-Morss, “Envisioning Capital: Political Economy on Display,” *Critical Inquiry* 21 (Winter 1995): 434-467.

- Andreas Langenohl, “‘In the Long Run We are all Dead’: Imaginary Time in Financial Market Narratives,” *Cultural Critique* 70 (Fall 2008): 3-31

February 1: Macrohistories

- Gregory Clark, *A Farewell to Alms: A Brief Economic History of the World* (Princeton, N.J.: Princeton University Press, 2007), all.
- Kenneth Pomeranz, “Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjecture,” *American Historical Review* 107 (April 2002): 425-446.
- R. Bin Wong, “The Search for European Difference and Domination in the Early Modern World: A View from Asia,” *American Historical Review* 107 (April 2002): 447-469.

EARLY MODERN ORIGINS

February 8: The Early Modern Economy

- Carl Wennerlind, *Casualties of Credit: The English Financial Revolution, 1620-1720* (Cambridge Mass.: Harvard University Press, 2011), all.
- John Haggerty and Sheryllyne Haggerty, “Visual Analytics of an Eighteenth-Century Business Network,” *Enterprise & Society* 11 (March 2010): 1-25.
- John J. McCusker, “The Demise of Distance: The Business Press and the Origins of the Information Revolution in the Early Modern Atlantic World,” *American Historical Review* 110 (April 2005): 295-321.

February 15: Atlantic Slave Trade

- Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800* (New York: Verso, 1997), all.
- Chris Evans, “The Plantation Hoe: The Rise and Fall of an Atlantic Commodity,” *William and Mary Quarterly* 69 (January 2012): 71-100.
- Stephen Behrendt, “Markets, Transaction Cycles, and Profits: Merchant Decision Making in the British Slave Trade,” *William and Mary Quarterly* 58 (January 2001): 171-204

February 22: Enlightenment Political Economy

- Emma Rothschild, *Economic Sentiments: Adam Smith, Condorcet, and the Enlightenment* (Cambridge, Mass.: Harvard University Press, 2001), all.
- Fredrik Albritton Jonsson, “Rival Ecologies of Global Commerce: Adam Smith and the Natural Historians,” *American Historical Review* 115 (December 2010): 1342-1363.
- Sophus Reinert, “Lessons on the Rise and Fall of Great Powers: Conquest, Commerce, and Decline in Enlightenment Italy,” *American Historical Review* 115 (December 2010): 1395-1425.

THE INDUSTRIAL AGE

February 29: The Industrial Revolution

- Robert C. Allen, *The British Industrial Revolution in Global Perspective* (New York: Cambridge University Press, 2009), all.
- Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time* (1944; reprint Boston: Beacon Books, 2001), chapters 6-10.
- Edward Baptist, “The Whipping Machine,” unpublished paper presented at “Slavery’s Capitalism: A New History of American Economic Development,” April 2011.

March 7: Institutional Regimes

- Karen Orren, *Belated Feudalism: Labor, the Law, and Liberal Development in the United States* (New York: Cambridge University Press, 1991), all.
- Naomi Lamoreaux and Jean-Laurent Rosenthal, “Legal Regime and Contractual Flexibility: A Comparison of Business’s Organizational Choices in France and the United States during the Era of Industrialization,” *American Law and Economics Review* 7 (Spring 2005): 28-61.
- Colleen Dunlavy, “Mirror Images: Political Structure and Early Railroad Policy in the United States and Prussia,” *Studies in American Political Development* 5 (Spring 1991): 1-35.

March 14: The Imperial Reach

- Eric Hobsbawm, *The Age of Capital, 1848-1875* (1975, reprint New York: Vintage Books, 1996), all.

- Sven Beckert, “Emancipation and Empire: Reconstructing the Worldwide Web of Cotton Production in the Age of the American Civil War,” *American Historical Review* 109 (December 2004): 1405-1438.
- Gregg Mitman and Paul Erickson, “Latex and Blood: Science, Markets, and American Empire,” *Radical History Review* 107 (Spring 2010): 45-73

March 21: The Corporation

- Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York: W.W. Norton, 2011), all.
- Alison Frank, “The Petroleum War of 1910: Standard Oil, Austria, and the Limits of the Multinational Corporation,” *American Historical Review* 114 (February 2009): 16-41.
- Naomi R. Lamoreaux et al., “Beyond Markets and Hierarchies: Toward a New Synthesis of American Business History,” *American Historical Review* 108 (April 2003): 404-433.

CAPITALISM TRIUMPHANT

April 4: Consolidation and Crisis

- Nicholas Wapshott, *Keynes-Hayek: The Clash that Defined Modern Economics* (New York: W.W. Norton, 2011), all.
- Julia Ott, “‘The Free and Open People’s Market’: Political Ideology and Retail Brokerage at the New York Stock Exchange, 1913-1933,” *Journal of American History* 96 (June 2009): 44-77.
- Adam Tooze, “Trouble with Numbers: Statistics, Politics, and History in the Construction of Weimar’s Trade Balance, 1918-1924,” *American Historical Review* 113 (June 2008): 678-700.

April 11: The Liberal Global Order

- Ngaire Woods, *The Globalizers: The IMF, the World Bank, and their Borrowers* (Ithaca, NY: Cornell University Press, 2007), all.
- Michael A. Bernstein, “Economic Knowledge, Professional Authority, and the State: The Case of American Economics during and after World War II,” in Robert F. Garnett Jr., ed., *What Do Economists Know? New Economics of Knowledge*, (New York: Routledge, 1999), 104-123.

- Barry Eichengreen, “The Bretton Woods System,” in *Globalizing Capital: A History of the International Monetary System* (Princeton: Princeton University Press, 2008), 91-133.

April 18: Deindustrialization and Consumer Society

- Aviva Chomsky, *Linked Labor Histories: New England, Columbia, and the Making of a Global Working Class* (Durham: Duke University Press, 2008), all.
- Simon Partner, “Nimble Fingers: The Story of the Transistor Radio,” in *Assembled in Japan: Electrical Goods and the Making of the Japanese Consumer* (Berkeley: University of California Press, 1999), 193-224.
- Lizabeth Cohen, “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America,” *American Historical Review* 101 (October 1996): 1050-1081.

April 25: Finance and Shareholder Value

- Gerald Davis, *Managed by the Markets: How Finance Re-Shaped America* (New York: Oxford University Press, 2009), all.
- Rakesh Kharuna, *From Higher Aims to Hired Hands: The Social Transformation of American Business Schools and the Unfulfilled Promise of Management as a Profession* (Princeton: Princeton University Press, 2007), 333-383.
- David Graeber, *Debt: The First 5,000 Years* (New York: Melville House Publishing, 2011), 361-391.

50. Rose, Mary

Lancaster University Management School; Lancaster, England, UNITED KINGDOM

EBIN 504: Innovation

[Taken from Website]

1.0 But what is the course about?

On this 10 week course we challenge students to think in new ways, develop new behaviours and to work in teams to improve their employability, rather than teaching them to design a new mousetrap. Co-designed and co-delivered by an academic and a businessman, the inspiration for the course comes from our shared knowledge and experience of co-authoring a book on innovation. The mutual benefits of dialogue between business and academia inform the decisions we make on course design, objectives and delivery and the curriculum sets innovation theory against its practical applications. Follow link for courseoutline

Students explore how many innovations involve crossing boundaries; why some innovations fail; the evolution of innovation; what forces lead to diffusion of innovation; the role and impact of collaboration on innovation, the challenges and opportunities of product and process innovation. Our aim is to inspire an enthusiasm for and an understanding of innovation and encourage the practice of tracking and evaluating the impact of innovations, so vital to anyone in business.

While teaching students about the innovation process, we encourage personal boundary crossing - intellectually, socially, culturally and through developing new behaviours. The intensity of the course is exceptional and would often be covered in twenty, rather than ten weeks. To achieve the level of sustained reflection needed for students to benefit from our approach, we confronted a number of common learning and teaching challenges that became embedded in our course design. These included building motivation, developing a critical and active approach to learning, ensuring sustained, rather than spasmodic effort throughout the course as well as developing an ability to link understanding of contemporary innovation to theory.

Learning Outcomes

Students completing this course will have:

- Knowledge of the relationship between theories of entrepreneurship and innovation
- An appreciation of innovation as a dynamic process involving the commercialisation of novel products, processes or systems
- An ability to place innovation in its economic, social and cultural contexts
- The opportunity to confront theory with practice

By the end of the course students will have:

- Experience of self directed, group learning through use of online materials, VLEs and online tutorials
- Developed discussion skills using workshops
- Used a Learning Log to reflect on the way elements of the course reinforce each other
- Plan and manage their time effectively in relation to deadlines whilst displaying individual initiative and enterprise

- Conduct individual assignments and perform effectively in a group environment by demonstrating leadership and team-building qualities
- Communicate and present complex arguments in oral and written form with clarity and succinctness

Textbook suggestions

We do not teach from a textbook but draw on several as well as journal articles. Here is some introductory reading. You will find reading for each workshop in the background synthesis each week.

Essential Reading:

There is no single textbook and the following core texts will be supplemented by extensive use of scholarly journals, web based materials and the serious business press. We are using electronic materials wherever possible and you should use the electronic journals in the library, via the link. All books referred to on this course have been made available on short loan in the library, and where indicated journal articles, not in the library collection have also been placed on short loan.

In addition to the reading shown below you will find that for each workshop, electronic materials will be made available on the VLE.

The following book has been ordered for bookshop and you are recommended to buy it:

John Bessant and Joe Tidd *Innovation and Entrepreneurship* (Wiley, 2008)

Other books which you will find useful reference include:

Joe Tidd, John Bessant and Keith Pavitt, *Managing Innovation: Integrating Technological, Market and Organizational Change* (2005, 3rd edition)

Other books which provide good background include:

P. Drucker, *Innovation and Entrepreneurship: Practice and Principles* (1985)

Paul Trott, *Innovation Management and New Product Development* (2002)
eds. Jan Fagerberg, David C Mowery and Richard R Nelson: *The Oxford Handbook of Innovation* (2005)

Utterback, James M. (1996) *Mastering the Dynamics of Innovation* (Cambridge, Mass., Harvard Business School Press)

Andrew Hargadon, *How Breakthroughs Happen: The Surprising Truth about how Companies Innovate* (2003)

Ossie Jones and Fiona Tulley *Competitive Advantage in SMEs: Organising for Innovation and Change* (2003)

Clayton M. Christensen (1997) *The Innovators Dilemma: When New technologies cause great firms to fail* (Boston: HBSP)

Clayton M. Christensen, (2003) *The Innovators' Solution* (Boston: HBSP)

The following gives an excellent overview of the impact of ICT on business:

Timmers P (1999) *Electronic Commerce: Strategies and Models for Business-to-Business Trading* John Wiley & Sons

Stephen Chen, *Strategic Management of e-Business* (2nd edition, 2005)

Library links:

Online business information: www.lums.lancs.ac.uk/pages/Alumni/Careers/BusInfo

Some useful links for innovation:

<http://www.innovationwatch.com/>

<http://inventors.about.com>

This is easily the best history of innovation site with extensive coverage and good links and bibliographies essential!

<http://www.ideafinder.com/history/>

includes innovation timelines, short descriptions of innovations and innovators – by no means comprehensive but worth a look

2011 Lecture schedule

Lectures are scheduled at 2.00pm Wednesdays in Management School Lecture Theatre 11 as follows (note we do not use all lecture slots) :

12 October : Mike Parsons and Mary Rose ' Innovative Connections' - our opening Keynote lecture

19 October : Mary Rose Surgery session for queries about EBIN 504

26 October Visiting Speaker, Karl Duffill, Google

9 November: Visiting Speaker, Raglan Tribe Mindsheet Ltd

16 November Mary Rose Introduction to iSearch Stage 2

23 November: Chris Tossell, Access Technology Group

15 December : Mike Parsons and Mary Rose, Innovation Summary and Conclusions

51. Ross, Duncan

University of Glasgow; Glasgow, Scotland, UNITED KINGDOM

MSc Global Economy: Programme Information

MSc Global Economy: Programme Information

Welcome to the MSc Global Economy programme. This programme is designed to give you an insight into the evolution, contours, operation and challenges of the global economy. It does not assume that you have a first degree in either economics or a business-related subject. We will teach you what you need to know – and help you apply your learning – in the various courses that you will take. We think this is an exciting, interesting, challenging and rewarding programme and look forward to embarking on this journey with you.

This document will provide some administrative guidance and information on the programme. It should be read alongside the School Postgraduate Handbook, which outlines a number of policies and procedures within the School of Social and Political Sciences, and the individual course handbooks, which each detail their syllabus and requirements.

1. Contact Details

Convenor of the Programme:

Dr Duncan Ross, Room 212, Lilybank House: 0141 330 3586, Duncan.Ross@glasgow.ac.uk

Administrator of the Programme:

Karen McFadden, Room 208, Adam Smith Building: 0141 330 5992,
Karen.McFadden@glasgow.ac.uk

The academic staff related to each course will be identified in the individual course brochures. Those teaching the core courses for the MSc Global Economy are as follows:

The Globalised Economy:

Professor Neil Rollings: 303, Lilybank House, 0141 330 6801, Neil.Rollings@glasgow.ac.uk

Business in the Global Economy:

Professor Ray Stokes: 301, Lilybank House, 0141 330 5186, Ray.Stokes@glasgow.ac.uk

Poverty and Inequality in the Modern World:

Dr Mark Freeman: 311, Lilybank House, 0141 330 2786, Mark.Freeman@glasgow.ac.uk

Social Science Statistics I:

Professor Gwilym Pryce, 202, 28 Bute Gardens, 0141 330 4399, Gwilym.Pryce@glasgow.ac.uk

Structure of the Programme

The Msc Global Economy is an intensive 12 month, 180 credit programme, which may also be taken over two years part-time. It is comprised of compulsory and optional elements – the taught components take place either in the first or the second semester, and the dissertation is written over the summer and submitted at the beginning of September.

The full-time structure looks like this:

Semester 1: (September-December)

The Globalised Economy	20 credits
Social Science Statistics I	20 credits
Optional course(s) from the approved list	20 credits

Semester 2: (January – March)

Business in the Global Economy	20 credits
Poverty and Inequality in the Modern World	20 credits
Optional course(s) from the approved list	20 credits

Dissertation (April – September)	60 credits
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Optional Courses for 2011-12

In theory, students may choose any course from those offered across the School of Social and Political Sciences and in some cases, depending on availability and with the agreement of the relevant Head of School, the College of Social Sciences (which includes, in addition to the School of Social and Political Sciences, the Business School, the School of Law, the School of Education and the School of Interdisciplinary Studies: see their respective websites for more information). The following courses are the ones that are recommended for 2011-12, however:

Challenges in International Politics
China in the International Economy
Chinese Politics and Society
Critical Perspectives on Human Rights
Economic Transformation in Central and Eastern Europe
Foreign Policy of the EU
Gender and Society
Globalisation and Labour
Human Rights and Global Politics
International Security and Global Politics
Institutions and Policies of the European Union
Post-Soviet Russia: Renegotiating Identity
The EU in International Politics and Development
The Global Criminal Economy

It is your responsibility to ensure that you have enrolled in the various courses, and that you will accrue the appropriate number of credits.

Programme Requirements

The MSc in Global Economy is a multi-disciplinary programme worth 180 credits. Taught courses, as noted above, account for 120 of these credits. Across semesters 1 and 2 you will take four compulsory core courses. In each semester you will also choose 20 credits worth of optional courses. In order to proceed from the taught portion of the programme to the dissertation, you require an overall average of at least C3 and no marks below F3. To satisfy the requirements for the MSc in Global Economy you must complete 180 credits/units. You must obtain an average of C3 or above in the taught courses with at least 75% of these credits at D3 or better, and all credits at Grade F or above, and obtain a grade D or better in the dissertation.

Assessment

Assessment in this programme will be governed by the University's code of assessment. Please take the time to read this, and the discussion in the School Postgraduate Handbook. The precise assessment requirements of each course will be set out in those. Most assessment takes the form of essays and group work. It is our intention to return all written work to you within two weeks of submission. Feedback will take the form of formal written comments designed to help you understand what you did well, what could be improved, and things to work on for the next assignment. Informal – formative – feedback on your progress will be offered through class discussion and debate.

Coursework Submission and Extensions

The Postgraduate Handbook outlines the basic requirements regarding submission and extensions. All work should be submitted to the Postgraduate office in the Adam Smith Building.

Difficulties and Problems

If you have any difficulties and problems with courses, the first person you should speak to is the individual course convenor. If it is an administrative problem, then try the programme administrator, Karen McFadden. If neither of these people is able to help, then speak to the programme convenor, Duncan Ross. There is also a postgraduate student advisor or studies, and the School, College and University have a number of avenues open to provide help and support to students.

A Last Word

Enjoy! We hope you enjoy the programme and the various courses within it. The School and the University are exciting places to study, and Glasgow is a great place to live. We will challenge you to work hard, but I hope you will also find this a rewarding and exciting year.

Duncan Ross
September 2011

52. Sáiz González, José Patricio & Francisco Cayón-García
Universidad Autónoma de Madrid; Cantoblanco, SPAIN

Historia Económica de la Empresa
[Business History]
(2012-2012)

1. ASIGNATURA / COURSE TITLE

Historia Económica de la Empresa / Business History

Course Description [translated roughly]:

“The overall objective of the course is to show the main lines of the economic history of the company [corporation] since its birth as an institution—bound to the emergence of a market economy and capitalism—to the present. The classes are organized under two complementary perspectives: [1] Review of the changes experienced by firms in their production systems, marketing, management and labor relations. [2] Analysis of how changes in the structure and strategy of companies and entrepreneurial functions conditioned the economic development of countries (especially those where the Industrial Revolution and capitalism became widespread earlier and with greater intensity: Europe, United States and Japan).” Course is structured around seven main chronological parts: (1300-1760) The Nature of the Company during the transition to the market economy; (1760-1860) The Industrial Revolution: The world of business and the world of work; (1800-1870) The Creation of the market, specialization, and new technologies: traditional companies and the “modern corporation”; (1870-1940) Capitalist competition and business concentration (I). The “first industrial divide” in the U.S., Europe and Japan; (1945-1973) The apogee of the big corporation and managerial capitalism; (since 1973) The Second Industrial Divide [ruptura]: from managerial to entrepreneurial capitalism.

Historia/History

1.1. Código / Course number

16793

1.2. Materia/ Content area

1.3. Tipo /Course type

Optativa/Optional

1.4. Nivel / Course level

Grado/Degree

1.5. Curso / Year

4º/4nd

1.6. Semestre / Semester

Primero/First

1.7. Número de créditos / Credit allotment

1.8. Requisitos previos / Prerequisites

No

Requisitos mínimos de asistencia a las sesiones presenciales/ Minimum attendance requirement

Dado que la asistencia a clase está contemplada en el cómputo total de horas de trabajo del

alumno, ésta resulta clave para la evaluación continua y en consecuencia para la obtención de resultados positivos.

1.10. Datos del equipo docente / Faculty data

José Patricio Sáiz González

Facultad de CC. Económicas y Empresariales. Dpto. Análisis Económico: Teoría Económica e Historia Económica. Despacho: Módulo 2-306. Tfno. (+34-914974327). E-mail: patricio.saiz@uam.es

Francisco Cayón García

Facultad de CC. Económicas y Empresariales. Dpto. Análisis Económico: Teoría Económica e Historia Económica. Despacho: Módulo 2-309. Tfno. (+34-914974739). E-mail: francisco.cayon@uam.es

1.11. Objetivos del curso / Course objectives

El **objetivo general** del curso es mostrar las líneas fundamentales de la historia económica de la empresa desde su nacimiento como institución – vinculado a la aparición de la economía de mercado y del capitalismo-, hasta nuestros días.

Las clases se articulan en torno a dos perspectivas complementarias:

- Examen de las transformaciones experimentadas por las empresas en sus sistemas de producción, comercialización, dirección y relaciones laborales.
- Análisis de cómo los cambios en la estructura y estrategia de las empresas y en las funciones de los empresarios condicionaron el desarrollo económico de los países (especialmente en aquéllos donde la Revolución Industrial y el capitalismo se generalizaron antes y con mayor intensidad: Europa, Estados Unidos y Japón).

Por tanto, se pretende que los alumnos adquieran las siguientes **competencias específicas**:

1 – Adquirir la perspectiva histórica en la comprensión de los fenómenos económicos, jurídicos y sociales que conforman el entorno empresarial. 2 – Diferenciar el contexto económico, internacional, regional y sectorial, que rodea a la empresa, así como interpretar su impacto en la misma. 3 – Poseer y comprender los conocimientos básicos sobre el funcionamiento y la estructura de las empresas. 4 – Poseer y comprender las realidades social, jurídica y política en las que se desenvuelven las empresas. 5 – Poseer y comprender la necesidad de un comportamiento ético en los negocios.

Asimismo se desarrollarán las siguientes **competencias genéricas**:

1 – Capacidad teórica de análisis y síntesis. 2 – Capacidad creativa para encontrar nuevas ideas y soluciones. 3 – Capacidad para detectar oportunidades y amenazas. 4 – Capacidad de negociación. 5 – Capacidad para tomar decisiones. 6 – Capacidad crítica y autocrítica. 7 – Capacidad para trabajar en equipo de carácter interdisciplinar. 8 – Habilidad para trabajar en un contexto de carácter internacional. 9 – Habilidad para la búsqueda, identificación y análisis de fuentes de información pertinentes al ámbito de estudio. 10 – Habilidades de comunicación a través de Internet y, manejo de herramientas multimedia para la comunicación a distancia. 11 – Habilidades para la presentación en público de trabajos, ideas e informes. 12 – Iniciativa y espíritu emprendedor. 13 – Preocupación por la calidad y el trabajo bien hecho. 14 – Saber gestionar eficazmente el tiempo.

1.12. Contenidos del programa / Course contents

- **Tema 1: Introducción. Naturaleza de la empresa durante la transición hacia la economía de mercado (1300-1760).** La empresa en el comercio y las finanzas. La industria

antes de la fábrica.

- **Tema 2: La Revolución Industrial (1760-1860): el mundo de los negocios y el mundo del trabajo.** Nacimiento y desarrollo del sistema fabril.
- **Tema 3: Crecimiento del mercado, especialización y nuevas tecnologías: empresas tradicionales y “empresas modernas” (1800-1870).** La aparición de la empresa moderna.
- **Tema 4: Competencia capitalista y concentración empresarial (I). La “Primera ruptura industrial” en EEUU, Europa y Japón (1870-1940).** La lucha por el mercado: estrategias de crecimiento de las grandes empresas y nuevas técnicas de marketing. Alternativas a la gran empresa y la producción en masa.
- **Tema 5: Competencia capitalista y concentración empresarial (1870-1940) (II): la emergencia del capitalismo gerencial.** El trabajo en cadena y la producción en masa. La difusión de la empresa multifuncional y la aparición de la estructura multidivisional.
- **Tema 6: El apogeo de la gran empresa y del capitalismo gerencial (1945-1973).** La expansión de las empresas multinacionales. Gran empresa, empresa familiar y PYMES. La actuación del Estado.
- **Tema 7: La “Segunda ruptura industrial”: del capitalismo gerencial al capitalismo empresarial (desde 1973 hasta la actualidad).** Una organización empresarial más diversa y flexible. La organización del trabajo: globalización y flexibilidad.
- **Tema 8: La historia de la empresa en España.** La iniciativa empresarial en España. Características de la empresa española en los siglos XIX y XX.

*** Este programa puede estar sujeto a actualizaciones y ajustes para un mejor cumplimiento de los objetivos de la asignatura.**

REFERENCIAS BÁSICAS:

J. M. VALDALISO y S. LÓPEZ (2009): *Historia económica de la empresa*, Crítica, Barcelona. (Manual de referencia).

J. L. GARCÍA RUIZ (coord.) (1998): *Historia de la empresa mundial y de España*, Síntesis, Madrid.

F. COMÍN y P. MARTÍN ACEÑA (eds.) (1996): *La empresa en la historia de España*, Istmo, Madrid.

REFERENCIAS COMPLEMENTARIAS:

J. MICKLETHWAIT y A. WOOLDRIDGE (2003): *La empresa, historia de una idea revolucionaria*, Mondadori.

A. D. CHANDLER Jr. (1988): *La mano visible. La Revolución en la Dirección de la Empresa Norteamericana*. Ministerio de Trabajo y Seguridad Social, Madrid.

J. L. GARCÍA RUIZ (1994): *Historia económica de la empresa moderna*, Istmo, Madrid.

J. HERNÁNDEZ ANDREU y J. L. GARCÍA RUIZ (comps.) (1994): *Lecturas de historia empresarial*, Civitas, Madrid.

S. POLLARD (1987): *La génesis de la dirección de empresa moderna*, Ministerio de Trabajo y Seguridad Social; Madrid.

M. SANTOS REDONDO (1997): *Los economistas y la empresa. Empresa y empresario en la historia del pensamiento económico*, Alianza, Madrid.

2. Métodos Docentes / Teaching methodology

En las **clases teóricas** el profesor ofrecerá una visión general del temario, insistiendo en los conceptos claves que faciliten la comprensión del alumno. Asimismo, el profesor aportará los

recursos necesarios (bibliografía seleccionada, páginas web...) para que los alumnos puedan preparar y desarrollar los esquemas y contenidos del temario. Por último, las clases tendrán un carácter participativo al discutirse los esquemas y resúmenes preparados por el alumnado, análisis de casos, así como la resolución de las dudas planteadas con carácter general.

Las **clases prácticas** tienen como objetivo desarrollar la adquisición de herramientas para el análisis histórico-económico de la empresa. Mediante el análisis de materiales docentes seleccionados (fundamentalmente series temporales, gráficos y textos), se aplicarán los conocimientos adquiridos en las clases teóricas. El trabajo con los materiales prácticos consistirá en:

-Desarrollar y utilizar las herramientas e instrumentos básicos para el análisis histórico-económico de la empresa. -Aplicar los conocimientos teóricos sobre el mundo de la empresa en un período histórico determinado. -Realización de trabajos por parte del alumnado (individualmente y en po), en los que se reflejen los contenidos anteriores. -Análisis de casos. -Exposición y discusión pública de los métodos y conclusiones aportadas.

Las **actividades complementarias** pretenden reforzar el proceso de aprendizaje tanto de las cuestiones teóricas como prácticas. En ellas se realizarán:

-Comentarios sobre las actividades y trabajos realizados: resúmenes y esquemas de temas y lecturas, trabajos (individuales y en grupo) y prácticas. Asimismo se notificará y comentará la evaluación de estas actividades. -Resolución de dudas. -Orientación sobre metodologías de estudio adaptadas a las necesidades individuales. -Seguimiento de los trabajos realizado en equipo.

3. Tiempo de trabajo del estudiante / Student workload

	Nº horas	%
ACTIVIDADES PRESENCIALES	49	32,6
- Clases teóricas	1,5 x 30 clases =45h	
- Actividades Complementarias	1 x 2h = 2h	
- Examen	1 x 2h = 2h	
ACTIVIDADES NO PRESENCIALES	101	67,4
- Preparación de actividades prácticas	36h	
- Estudio y preparación de exámenes	65h	
TOTAL	150	

4. Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade

La calificación final será resultado de la ponderación de las calificaciones numéricas obtenidas en la evaluación continua (40% del total) y el examen final (60% del total).

I-Evaluación continua (EC), que supondrá el **40% de la nota final**, mediante:

-Realización de trabajos individuales, consistentes en: comentarios de textos, tablas y gráficos, búsqueda de información para completar los contenidos teóricos, etc.

- Realización de un trabajo individual o en grupo sobre historia de una empresa.
- Participación activa en clase, seminarios y actividades complementarias.

Para recibir una calificación numérica en la evaluación continua, el alumno deberá cumplir los requisitos mínimos de asistencia a clases presenciales (75%) y presentar los trabajos. En caso contrario, no será calificado en la evaluación continua, si bien puede realizar el examen final.

II-Evaluación del examen final (EF), que supondrá el 60% de la nota final.

Comprende un examen de 2 horas de duración cuyo objetivo es evaluar el grado de aprendizaje de los conocimientos teóricos y prácticos estudiados a lo largo del curso y la capacidad de análisis y síntesis. El alumno que se presente a alguna de las partes de la evaluación (continua y/o examen final) recibirá una calificación numérica de acuerdo con el criterio de ponderación señalado. El que no realice ninguna de las partes de la evaluación será calificado como “**no evaluado**”. En la **convocatoria extraordinaria de julio** los alumnos podrán recuperar exclusivamente la parte correspondiente al examen final, manteniendo la calificación de la evaluación continua recibida en la convocatoria ordinaria.

5. Cronograma* / Course calendar

*Este cronograma tiene carácter orientativo.

Semana		Horas presenciales	Horas no presenciales del estudiante
1	Tema 1 (1ª parte)	3	3
2	Tema 1 (2ª parte)	3	4
3	Tema 2 (1ª parte)	3	6
4	Tema 2 (2ª parte)	3	6
5	Tema 3	3	6
6	Tema 4 (1ª parte)	3	6
7	Tema 4 (2ª parte)	3	6
8	Tema 5 (1ª parte)	3	6
9	Tema 5 (2ª parte)	3	6
10	Tema 6 (1ª parte)	3	6
11	Tema 6 (2ª parte)	3	6
12	Tema 7 (1ª parte)	3	6
13	Tema 7 (2ª parte)	3	6
14	Tema 8 (1ª parte)	3	6
15	Tema 8 (2ª parte)	3	6
16	Evaluación	2	16
	Actividades Complementarias	2	
	TOTAL	49	101

53. Satchell, Veront M.

The University of the West Indies, Mona Campus; Mona, JAMAICA

The Growth of the International Economy since 1850

THE UNIVERSITY OF THE WEST INDIES

DEPARTMENT OF HISTORY

MONA

2013/2014

COURSE TITLE: THE GROWTH OF THE INTERNATIONAL ECONOMY SINCE 1850

COURSE CODE: HIST2603 [H26C]

LEVEL II

SEMESTER 1I

LEVEL 11

No. CREDITS: 3 CREDITS, ONE SEMESTER

LECTURER: Prof. Veront M Satchell

Email: veront.satchell@uwimona.edu.jm

COURSE DESCRIPTION

The free movement of people/labour, capital, technical innovations, entrepreneurial skills facilitated by trade, commercial policies and the development of an international, payments and monetary system characterize the international or global economy.

This course thus involves an examination of these factors that have facilitated the growth and development of this global or international economy since 1850. Its primary aim is to provide students with an overview of the evolution and integration of the world economy from Free Trade to Bretton Woods with a survey of its development since 1945. The role of England in the rapid growth of the international economy after 1850 through to the outbreak of WWI, and the resultant breakdown/collapse of the economy during the interwar years, the outbreak and impact of WWI through to the establishment and subsequent operation of institutions and organisations to resuscitate and sustain the post WWII economy, as well as, subsequent revamping and amendments to these establishments especially after the 1960s form the core of the analysis

The history is divided into two time periods viz.1850-1945 and 1946 –c.1990s. In each period major global socio-economic and political developments that impact labour migration, movement of capital, technical innovations and trade internationally as well as, national and international commercial policies and the international monetary and payment systems [the international economy] are discussed

COURSE CONTENT

- British industrialisation and economic growth and development of the international economy 1750-1850

- The international movement of capital
- International migration
- Movement of Technology and technological information across international borders
- National and international Commercial policies facilitating growth and spread of international free trade
 - Europe, US and the rest of the world [independent states]
 - Metropole [Europe and US] and colonies
- Organisation and development of big businesses
- Evolution of the international monetary and payment systems
- Collapse of the international economy 1914-1945
 - WWI and the Interwar years [of crash of the US Stock exchange]
 - WWII
- Establishment of Institutions and Organisation to revive the international economy –IMF, IBRD,GATT, ILO etc
- Post 1945
 - Operation of international economic institutions and organisations
 - Growth, spread and impact of big business corporations MNCs
- Post colonial developments the international economy and development in emerging economies –question of unequal economic growth since 1960s
- Globalisation –concept of one global village and the impact on developing vis a vis emerging economies -1990-2000.

LEARNING OUTCOMES/OBJECTIVES

At the end of the course students should be able to:

- i. Discuss the theoretical approaches to the study of economic development, with emphasis on the international/global economy
- ii. Assess the importance of innovations in transport, communication and power sources to the development of the international economy.
- iii. Discuss international [labour] migration and its impact on national and global economies.
- iv. Assess trade liberalisation policies and their impact on developed and emerging economies
- v. Discuss the importance of post WWII strategies [programmes, policies and institutions] to the rapid development of the global economy
- vi. Assess the role of corporate capitalism in global economic development, impact on emerging economies.
- vii. Discuss the economic challenges faced by emerging economies in light of the international economy/globalisation

TEACHING METHOD

Three classes - Two one-hour lecture and one one-hour tutorial per week

EVALUATION

There will be two areas of evaluation as under:

1. Course Work:

- Tutorial presentation 10
- In Course test [Part I] 15

- Essay [Part II] 15 40%

2. **A final 2 hour examination** 60%
 [two sections, to answer one question from on each section]

REQUIRED READING:

Students are expected to read at least **two** of the works under each lecture topic and to read on tutorial topic prior to class thus ensuring productive discussions.

AG Kenwood, Michael Graff, AL Lougheed, *The Growth of the International Economy, 1820-2015* (Routledge, 2014)

A.G. Kenwood and A.L. Lougheed *The Growth of the International Economy, 1820-2000* (Routledge, 2000)

Sidney Pollard *The International Economy Since 1945* (Routledge, 1997)

W.M. Scammell *The International Economy Since 1945* (Palgrave Macmillan, 1983)

Gene M Grossman & Elhanan Helpman, *Innovation and the Growth of the Global Economy* (MIT, 1997)

W. Ashworth *A Short History of the International Economy Since 1850* (Longman, 1987)

Barry Eichengreen *Globalizing Capital A History of the International Monetary System* (Princeton, 2008)

Kung Fan, et.al *An Economic History of the Major Capitalist Countries, A Chinese View* (1992)

J.A. Foreman-Peck *A History of the World Economy: International Economic Relations Since 1850* (Brighton Wheatsheaf, 1975)

Abigail Gregory, Jan Windeberk *Women's Work in Britain and France Practice and Theory and Policy* (St Martin's Press, 2000)

Robert Gwynne & Cristobal Kay, *Latin America transformed, Globalisation and Modernity* (Edward Arnold, 2004)

David S. Landes *The Unbound Prometheus* (Cambridge, 2003)

-----*Revolution in Time: Clocks and the Making of the Modern World* (Belknap, 1983)

W.A. Lewis *The Evolution of the International Economic Order* (Princeton UP, 1978)

A. Mandison *The World Economy in the 20th Century* (Organization for Economic, 1989)

B.R. Mitchell & H.G. Jones *Abstract of British Historical Statistics* (1978)

-----*2nd Abstract of British Historical Statistics*

F.V. Moulder *Japan, China and the Modern world Economy* (Cambridge UP, 1977)

Roger Owen *The Middle East and the World Economy 1800-1914* (Palgrave

- Macmillan, 2002)
- Sidney Pollard, *The Integration of the European Economy Since 1815* (University Association for Contemporary European Studies, 1981)
- R. Ramsaran *The Commonwealth Caribbean in the World Economy* (Warwick, 1989)
- L.G. Reynolds *Economic Growth in the Third World 1850-1980* (JEL, 1985)
- Richard Sims, *Japanese Political History since the Meiji Renovation 1868-2000* Palgrave Macmillan, 2001)
- Robert Solomon, *The Transformation of the World Economy* (Palgrave Macmillan, 1999)
- W. Woodruff *Impact of Western Man* (Rowman and Littlefield, 1982)
- W. Woodruff *America's Impact on the World A study of the Role of the United States of America in the World Economy 1750-1970* (Wiley, 1975)

Important issues are often discussed in the following academic journals:

Journal of Economic History; Economic History Review, Journal of Interdisciplinary History; Business History; Business History Review; Journal of European Economic History; American Economic Review; Explorations in Economic History.

LECTURE SCHEDULE

Part 1 (1850-1914)

Lecture 1 Introduction: Definition of the International economy and the concept of globalization. Wallerstein's world-system; core and periphery; world economic history in the long-term; cycles and waves - Kondratieff, Kuznets, Juglar and Kitchin cycles.

Reading:

- J.J. van Duijn *The Long Wave in Economic Life* (Routledge, 2006)
- Simon Kuznets "Modern Economic Growth: Findings and Recollections," *American Economic Review* (June 1973), pp 247-258
- W.W. Rostow *The World Economy History and Perspective* (Cambridge UP, 1978)
- N. Rosenberg & L. Birdzell *How the West Grew Rich* (New York, Basic Books, 1986)
- S. Solomou *Phases of Economic Growth 1850-1973* (Cambridge UP, 1988)
- I. Wallerstein *The Modern World System* (Academic Press, 1974)

Lecture 2 World Economic History in the long-term/ growth, trends and fluctuations.

Reading:

- As above, plus:
- A. Maddison *The World Economy in the 20th Century* (OECD Publishing, 1989)

Lecture 3 **Technology:** inventions innovations and diffusion - motive power - animated, wind water, steam electricity and the combustion engine Applications: emergency of the factory system. Tools and machine. Assembly line “Fordism”, mechanisation and division of labour.

Reading:

- N.K. Crafts “British Industrialization in an International Context”, *The Journal of Interdisciplinary History* (1989) pp 415-428
- T.K. Derry &
T.I. Williams *A Short History of Technology* (Oxford UP, 1970)
- D.R. Headrick *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century* (Oxford UP,)
- *The Tentacles of Progress: Technology Transfer in the Age of Imperialism 1850-1940* (Oxford UP, 1988)
- Ian Inkster *Science and Technology in History: An Approach to Industrial Development* (Rutgers, 1991)
- AG Kenwood &
AL. Loughheed, *Technology Diffusion and Industrialisation before 1914*
 (Cambridge UP, 1984)
- D.S. Landes *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 the Present* (1969)
- W.A. Lewchuck, eds., ‘The Origins of Fordism and Alternative Strategies: Britain and the United States 1880-1930” in S. Tolliday and J Zeitlin
 Between Fordism and Flexibility, the International Motor Industry and its Workers (Berg, 1992)
- J. Mokyr *The Lever of Riches* (Oxford UP, 1992)

Lecture 4 **Technology:** Innovations in transportation- railways, canals, steamship, survival of the sailing ship. Innovations in communication: post telegraph and telephone. Military technology: contributions to innovations and control of territory and trade.

Reading:

- G. Blainey *The Tyranny of Distance* (MacMillan, 2001)
- Roy Church *The Rise and decline of the British Motor Industry* (Cambridge UP, 1994)
- WH. McNeill *The Pursuit of Power: Technology, Armed Forces and Society since AD 1000* (ACLS History E-Book Project, 2009)
- S. Pollard “Shipbuilding...” *Journal of Economic History* vol. 17 (1957) 287-303
- Michael Robbins *The Railway Age* (Manchester UP., 1998)
- Mira Wilkins
& Frank Hill *American Business Abroad: Ford on Six Continents* (Wayne State University, 1964)

Lecture 5 Migration: Growth of migration from Europe, the slave trade and indentured labour movements. Destinations- Dominance of the USA/Americas and SE Asia. Consequences- the building cycles, remittances and market shifts.

Reading

- Dudley Baines *Emigration From Europe 1815-1930* (Cambridge UP, 1998)
David Eltis “Forced and Coerced transatlantic Migration: Some Comparisons,”
American Historical Review Vol. 88 (1983) 251-280.
J. Foreman-Peck “A Political Economy of International Migration 1815-1914,”
Manchester School of Economic Studies 60 (December 1992, 359-376.
I. Glazier & L. De Rosa (eds.) *Migration Across Time and Nations* (1986)
J. Gould “European Inter-Continental Emigration 1815-1914.” *Journal of European Economic History* vol.8 (1979) 593-679
L. Potts *The World Labour Market: A History of Migration* (Routledge, 1990)
P. Taylor *The Distant Magnet: European Migration to the United States* (Harper and Row, 1971)
B. Thomas *Migration and Economic Growth* (MacMillan, 1954)

Lecture 6 Labour: Abolition of slavery and serfdom, international diffusion of labour, work organisation development of Industrial capitalism, productivity, wage rates and the development of consumerism.

Reading:

- P.D. Curtin *The Atlantic Slave Trade* (1969)
S.L. Engerman “Contract labour, Sugar and Technology in the Nineteenth Century,” *Journal of economic History* vol. 43 (1983) 635-659
H.A. Gemery & J. Hogendorn *The Uncommon Market: Essays in the Economic History of the Atlantic Slave Trade* (1979)
S.Marks & P. Richardson *International Labour Migration: Historical Perspectives* (1984)

Lecture 7 Business organisation –pre-industrial business organisation individual merchants, partnerships, joint stock companies. Management styles Britain, USA and Japan. Development of limited liability company and the corporation. Concentration of capital horizontal and vertical integration, cartels emergence of multinational corporations, big business and the great mergers in USA and Japan: the *ziabatsu* and the *sogo shosha*.

Reading:

- M. Blackford *The Rise of Modern Business in Great Britain, The United States and Japan* (University of North Carolina, 1988)
A.D. Chandler *The Visible Hand: The Managerial Revolution in American Business* (Harvard University, Belknap, 1977)
F.V. Carstensen *American Enterprise in Foreign Markets: Studies in Singer and International harvester in Imperial Russia* (Chapel Hill, 1984)

- R.P Davenport & G. Jones *British Business in Asia since 1860* (Cambridge UP, 1989)
- C. J. Schmitz *The Growth of Big Business in the US and Western Europe* (1993)
- A. Teichova, (eds) *Multinational Enterprise in Historical perspective* (1986)
- M. Wilkins *The Emergence of Multinational Enterprise: American Business Abroad to 1914* (1970)
- “The History of European Multinationals: A New look,” *Journal of European Economic History* vol. 15 (1986) 483-510
- John Wilson *British Business History 1720-1994* (1995)

Lecture 8 **Capital movements** - Dominance of Britain. Investments -direct and portfolio, core and periphery, Imperialism and the integration of the global economy.

Reading:

- A.I. Bloomfield *Patterns of Fluctuation in International Investments Before 1914* (Princeton UP, 1968)
- R. E. Cameron *France and the Economic Development of Europe 1800-1914* (Routledge, 1961)
- P.L. Cotterell *British Overseas Investments in the Nineteenth Century* (1975)
- M. Edelstein *Overseas Investment in the Age of High Imperialism: The United Kingdom 1850-1914* (Macmillan, 1982)
- A.R. Hall (ed.) *The Export of capital from Britain 1870-1914* (Methune &Co., 1968)
- Mathias and Pollard *Cambridge Economic History of Europe* vol 8
- R. C. Michie *The London and New York Stock Exchange 1850-1914* (Allen and Unwin, 1987)
- D.C.M. Platt *Foreign Finance in Continental Europe and the United States 1815-1870* (Routledge, 1984)
- Mira, Wilkins *The History of Foreign Investment in the United States to 1914* (Harvard, 1989)

Lecture 9 **Economic Ideas and commercial policy:** development of Classical economics: Smith, Malthus, Ricardo and Mill. Liberalism and laissez faire. The Role of the State: freedom of trade and capital. Diffusion of economic ideas application of concepts of law and property rights. Classical trade theory: absolute advantage and comparative advantage.

Reading:

- Rondo Cameron *A Concise Economic History of the World* (1989)
Cambridge Economic History of Europe Vol. 8 (1989) Chap.1

Lecture 10 **Commercial policy** and trade: development and spread of free trade policy: growth and revenue. Britain and the most-favoured Nation clause. Free trade imperialism: China, Japan, Latin America, Africa and the Caribbean. National unification and markets: customs unions. Revival of protectionism and global

variations in tariff policy. Growth of international trade, geographical patterns and dominance of core. Composition of trade imports and exports Role of periphery and the balance of trade. Export led development,

Reading

- P. Bairoch “European Foreign trade in the XIX Century, The Development of the Value Volume of Exports,” *Journal of European Economic History* vol. 2 (1973) pp 5-36
- “Geographical Structure and Trade Balance of European Foreign trade from 1800-1970,” *Journal of European Economic History* vol. 3 (1974) pp 557-608
- “European Trade Policy 1815-1914,” in P. Mathias and S. Pollard (eds.) *The Cambridge History of Europe* vol. 8 (1989)
- L.T. Berend & G.Ranki “Foreign Trade and the Industrialization of the European Periphery in the XIXth Century,” *Journal of European Economic History* vol 9 (1980) pp 539-584.
- J. R. Hanson, *Trade in Transition: Exports from the Third World 1840-1900* (Monthly Review Press, 1980)
- D.C.M. Platt *Latin America and British Trade 1806-1914* (1972)
- S.B. Saul *Studies in British Overseas trade 1870-1914* (1960)
- C.P. Kindleberger “The Rise of free Trade in western Europe 1820-1875,” *Journal of Economic History* vol. 1 1975 pp 20-51
- R.Floud & D. McCloskey, *The Economic History of Britain Since 1700* vol. 1
Cambridge Economic History of Europe vol. 8 (1989) Chap.1

Lecture 11 International payments/ The monetary system: - free trade and development of a multilateral payment system. Role of periphery in settlements. Bills of exchange and other instruments. Exchange rates: convertibility of currencies. The gold standard and the theory of self-regulatory adjustment. Role of the Bank of England. Relative costs to lenders and borrowers.

Reading:

- Marcello De Cecco *Cambridge Economic History of Europe* vol. 8
Money and Empire: The International Gold Standard 1890-1914 (Rowman and Littlefield, 1974)
- I. Drummond *The Gold Standard and the international Monetary System 1900-1939* (Macmillan, 1987)
- Barry Eichengreen *Globalizing Capital: A History of the International Monetary System* (1996)
- A. G. Ford “International Financial policy and the Gold Standard 1870-1914,” in *Cambridge Economic History of Europe* vol. 8
- C.P. Kindleberger *A Financial History of Western Europe* (1984)

Lecture 12 In course Test {Period 1850-1914}

PERIOD 1914-2000

Lecture 13 Technological Innovations in motive power- steam, electricity, nuclear power, solar energy. Transportation: motor vehicles, railways, shipping, aeroplanes. Growth of the oil industry and establishment of OPEC.

Readings

- S. Bromley** *American Hegemony and World Oil* (Penn State Press, 1991)
T. Hughes *Networks of Power: Electrification in Western Society 1880-1930* (Johns Hopkins, 1983)
D. Landes *The Unbound Prometheus* (1969)
Michio Morishima *Why has Japan Succeeded? Western Technology in the Japanese Ethos* (Cambridge, 1982)
Peter Odell *Oil and World Power* (Routledge, 1986)
Ian Skeet *OPEC: Twenty-five Years of Prices and Politics* (Cambridge UP, 1988)
Trevor Illtyd Williams *A Short History of Twentieth Century Technology* (Clarendon, 1982)

Lecture 14 Technological Innovations in communication radio, television, satellite and electronics/ computers. Decline of telegraph with diffusion of the telephone. Development of electronic mail and tele-conferences, automation and the division of labour. Impact of military technology and civilian technology. Industrialisation of war technology. Science and Research and Development.

Reading:

As Above plus

- JoAnn Yates** *Control through Communication: The Rise of System in American Management* (Johns Hopkins, 1989)

Lecture 15 Business organisation: separation of ownership, management and labour. Advertisement and the development of the consumer market. Persistent cultural differences: Britain, The USA and Japan. State enterprises in socialist economies.

Reading:

- M. Blackford *The Rise of Modern Business* (1988)
Louis Galambos & J. Pratt *The Rise of the Corporate Commonwealth: United States Business and Public Policy in the Twentieth Century* (Basic Press, 1988)
Leslie Hannah *The Rise of the Corporate Economy* (Economic History, Cambridge, 1983)

Lecture 16 Business organisation: Concentration of Business and the Internationalisation of products. Maturing of Multinational Corporations. Emergence of Third World MNCs.

Reading:

David K. Fieldhouse *Unilever Overseas: The Antinomy of `a Multinational* (Croom Helm, 1978)

T. Inoue & A. Okochi (eds) *Overseas Business Activities* (1983)

John Dunning, *Multinationals Enterprises and the Global Economy* (Edward Elgar, 2008)

A. Teichova et al. *.Historical Studies in International Corporate Business* (1989)

Mira Wilkins *The maturing of Multinational enterprise: American Business Abroad from 1914-1970* (1974)

Lecture 17 Movement of Capital: Banks as MNCs. Direct and portfolio investments. Role of MNCs. Remittances and the emergence of a transitory migrant labour class. Aid and imperialism.

Reading:

Teresa Hayter *Aid as Imperialism* (Penguin Books, 1971)

Geoffrey Jones (ed.) *Banks as Multinationals* (Routledge, 1990)

Barbara Stallings *Banker to the Third World: United States Portfolio Investments in Latin America 1900-1986* (University of California, California, 1987)

Shinji Takagi *From Recipient to Donor: Japan's Official Aid Flows, 1945-1990 and beyond* (Princeton University, 1995)

Robert Wood *From Marshall Plan to debt Crisis: Foreign Aid and Development Choices in the World economy* (University of California, 1986)

Lecture 18 Economic Ideas and Commercial policy: the role of the State. Keynesianism and welfare economics. Marxist economic theory. Economic growth and the development of environmental critiques. Liberalism, protectionism and preferential tariffs. `International control commodity price agreements, cartels, GATT and ITO

Readings

Cambridge Economic History vol 8 (1989)

P. Calvin "The World Economic Conference 1933: The failure of British Internationalism" *Journal of European Economic History* vol. 20 (1991) 489-527

Chalmers Johnson *MITI and the Japanese Miracle* (Stanford, 1982)

Lecture 19 International trade: Growth and contraction. Geographical pattern of imports and exports/Britain, USA, Japan, Western Europe and South East Asia. Changing terms of trade balances. Composition of trade. Growth of regional trading blocs and common markets: COMECON, EU, NAFTA. The disintegration of the Socialism in Europe.

Reading;

Cambridge Economic History vol 8 (1989)

- P. Calvin “The World Economic Conference 1933: The failure of British Internationalism”
Journal of European Economic History vol. 20 (1991) 489-527
- Chalmers Johnson *MITI and the Japanese Miracle (1982)*

Lecture 20 International Monetary System: Restoration Wars, The Great depression and collapse of the Gold Standard. Impact of the Great and the 1930s. Diffusion of the multilateral payment system balance of payments difficulties and the resurgence of bilateral systems and barter.

Reading:

- Robert Ayres *Banking on the Poor: The World bank and World Poverty* (MIT, 1983)
- F.L. Block *The Origins of International economic Disorder: A Study of united States Monetary policy from World war II to the Present* (1977)
- M. De Vriesa *The IMF in a Changing World 1945-1985* (1986)
- James M. Boughton, IMF at 60> Reflection on Reform at the IMF and the Demands of a Changing World Economy, An Article from Finance & Development (HTML (Digital))
<http://www.amazon.com/IMF-60-reflection-changing-Development/dp/B>
- Cheryl Payer *The Debt Trap The IMF and the Third World* (Monthly Review Press, 1975)
- Jacques J. Polak *The World Bank and the IMF A Changing Relationship* (The Brookings Institute, Washington DC, 1994)
- B. Tew *The Evolution of the international Monetary system 1945-1988* (Hutchinson Education 1988)
- L.B. Yeager *International Monetary Relations* (University of California, 1966)

Lecture 21 International Monetary System: Establishment of the IMF and The IBRD in 1944. Role of the Dollar and the changing meaning of convertibility. The debt crises.

Reading:

- Robert Ayres *Banking on the Poor: The World bank and World Poverty* (1983)
- Fred L. Block *The Origins of International Economic Disorder: A Study of united States Monetary policy from World war II to the Present* (University of California, 1977)
- Marcello De Vriesa *The IMF in a Changing World 1945-1985* (1986)
- Cheryl Payer *The Debt trap* (1975)
- Jacques J. Polak *The World bank and the IMF A Changing Relationship*
- B. Tew *The Evolution of the international Monetary system 1945-1988* (Hutchinson Education 1988)
- L.B. Yeager *International Monetary relations* (1966)

Lecture 22 Migration and labour: patterns of Intercontinental and international migration. Changing composition of migrant flow: the brain drain. Refugees, contract labourers and forced resettlement. Destinations and origins. Taylorism, Stakhonovism and productivity.

Reading:

- H. Braverman *Labour and Monopoly Capital*
Cambridge Economic History of Europe, vol. 8 (1989) chaps. 6-7
- S. Marks & P. Richardson *International Labour Migration: Historical Perspectives*
(Cambridge, 1984)
- Robin Cohen, ed. *The Cambridge Survey of World Migration* (Cambridge UP, 1995)
- L. Potts *The World Labour Market* (London Zed Press, 1990)

Lecture 23 **Problems of Economic Globalisation:** The effects of globalisation on economic development of Third World nations vis a vis the Industrial societies- origins of international inequity, the evolution of South-South Cupertino and North-South relations, formation of NGOs and the New International Economic

Readings

- Christopher Abel & C.M. Lewis *Latin America, Imperialism and the State: The Political Economy of the external Connection from independence to the Present*
(Athlone Press, 1985)
- B. Albert *South America and the World economy from Independence to 1930*
(London Macmillan, 1983)
- Teresa Hayter *The Creation of 'World Poverty* (1982)
- A. Hodgart *The Economics of European Imperialism* (1977)
- M. Manley *Up the Down Escalator* (Howard University Press, 1986)
- W. Rodney *How Europe Underdeveloped Africa* (Howard University Press, 1972)
- Tony Smith *The Pattern of Imperialism* (Cambridge UP, 1981)

54. Schenk, Catherine

University of Glasgow; Glasgow, Scotland, UNITED KINGDOM

**International Economic Relations 1945-85
(2009-2010)**

International Economic Relations 1945-85

2009/10

Professor Catherine R. Schenk

330-6616

c.schenk@socsci.gla.ac.uk

Lecture: Thursdays 10-11am

Seminar: Tuesdays 1-2pm

Course Code 88MZ

COURSE DESCRIPTION:

This module is concerned with the development of the international economy since 1945, focusing on the pattern of international trade, international investment and the changing organisation of the international monetary system. Particular emphasis will be placed on the development and impact of policy on international economic relations. Major themes include the formation of economic blocs, efforts at global economic co-ordination, the decline of American economic hegemony, the evolution of exchange rate policy, integration of national economies, and unequal development.

AIMS:

To evaluate and understand the forces which shaped the international economy in the post-war period with particular emphasis on international trade, international capital flows and the formation of international economic policy.

Intended Learning Outcomes:

1. To show a critical understanding of the nature of international economic relations.
2. To show facility with the literature of the history of the international economy.
3. To engage with the historiographical debates about the causes of crises in the international economy since 1945.
4. To construct and defend an analytical argument both orally and in written form.

ASSESSMENT

Students will complete a 1000-1500 word report on an original document selected from among a group of subjects. The report should give a brief summary of the document, but should concentrate on a discussion of the historical context in which it was written and its implications. The report will count for 10% of the assessment and will be due at 4pm on **Friday 19 February**.

Students will also write one essay that will count for 20% of the course assessment. The length should be no less than 2000 words and no more than 3000 words. Topics are suggested on the reading list but students are encouraged to design their own essay questions. The reading list should be used only as a starting point for building bibliographies for the essays. Students are advised to discuss their essay with Professor Schenk well in advance of the deadline. The essay will assess each student's ability to produce a sustained piece of written analysis, integrating a variety of secondary literature.

Essays will be due at 4pm two weeks after the topic is discussed in seminar, except that the essays on the final topic will be due on **Friday 26 March**. Students should give consideration to the grade descriptors and the University's policy on plagiarism included in this course brochure.

All students will sit a two-hour final examination which will count for 70% of the course assessment. This will assess each student's ability to integrate reading and lecture material to address specific questions in an examination setting. Students should pay particular attention to organisation, clarity, ability to integrate literature, and to adopt an analytic and critical approach to the question.

Honours Classification Descriptors

The qualities which are considered most important when students are assessed for an honours classification are summarised below. They are applied both in examination marking, and in all other types of written coursework. It is these qualities that determine how effectively students have met the specific Intended Learning Outcomes of individual modules. Marking cannot be done to a precise formula, in that weakness in some criteria may be compensated by strength in others. Work which begins well may also be marked down because it is rushed, unfinished, or too short in relation to the task set.

<u>Qualities</u>		<u>Keywords</u>
1	Sticking to the point when tackling a specific question.	Relevance
2	Using an argumentative approach, rather than relying on description or narrative.	Analysis
3	A discriminating use of evidence to support the argument. In most economic and social history modules, this will also involve reference to contemporary sources.	Evidence
4	Organising the material in a logical order.	Structure
5	Accurate information, which avoids vague generalisations.	Accuracy
6	Willingness to explore beyond the range of ideas and	Independent

	information offered in lectures and basic textbooks.	reading
7	Clear, concise expression and correct English.	Style
8	Willingness to understand and explain the attitudes and motives of past societies.	Understanding
9	Awareness that historical argument has changes over time, and that economic and social historians do not always agree with one another.	Historiography
10	Offering ideas which are the student's own, and well supported by evidence and reading.	Originality

Lecture/Seminar Outline

I 1945-50

The organisation of the international economy was a major topic of negotiation among the Allied Powers during the War. In an attempt to prevent a re-emergence of the economic conflict which generated the war, planners aimed to create a deliberately managed and cooperative international economic system. By 1950, however, this vision had eroded into regional solutions to economic imbalances.

1. Anglo-US economic relations during WWII

What were the constraints on economic co-operation between the USA and the UK during the war? [due 4 February]

LS Pressnell, *External Economic Policy since the War*, (1987)

D Moggridge ed., *The Collected Works of JM Keynes*, Vol 25, (1980), pp 69-94.

R Gardner, *Sterling-Dollar Diplomacy*, (1980)

R Clarke, *Anglo-American Collaboration in War and Peace: 1942-49*, (1982).

A van Dormael, *Bretton Woods : birth of a monetary system*, (1978).

G. Schild, *Bretton Woods and Dumbarton Oaks : American economic and political postwar planning in the summer of 1944* (1995)

S. Newton, *The global economy 1944-2000 : the limits of ideology* (2004) Ch. 1

2. From New Hampshire to Havana; The IMF, the World Bank and GATT

How well did the Bretton Woods institutions reflect the goals of multilateralism and freer trade?

Why did the Bretton Woods institutions fail to deliver the outcomes promised in 1944?
[due 11 February]

CJ Bartlett, *The Special Relationship; a political history of Anglo-American Relations since 1945*, (1992)

AP Dobson, *The Politics of the Anglo-American Economic Special Relationship*, (1988).

JK Horsefield, *The International Monetary Fund 1945-65*, (1969)

WM Scammell, *The International Economy since 1945*, (1982)

TW Zeiler, *Free trade, free world : the advent of GATT*, (1999)

S. Newton, *The global economy 1944-2000 : the limits of ideology* (2004) Ch. 2

II 1950-70

From 1950 there were two decades of rapid growth in industrialised countries. This was also a period when the balance of economic power began to shift noticeably toward Japan.

3. Regional Blocs: Europe and the Sterling Area

Why was the 'global' vision of the international economy replaced by regional institutions?
[essay due 18 February]

Eichengreen, B., (ed), *Europe's Postwar Recovery* (1995)

Eichengreen, B., *Reconstructing Europe's Trade and Payments: the EPU*, (1993)

AS Milward, *The European Rescue of the Nation State*, (1992)

L Neal, *the Economics of the European Union and the Economies of Europe*, (1998)

CR Schenk, *Britain and the Sterling Area: from devaluation to convertibility in the 1950s*, (1994).

CR Schenk, 'The Sterling Area and British Policy Alternatives in the 1950s', *Contemporary Record*, Vol 6, No. 2, Autumn 1992, pp 266-86.

CR Schenk, 'Foreign Trade and Payments in Western Europe' in M. Schulze ed., *Western Europe since 1945: Economic and Social Change*, Longman, 1999, pp. 105-121.

CR Schenk, 'Sterling, International Monetary Reform and Britain's Applications to the EEC in the 1960s', *Contemporary European History*, (2002).

M Daunton, 'Britain and globalisation since 1850; III Creating the world of Bretton Woods', *Transactions of the Royal Historical Society*, 18 (2008), pp. 1-42. [on-line]

AS Milward, *The Reconstruction of Western Europe 1945-51*, (1984)

Michael J. Hogan, *The Marshall Plan : America, Britain, and the reconstruction of Western Europe, 1947-1952*, (1987).

Kaplan and Schleiminger, *The European Payments Union; financial diplomacy in the 1950s*, (1989)

4. The liberalisation of trade and payments

What impact did the liberalisation of trade and payments have on the international economy?
[essay due 25 February]

W Asbeek Brusse, *Tariffs, trade, and European integration, 1947-1957 : from study group to Common Market* (1997)

AS Milward and G Brennan, *Britain's Place in the World* (1997)

Maurice Obstfeld, Alan M. Taylor, *Global capital markets : integration, crisis, and growth*, (2004)

CR Schenk, 'The Origins of the Eurodollar Market in London, 1955-1963', *Explorations in Economic History*, 35, April 1998, pp. 221-238.

C.R. Schenk, 'International Financial Centres; Competitiveness and Complementarity', in S Battilossi and Y Cassis eds., *European Banks and the American Challenge; competition and cooperation in international banking under Bretton Woods*, Oxford University Press, 2002, pp. 74-102.

C.R. Schenk, 'The 'New' City And The State, 1959-1971', in R. Michie ed., *The British Government and the City of London in the Twentieth Century*, Cambridge University Press, 2004.

H. James, *International Monetary Cooperation since Bretton Woods* (1996)

P. Krugman et. al., 'Growing world trade: Causes and consequences', *Brookings Papers on Economic Activity*; Washington; 1995.

M. Obstfeld, 'The Global Capital Market' benefactor or menace?, *Journal of Economic Perspectives*, 12 (4), 1998, pp. 9-30.

5. The Rise of Japanese Economic Power

How important was the international economy to Japan's economic performance in the 1960s?
What impact did Japan have on international economic relations in the 1960s?
[essay due 4 March]

B Balassa, *Japan in the World Economy*, (1988).

A. Forsberg, *America and the Japanese miracle : the Cold War context of Japan's postwar economic revival, 1950-1960*, (2000). Ch. 8.

T Inoguchi and DI Okimoto, *The Political Economy of Japan, Volume 2: the Changing International Context*, (1988).

M. Mason, *Europe and the Japanese challenge : the regulation of multinationals in comparative perspective*, (1997)

T. Nakamura, *The Postwar Japanese Economy: Its Development and Structure*, (1981).

R. Strange, *Japanese manufacturing investment in Europe : its impact on the UK economy*, (1993)

S Tsuru, *Japan's Capitalism: Creative Defeat and Beyond*, (1993).

V. Argy and L Stein, *The Japanese Economy*, (1997).

A Rothlacher, *Economic diplomacy between the European Community and Japan 1959-1981*, (1983).

6. The Decline of US hegemony and the collapse of the International Monetary system

Was the USA responsible for the collapse of the international monetary system? [essay due 11 March]

A Shonfield, *International Economic Relations of the Western World 1959-71, Volumes 1 and 2*, (1976)

WM Scammell, *The International Economy Since 1945*, Ch 9.

CP Kindleberger, *A Financial History of Western Europe*, (1984). Ch 24.

MD Bordo and B Eichengreen eds., *A Retrospective on the Bretton Woods System: lessons for international monetary reform*, (1993).

Barry Eichengreen, 'From Benign Neglect to Malignant Preoccupation: U.S. Balance-of-Payments Policy in the 1960s', NBER Working Paper No. 7630, March 2000. [www.nber.org]

Barry Eichengreen, *Globalizing capital : a history of the international monetary system*, (1996).

B. Eichengreen and PB Kenen, 'Managing the World Economy under the Bretton Woods System; an overview', in PB Kenen ed., *Managing the World Economy; fifty years after Bretton Woods*, Washington, Institute for International Economics, 1994, pp. 3-57.

H. James, *International Monetary Cooperation since Bretton Woods*, (1996)

III 1970-85

During the 1970s the international economy was rocked by the collapse of the international monetary system and by successive oil crises. In these decades the expansion of multinational companies seemed to challenge the influence of the state on economic outcomes. By the 1980s, the problems of unequal growth revealed themselves in a debt crisis that threatened the foundation of the financial system of industrialised countries.

7. The 1970s experience of Flexible Exchange Rates: Oil Crises and Stagflation

Were flexible exchange rates destabilising in the 1970s? [essay due 18 March]

H. Van der Wee, *Prosperity and Upheaval*, (1987) Part XII, Ch 1 & 2.

RN Cooper, *The International Monetary System*, (1987). Ch 4.

A McKillop, *The Oil Crisis and Economic Adjustments*, (1983).

M. Obstfeld et. al., 'International currency experience: New lessons and lessons relearned', *Brookings Papers on Economic Activity*; Washington; 1995.

B. Eichengreen and PB Kenen, 'Managing the World Economy under the Bretton Woods System; an overview', in PB Kenen ed., *Managing the World Economy; fifty years after Bretton Woods*, Washington, Institute for International Economics, 1994, pp. 3-57.

RZ Aliber, 'Floating Exchange Rates: the Twenties and the Seventies', in JS Chipman and CP Kindleberger eds., *Flexible Exchange Rates and the Balance of Payments*, (1980).

M Daunton, 'Britain and globalisation since 1850: IV the creation of the Washington consensus', *Transactions of the Royal Historical Society*, 19 (2009), pp. 1-35. [on-line]

8. Multinational Corporations and Globalisation

How have MNCs affected international economic relations since 1945?

Has globalisation been good or bad for economic growth?

[essay due 25 March]

PJ Buckley and M Casson, *Multinational enterprises in the world economy : essays in honour of John Dunning* (1992)

H Cox et al. eds., *The Growth of Global Business*, (1993)

N.Crafts, *Globalisation and Growth in the 20th Century*, IMF Working Paper, 2000.
<http://www.imf.org/external/pubs/ft/wp/2000/wp0044.pdf>

P. Dicken, *Global Shift; reshaping the global economic map in the 21st Century*, 4th edition, (2003), ch. 7.

D. Dollar, 'Globalization, poverty and inequality since 1980', *World Bank Research Observer*, 20(2) (2005) <http://wbro.oxfordjournals.org/cgi/reprint/20/2/145>.

J. Dunning, *American investment in British manufacturing industry*, (1998).

J. Dunning, *The Globalisation of Business* (1993), Part III.

G. Jones and HG Schroter eds., *The Rise of Multinationals in Continental Europe* (1992)

M.A. Kose, 'Frontiers of research on financial globalization', *IMF Staff Papers*, 56 (2009).
Introduction to a special issue of IMF Staff Papers on globalization.

M. Obstfeld and A Taylor, *Global capital markets: integration, crisis and growth* (2004)

TH Moran, ed., *Government and Transnational Corporations*, (1993).

AE Safarian, *Multinational Enterprise and Public Policy*, (1993).

9. Problems of unequal growth and the Latin American Debt Crisis

Who or what was responsible for the Latin American Debt Crisis of the 1980s?
[essay due 26 March]

Elsa V. Artadi, and X. Sala-I-Martin, 'The Economic Tragedy of the XXth Century: Growth in Africa', *NBER Working paper*, 2003 (available on www.NBER.org)

JM Boughton, *Silent Revolution; the IMF 1979-1989*, (2001) available in the library or at
<http://www.imf.org/external/pubs/ft/history/2001/>

EA Brett, *The World Economy Since the War: The Politics of Uneven Development*, (1985)

S. Edwards, *Crisis and Reform in Latin America; From Despair to Hope*, (1995)

Federal Deposit Insurance Corporation, *History of the Eighties — Lessons for the Future*, (1997)
Chapter 5. <http://www.fdic.gov/bank/historical/history/vol1.html>

A. Schwartz, “The International Debt Crisis; Fact and Fiction” *American Economic Review*
(1982)

BJ McCormick, *The World Economy* (1988), Ch. 13

R. Thorpe, *Progress, poverty and exclusion : an economic history of Latin America in the 20th century*, (1998)

C. Diaz-Alejandro, ‘Latin American Debt: I don’t Think We Are in Kansas Anymore’,
Brookings Papers on Economic Activity, 2 (1984), pp. 1-24.

J. Sachs et. al., ‘U.S. Commercial Banks And The Developing-Country Debt Crisis’,
Brookings Papers on Economic Activity; Washington; 1987.

DJ Mathieson et. al., ‘Financial crises in emerging markets’, *Finance & Development*;
Washington; Dec 1998.

J. Sachs, *New approaches to the Latin American debt crisis*, (1989)

10. Revision

Selected Key Reading

BWE Alford, *Britain in the World Economy since 1880*, (1996)

P. Armstrong, A Glyn, J Harrison, *Capitalism since 1945*, (1991)

W Ashworth, *A Short History of the International Economy*, 4th ed, (1987).

EA Brett, *The World Economy Since the War: The Politics of Uneven Development*, (1985)

Eichengreen, B., *Globalising Capital; a history of the international monetary system* (1996)

A Graham and A Seldon, eds., *Government and Economies in the Postwar World*, (1990).

A.Maddison, *The World Economy in the 20th Century* (1989)

BJ McCormick, *The World Economy: patterns of growth and change*, (1988).

J Mickie and J Smith, *Managing the Global Economy*, (1995).

S Pollard, *The International Economy since 1945* (1997)

WM Scammell, *The International Economy since 1945*, (1983)

M Svetlicic and HW Singer, *The World Economy: the challenge of globalisation and regionalisation*, (1996)

B Tew, *Evolution of the International Monetary System 1945-88*, (1988).

B Van der Wee, *Prosperity and Upheaval*, (1986).

International Economic Relations 1945-1985 Project Documents

There are several documents on the Moodle site that you can choose for your project report. Some others are available on the web or in the library and are listed below. The report should start by identifying and summarising the document. Most of the report should be devoted to situating the document in its historical context and discussing what it reveals about contemporary views. Note: additional documents are available on the Moodle Website.

Bretton Woods

Anglo-American Mutual Aid Agreement : February 28, 1942. available at
<http://www.yale.edu/lawweb/avalon/wwii/angam42.htm>

Memorandum of Conversation, by the US Under Secretary of State (Welles), At Sea, August 11, 1941. Discuss section III on non-discrimination only. Available at
<http://www.yale.edu/lawweb/avalon/wwii/atlantic/at08.htm>

Atlantic Charter, August 1941. <http://usinfo.state.gov/usa/infousa/facts/democrac/53.htm>

‘Proposals for an International Clearing Union’, JM Keynes, April 1943. available in *The International Monetary Fund 1945-1965, Volume III: Documents* [Level 6 and Level 2 Short Loan qV181 HOR]

G.F. Kennen, ‘The Political Strategic Background of U.S. Aid Programs’ (February 1948)
http://www.marshallfoundation.org/marshall_plan_kennan.html

FRUS On-Line Website <http://www.state.gov/r/pa/ho/frus/>

GATT Negotiations

FRUS, 1961-63, Vol. IX: Foreign Economic Policy

Document 208. Memorandum From Secretary of State Rusk to President Kennedy
Washington, March 17, 1961. http://dosfan.lib.uic.edu/ERC/frus/frus61-63ix/11_Section_11.html

Document 224. Memorandum From Secretary of State Rusk to President Kennedy, Washington, September 11, 1961. [Http://dosfan.lib.uic.edu/ERC/frus/frus61-63ix/11_Section_11.html](http://dosfan.lib.uic.edu/ERC/frus/frus61-63ix/11_Section_11.html)

FRUS 1964-1968, Volume VIII, International Monetary and Trade Policy

Document 272. Memorandum From the Special Representative for Trade Negotiations (Herter) to President Johnson, Washington, January 19, 1965. http://www.state.gov/www/about_state/history/vol_viii/260_274.html

European Integration

Cabinet Papers Series 3 Part 4 1957-1964 [Level 3 of GUL Microfilm A0434-A0454]

Reel 55, C(57)81 European Customs and Economic Union, Note by the Chariman of the Economic Policy Committee, 30 March 1957

Reel 55 C(57)106 The European Industrial Free Trade Area, Note by the Chancellor of the Exchequer, 30 April 1957

Reel 59 C(59)27 European Economic Community, Memorandum by the Chancellor of the Exchequer, 20 February 1959

Sterling Area and Dollar Shortage

Cabinet Papers Series 3 Part 4 1957-1964 [Level 3 of GUL Microfilm A0434-A0454]

Reel 55 C(57)131 Sterling and Commonwealth Economic Development, Memorandum by the Chancellor of the Exchequer, 30 May 1957

Reel 59 C(59)70 and C(59)74 Liberalisation of Dollar Imports, Memoranda by the Chancellor of the Exchequer, 17 April 1959

Collapse of International Monetary System

Foreign Relations, 1969-1976, Volume III, Foreign Economic Policy, 1969-1972; International Monetary Policy, 1969-1972

Document 166. Memorandum From the Acting Assistant Secretary of State for Economic Affairs (Katz) to Secretary of State Rogers, Washington, August 13, 1971

<http://www.state.gov/r/pa/ho/frus/nixon/iii/5348.html>

Document 170. Memorandum of Conversation, London, August 16, 1971, 4 p.m.

<http://www.state.gov/r/pa/ho/frus/nixon/iii/5348.html>

55. 1. Sicilia, David B.

University of Maryland; College Park, Maryland, U.S.A.

**BUSI758K: Capitalism: How It Works
(Spring 2012)**

Capitalism: How It Works

**BUSI758K
Spring 2012
T, Th 9:00-10:50
VMH 1520**

**Prof. David B. Sicilia
office: TLF 2119**

dsicilia@umd.edu
office hours: M 9:00-11:00 and by appt.

What is capitalism? How does it innovate, destroy, spread, mature? What are the institutional, political, and cultural underpinnings of viable capitalism? Why does capitalism take different forms in different local, national, and regional settings? What can we learn about what is common and what is variable in capitalism by studying its varieties across time and place? How have the ideas of leading theorists shaped policy, academic discourse, and popular notions of capitalism? How and why have entrepreneurs and business managers thrived – and failed – in various capitalist settings?

To address these and related questions, students will begin by examining major theories of capitalism. Building on that foundation, we will devote most of the course to exploring several leading varieties of capitalism and their implications for business leaders. Many of the readings will be case studies. The basic, two-credit version of this course will meet during the first half of spring semester (C Term) like a regular MBA elective. Students who enroll in the course for an extra (third) credit will work directly with faculty during the second half of spring semester (D Term) to complete a case study that analyzes – empirically and theoretically – a particular business enterprise in its historical context.

Requirements: We will investigate each topic through multimedia presentations, discussions, and required readings. All written work should be submitted to the instructor at dsicilia1@gmail.com. Course assignments and the basis for grades calculation are as follows:

	Date due	percent of course grade
class participation	each class	25
short essays (7)	weekly before class	28 (4 percent each)
longer essays (2)	2/21 & 3/13, 5:00pm	24 (12 percent each)
case analysis/presentation	one Thursday	23

Class participation. Classroom discussions are one of the most important components of the course. The best way to earn high marks for discussion is to complete each week's required reading **before** class meetings; bring to class specific questions and issues for discussion; and participate regularly and constructively in class discussions.

Make-up Exams and Late Papers. If for any family or medical reason you find it absolutely necessary to miss an in-class examination, you must contact the instructor before the examination to obtain his consent to your absence if you wish to take a make-up exam. Papers are due before class on their due dates. Unless you make other arrangements with the instructor, late papers will be penalized one half letter grade (5 points) for each day of tardiness.

Disputing Grades. If you believe one of your assignments was graded unfairly, reread the assignment and the professor's comments, write down the reasons why you think the grade was inappropriate, and make an appointment to meet with the professor.

Students with Disabilities. Please inform the instructor **at the beginning of the semester** if you require any disability-related special accommodations.

Religious Observances. The University System of Maryland policy provides that students not be penalized because of observances of religious beliefs, but rather shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment missed due to individual participation in religious observances. Please inform the instructor **at the beginning of the semester** if you are going to miss any assignments due to religious observances by personally handing him written notification of the projected absence at the beginning of the semester.

Academic Integrity. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Required readings. The following book is available for purchase at the University Book Center. Those marked with an asterisk are on course reserve.

- Thomas K. McCraw, ed., *Creating Modern Capitalism* (Cambridge: Harvard University Press)
- Other reading selections in the course Blackboard site.

Topics and Readings

24-Jan	Introduction: What is Capitalism?
	ch. 1, Introduction
26-Jan	Entrepreneurs and Early British Capitalism
	ch. 2, "Josiah Wedgwood and the First Industrial Revolution"
31-Jan	Adam Smith: Markets, Morality, and Mercantilism
	selections from Smith (Blackboard)
2-Feb	Britain - Industrialization and the Case of Rolls-Royce
	Team A: ch. 3, "British Capitalism and Three Industrial Revolutions" Team B: ch. 4, "Rolls-Royce and the Rise of High-Technology Industry"
7-Feb	Marx and Capitalism's Underbelly
	selections from Marx (Blackboard)
9-Feb	German Capitalism and the Case of Deutsche Bank
	Team C: ch. 5, "German Capitalism" Team D: ch. 7, "The Deutsche Bank"
14-Feb	Alfred Chandler and Managerial Capitalism
	selections from Chandler (Blackboard)
16-Feb	American Capitalism and the Case of Autos
	Team E: ch. 9, "American Capitalism" Team F: ch. 8, "Henry Ford, Alfred Sloan, and the Three Phases of Marketing"
21-Feb	Immanuel Wallerstein and the World-System
	selections from Wallerstein (Blackboard)
23-Feb	Multinationals and the Case of Latin America
	Team G: David Landes, <i>The Wealth and Poverty of Nations</i> , ch. 20 (Blackboard) Team H: Marcelo Bucheli, "Multinational Corporations ... United Fruit Company in Central America, 1899-1975" (Blackboard)
28-Feb	Friedrich Hayek, Milton Friedman, Ayn Rand and the Neoliberal Tradition
	selections from Hayek and Friedman (Blackboard); Ayn Rand, <i>Atlas Shrugged</i> , Part 2, ch. IV. (class book)
1-Mar	Japanese Capitalism and the Case of Toyoda
	Team I: ch. 12, "Japanese Capitalism" Team J: ch. 11, "Toyoda Automatic Looms and Toyoda Automobiles"
6-Mar	Joseph Schumpeter and Creative Destruction
	selections from Schumpeter and William Baumol (Blackboard)
9-Mar	Entrepreneurship in Modern China
	Team K: Yasheng Huang, <i>Capitalism with Chinese Characteristics</i> (Blackboard) Team L: Lichtenstein, Walmart in China (Blackboard)

55. 2. Sicilia, David B.

University of Maryland; College Park, Maryland, U.S.A.

**HIST639J: Global Capitalism
(Spring 2011)**

Global Capitalism

HISTORY 639J

Prof. David B. Sicilia

Spring 2011

dsicilia@umd.edu/301-405-7778

Thursdays, 6:30-9:00 pm, TLF 2100

office hours (TLF 2119): M 9:00

10:30; Th 2:00-3:30; and by appt.

What is capitalism? How does it innovate, destroy, spread, mature? What are the institutional, political, and cultural underpinnings of viable capitalism? Why does capitalism take different forms in different local, national, and regional settings? What can we learn about what is common and what is variable in capitalism by studying its varieties across time and place? How have the ideas of leading theorists (e.g. Smith, Marx, Schumpeter, Keynes, Wallerstein, Friedman – shaped policy, academic discourse, and popular notions of capitalism? This course will explore these and related questions through a combination of theoretical readings and case studies of entrepreneurs, firms, industries, nations, and networks in a variety of historical periods and locales in Western and Eastern Europe, Latin America, North America, the Middle East, and East and South Asia.

Assignments:

Reading and class participation: Each student is expected to complete all the common readings (marked with an asterisk) and all or much of the review books for each week's class and to participate actively in class discussions. Class participation will comprise 40 percent of the course grade.

Review essays: Each student will be responsible for one weekly topic review essay of approximately 3,000 words that analyzes the common readings as well as approximately five additional books (or equivalent) on the topic (to be selected in consultation with the instructor). The essay should be organized thematically, not as a sequential review of the books and articles. Although the presenter should discuss the central thesis, organization, and sources of each book and article, the essay should be constructed around and dominated by the themes that you have defined. Each presenter should distribute her or his essay to members of the class electronically at least 24 hours before the class session in which s/he will present. The review essay will comprise 30 percent of the course grade.

Synthetic essays: In addition, each student will write two 1,500-2,000-word take-home essays. These essays will respond to general exam-like questions chosen from a list of questions submitted by members of the class. The first take-home essay, due via email March 15, will

pertain to course readings through and including March 8; the second, due May 17, will pertain to the remainder. The questions will be distributed one week before the due date. Each synthetic essay will comprise 15 percent of the course grade.

Books and articles: Course books are on reserve in the McKeldin Library (the Reserve desk is next to the check-out station on the first floor). Articles and book chapters are available online through the course ELMS/Blackboard website.

Policy on absences and late assignments: If you need to miss or come late to class, please inform the instructor beforehand if possible. Written assignments turned in late will be penalized one half grade (50 basis points) per 24 hour period unless otherwise arranged with the instructor.

Weekly Discussion Topics and Readings

Week 1 (January 25): Definitions and Approaches

Required readings:

R. M. Hartwell and Stanley L. Engerman, "Capitalism," Joel Mokyr, ed., *Oxford Encyclopedia of Economic History* (New York: Oxford University Press, electronic edition, 2005).

[http://www.oxford-economichistory.com.proxy-](http://www.oxford-economichistory.com.proxy-um.researchport.umd.edu/entry?entry=t168.e0104&srn=1&ssid=168029724#FIRSTHIT)

[um.researchport.umd.edu/entry?entry=t168.e0104&srn=1&ssid=168029724#FIRSTHIT](http://www.oxford-economichistory.com.proxy-um.researchport.umd.edu/entry?entry=t168.e0104&srn=1&ssid=168029724#FIRSTHIT)

Jürgen Kocka, "Writing the History of Capitalism," *Bulletin of the German Historical Institute* 47 (Fall 2010): 7-24. http://www.ghi-dc.org/files/publications/bulletin/bu047/bu47_007.pdf

Geoffrey M. Hodgson, "Varieties of Capitalism and Varieties of Economic Theory," *Review of International Political Economy* 3:2 (Autumn 1996): 380-433. Stable URL:

<http://www.jstor.org/stable/4177194>

Week 2 (February 1): Origins

Required readings:

Rondo Cameron, *A Concise Economic History of the World: From Paleolithic Times to the Present* (New York: Oxford University Press, 3rd. ed., 1997), pp. 44-69, 78-94.

Fernand Braudel, *Afterthoughts on Material Civilization and Capitalism* (Baltimore: The Johns Hopkins University Press, 1977), pp. 24-75.

Immanuel Wallerstein, "Braudel on Capitalism, or Everything Upside Down," *Journal of Modern History* 63:2 (June 1991): 354-361.

Robert Brenner, "The Agrarian Roots of European Capitalism," *Past and Present* 97 (November 1982): 15-113.

Richard A. Goldthwaite, "The Medici Bank and the World of Florentine Capitalism," *Past and Present* 114 (February 1987): 3-31.

Woodruff D. Smith, "The Function of Commercial Centers in the Modernization of European Capitalism: Amsterdam as an Information Exchange in the Seventeenth Century," *Journal of Economic History* 44:4 (December 1984): 985-1005.

Martha C. Howell, *Commerce Before Capitalism, 1300-1600* (Cambridge, England: Cambridge University Press, 2010), Introduction.

Subhi Labib, "Capitalism in Medieval Islam," *Journal of Economic History* 29:1 (March 1969): 79-96.

Week 3 (February 7): Smith, Markets, and Morality

Required readings:

Robert L. Heilbroner, "The Man and His Times," in Robert L. Heilbroner, ed., *The Essential Adam Smith* (New York: W.W. Norton, 1986), pp. 1-12.

Nicholas Phillipson, *Adam Smith: An Enlightened Life* (New Haven: Yale University Press, 2010), chs. 4, 7, and 11.

Adam Smith, *The Theory of Moral Sentiments* (1759), Book VI ("Of the Character of Virtue").
<http://www.econlib.org/library/Smith/smMSCover.html>

Diedre McCloskey, "Adam Smith, the last of the former virtue ethicists," in Jeffrey T. Young, ed., *Elgar Companion to Adam Smith* (Cheltenham, UK: Edward Elgar, 2009), pp. 3-24.

Ryan Patrick Hanley, *Adam Smith and the Character of Virtue* (Cambridge, UK: Cambridge University Press, 2009), Introduction and chs. 1 and 2.

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), Book 1, chs. 1-3. http://www.online-literature.com/adam_smith/wealth_nations/0/

Steven G. Medema and Warren J. Samuels, "'Only three duties': Adam Smith on the economic role of government," in Jeffrey T. Young, ed., *Elgar Companion to Adam Smith* (Cheltenham, UK: Edward Elgar, 2009), pp. 300-314.

Steven G. Medema, "Adam Smith and the Chicago School," in Jeffrey T. Young, ed., *Elgar Companion to Adam Smith* (Cheltenham, UK: Edward Elgar, 2009), pp. 346-357.

David S. Landes, *The Wealth and Poverty of Nations* (New York: W.W. Norton, 1998), pp. 422-441 ("Empire and After").

Andrew S. Skinner, "The mercantile system," in Jeffrey T. Young, ed., *Elgar Companion to Adam Smith* (Cheltenham, UK: Edward Elgar, 2009), pp. 261-276.

Ann M. Carlos and Stephen Nicholas, "'Giants of an Earlier Capitalism': The Chartered Trading Companies as Modern Multinationals," *Business History Review* 62:3 (Autumn 1988): 398-419.

Supplemental readings:

Week 4 (February 15): Weber, Capitalism, and Religion

Required readings:

Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (1905).

R. H. Tawney, *Religion and the Rise of Capitalism* (1922), chs. 2-4 and conclusion.

Timur Kuran, "The Scale of Entrepreneurship in Middle Eastern History: Inhibitive Roles of Islamic Institutions," in David S. Landes, Joel Mokyr, and William Baumol, eds., *The Invention of Enterprise: Entrepreneurship from Mesopotamia to Modern Times* (Princeton: Princeton University Press, 2010), pp. 62-87.

David S. Landes, *The Wealth and Poverty of Nations* (New York: W.W. Norton, 1998), pp. 392-418.

Natalie Zemon Davis, "Religion and Capitalism Once Again? Jewish Merchant Culture in the Seventeenth Century," *Representations* 59 (Summer 1997), pp. 56-84.

Bernard Bailyn, "The Apologia of Robert Keayne," *The William and Mary Quarterly*, Third Series, Vol. 7, No. 4 (Oct. 1950), pp. 568-587.

James A. Henretta, "The Protestant Ethic and the Reality of Capitalism in Colonial America," in Hartmut Lehmann and Guenther Roth, eds., *Weber's Protestant Ethic: Origins, Evidence, Contexts* (Washington, D.C.: German Historical Institute; New York: Cambridge University Press, 1993).

Supplemental readings:

Jerry Z. Muller, *Capitalism and the Jews* (Princeton: Princeton University Press, 2010).

R. H. Tawney, *Religion and the Rise of Capitalism* (New York: Harcourt, Brace and Company, 1926).

Week 5 (February 22): Britain, Industrialization, and Capitalism

Required readings:

Larry Neal, *The Rise of Financial Capitalism: International Capital Markets in the Age of Reason* (Cambridge, UK: Cambridge University Press, 1990), chs. 3, 10-11.

Jan de Vries, "The Industrial Revolution and the Industrious Revolution," *Journal of Economic History* 54 (1994): 249-70.

David S. Landes, *The Unbound Prometheus* (Cambridge, UK: Cambridge University Press, 1969), chs. 1-5.

Gregory Clark, "Why Isn't the Whole World Developed? Lessons from the Cotton Mills," *Journal of Economic History* 47 (March 1987): 141-73.

Martin Wiener, *English Culture and the Decline of the Industrial Spirit, 1850-1980* (Cambridge, UK: Cambridge University Press, 2004), chs. 1-3, 8, and Appendix.

Geoffrey Jones, "Great Britain: Big Business, Management, and Competitiveness in Twentieth-Century Britain," in Alfred D. Chandler, Jr., Franco Amatori, and Takashi Hikino, eds., *Big Business and the Wealth of Nations* (Cambridge, UK: Cambridge University Press, 1997), pp. 102-138.

Supplemental readings:

Maxine Berg, *The Age of Manufactures, 1700-1820* (New York: Oxford University Press, 1986).

Phyllis Deane, *The First Industrial Revolution* (Cambridge, UK: Cambridge University Press, 2nd. ed., 1979).

Jan de Vries, *The Industrious Revolution: Consumer Behavior and the Household Economy, 1650 to the Present* (New York: Cambridge University Press, 2008).

Robert C. Allen, *The British Industrial Revolution in Global Perspective* (Cambridge, UK: Cambridge University Press, 2009).

Joel Mokyr, *The Enlightened Economy: An Economic History of Britain, 1700-1850* (Princeton: Princeton University Press, 2010).

Week 6 (March 1): Marx and Other Critics

Required readings:

Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848).

www.marxists.org/archive/marx/works/1848/communist-manifesto/
Karl Marx, *Capital: A Critique of Political Economy* (1867), Vol. 1, chs. 14, 24-25.
<http://www.marxists.org/archive/marx/works/1867-c1/index.htm>
David Harvey, *The Enigma of Capital* (New York: Oxford University Press, 2010).

Supplemental readings:

Georges Sorel, *Reflections on Violence* (1941).
Lorella Cedroni, ed., *Italian Critics of Capitalism* (2010).
Herbert Marcuse, *One Dimensional Man* (1964).
Daniel Bell, *The Cultural Contradictions of Capitalism* (1976).
Eric Hobsbawm, *Age of Empire, 1875-1914* (1987).

Week 7 (March 8): Germany and Cooperative Capitalism

Required readings:

Jürgen Kocka, "Capitalism and Bureaucracy in German Industrialization before 1914," *Economic History Review* 34:3 (August 1981), pp. 453-468.
Thomas K. McCraw, *Creating Modern Capitalism* (Cambridge, MA: Harvard University Press, 1997), chs. 5-7 (pp. 133-263).
Alfred D. Chandler, Jr., *Scale and Scope: The Dynamics of Industrial Capitalism* (Cambridge, MA: Cambridge University Press, 1990), ch. 10.
Christoph Buchheim and Jonas Scherner, "The Role of Private Property in the Nazi Economy: The Case of Industry," *Economic History Review* 66:2 (June 2006), pp. 390-416.
Harald Bathelt and Meric S. Gertler, "The German Variety of Capitalism: Forces and Dynamics of Evolutionary Change," *Economic Geography* 81:1 (January 2005), pp. 1-9.
Articles on the German economy from *The Economist*. Feb. 5, 2011.

Supplemental readings:

David Blackbourn, *History of Germany, 1780-1918*, 2nd Ed. (2003).
Alfred D. Chandler, Jr., *Scale and Scope* (1990), chapters on Germany.
Jeffrey Fear, *Organizing Control* (2005).
Franz Neumann, *Behemoth: The Structure and Practice of National Socialism* (2009 ed.)
Adam Tooze, *Wages of Destruction: The Making and Breaking of the Nazi Economy* (2006), selected chapters.

Week 8 (March 15): Schumpeter and Creative Destruction

Required readings:

Thomas K. McCraw, *Prophet of Innovation: Schumpeter and Creative Destruction* (Cambridge, MA: Belknap Press, 2007). HB119.S35 M43 2007
William J. Baumol, "Entrepreneurship: Productive, Unproductive, and Destructive," *Journal of Political Economy* 98:5, Part 1 (October 1990), pp. 893-921.

Supplemental readings:

Joseph Schumpeter, *Capitalism, Socialism, and Democracy* (1942)

Week 9 (March 29): Chandler and Managerial Capitalism

Alfred D. Chandler, Jr., "The Beginnings of 'Big Business' in American Industry," *Business History Review* 33:1 (Spring 1959), pp. 1-31.

Alfred D. Chandler, Jr., *The Visible Hand: The Managerial Revolution in American Business* (1977), Introduction (pp. 1-12).

Alfred D. Chandler, Jr., *Scale and Scope: The Dynamics of Managerial Capitalism* (Cambridge, MA: Belknap Press, 1990), Introduction (pp. 1-46).

Thomas K. McCraw, "Introduction: The Intellectual Odyssey of Alfred D. Chandler, Jr.," in Thomas McCraw, ed., *The Essential Alfred Chandler: Essays Toward a Historical Theory of Big Business* (Boston: Harvard Business School Press, 1988), pp. 1-21.

Philip Scranton, "Diversity in Diversity: Flexible Production and American Industrialization, 1880-1930," *Business History Review* 65:1 (Spring 1991), pp. 27-90.

Naomi Lamoreaux, Daniel M. G. Raff, and Peter Temin, "Beyond Markets and Hierarchies: Toward a New Synthesis of American Business History," *American Historical Review* 108 (April 2003): 404-433. David B. Sicilia, "Cochran's Legacy: A Cultural Path Not Taken," *Business and Economic History*, 24 (Fall 1995): 27-39.

Supplemental readings:

Naomi R. Lamoreaux, *The Great Merger Movement in American Business, 1895-1904* (New York: Cambridge University Press, 1985).

Philip Scranton, *Endless Novelty: Specialty Production and American Industrialization, 1865-1925* (Princeton: Princeton University Press, 1997).

Alfred D. Chandler, Jr., *Strategy and Structure: Chapters in the History of the Industrial Enterprise* (Cambridge, MA: M.I.T. Press, 1962), ch. 3.

Robert Freeland, *The Struggle for Control of the Modern Corporation: Organizational Change at General Motors, 1924-1970* (New York: Cambridge University Press, 2001).

Etsuo Abe, "The Development of Modern Business in Japan," *Business History Review*, Vol. 71, No. 2 (Summer, 1997), pp. 299-308.

Teresa da Silva Lopes, "Competing with Multinationals: Strategies of the Portuguese Alcohol Industry," *Business History Review*, 79:3 (Autumn 2005), pp. 559-585.

M. J. French, "The Emergence of US Multinational Enterprise: The Goodyear Tire and Rubber Company, 1910-1939," *Economic History Review*, 40:1 (February 1987), pp. 64-79.

Charles F. Sabel and Jonathan Zeitlin, eds., *World of Possibilities: Flexibility and Mass Production in Western Industrialization* (New York: Cambridge University Press, 1997).

Week 10 (April 5): Keynes and Managed Capitalism

Required readings:

Robert A. Skidelsky, *John Maynard Keynes, 1883-1946: Economist, Philosopher, Statesman* (New York: Penguin Books, 2005), chs. 10, 15-16, 22, 25-30, 35, and Epilogue.

Herbert Stein, *Presidential Economics: The Making of Economic Policy from Roosevelt to Clinton* (Washington, D.C., American Enterprise Institute, 3rd. rev. ed., 1994), chs. 3-4 (pp. 65-122).

Supplemental readings:

Andrew Shonfield, *Modern Capitalism: The Changing Balance of Public and Private Power* (New York: Oxford University Press, 1965).

Lynn Turgeon, *Bastard Keynesianism: The Evolution of Economic Thinking and Policy-Making since World War II* (Westport, CT: Praeger, 1996).

Robert M. Collins, *The Business Response to Keynes, 1929-1964* (New York: Columbia University Press, 1981).

Louis Galambos and Joseph Pratt, *The Rise of the Corporate Commonwealth: United States Business and Public Policy in the 20th Century* (New York: Basic Books, 1988).

Week 11 (April 12): China, From Great Divergence to State Capitalism

Required readings:

Kenneth Pomeranz, "Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture," *American Historical Review* 107:2 (April 2002): 425-446. www.jstor.org/stable/2693177

Andre Gunter Frank, *ReORIENT: Global Economy in the Asian Age* (Berkeley: University of California Press, 1998).

Patrick O'Brien, "Ten Years of Debate on the Origins of the Great Divergence between the Economies of Europe and China during the Era of Mercantilism and Industrialization," *Reviews in History* (December 2010). www.history.ac.uk/reviews/review/1008

Supplemental readings:

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2000).

Yasheng Huang, *Capitalism with Chinese Characteristics: Entrepreneurship and the State* (New York: Cambridge University Press, 2008).

Roy Bin Wong, *China Transformed: Historical Change and the Limits of European Experience* (Ithaca, NY: Cornell University Press, 1997).

Philip C.C. Huang, "Review: Development or Involution in Eighteenth-Century Britain and China? A Review of Kenneth Pomeranz's 'The Greater Divergence: China, Europe, and the Making of the Modern World Economy,'" *Journal of Asian Studies* 61 (2002): 501-538. www.jstor.org/stable/270029

Tim Brook and Geoffrey Blue, eds., *China and Modern Capitalism: Genealogies of Sinological Knowledge* (Cambridge, UK: Cambridge University Press, 1999).

Eric Jones, *The European Miracle: Environment, Economics, and Geopolitics in the History of Europe and Asia* (Cambridge, UK: Cambridge University Press, 2003).

Week 12 (April 19): World-Systems Theory, Dependency Theory, and Latin America

Required readings:

Immanuel Wallerstein, "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis," *Comparative Studies in Society and History* 16:4 (September 1974): 387-415.

Cardoso, Fernando Henrique and Faletto Enzo, *Dependency and Development in Latin America* (Berkeley: University of California Press, 1979).

Marcelo Bucheli, "Multinational Corporations, Totalitarian Regimes and Economic Nationalism: United Fruit Company in Central America, 1899-1975," *Business History* 50:4 (July 2008): 433-454.

Supplemental readings: [report by Jesse Zarley]

Immanuel Wallerstein, *Historical capitalism; with Capitalist Civilization* (London: Verso, 1995).

Walter Rodney, *How Europe Underdeveloped Africa* (Washington, D.C.: Howard University Press, 1981).

Haber, Stephen, et al., *How Latin America Fell Behind: Essays on the Economic Histories of Brazil and Mexico, 1800-1914* (Stanford: University of Stanford Press, 1997).

Cooper, Frederick, et al., *Confronting Historical Paradigms: Peasants, Labor, and the Capitalist World-System in Africa and Latin America* (Madison: University of Wisconsin Press, 1993).

Stern, Steve J. "Feudalism, Capitalism, and the World System in the Perspective of Latin America and the Caribbean," *American Historical Review* 93 (1988): 829-872. (JSTOR)

Immanuel Wallerstein, "Comments on Stern's Critical Tests," *American Historical Review* 93 (1988): 873-85. (JSTOR)

Week 13 (April 26): The Varieties of Capitalism Debate

Required readings:

Peter A. Hall and David Soskice, eds., *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage* (Oxford: Oxford University Press, 2001).

Supplemental readings:

Richard Whitley, *Divergent Capitalisms: The Social Structuring and Change of Business Systems* (Oxford: Oxford University Press, 1999).

David Coates, *Models of Capitalism: Growth and Stagnation in the Modern Era* (Cambridge, UK: Polity Press, 2000).

Kozo Yamamura and Wolfgang Streeck, eds., *The End of Diversity? Prospects for German and Japanese Capitalism* (Ithaca: Cornell University Press, 2003).

Bob Hancké, Martin Rhodes, and Mark Thatcher, eds., *Beyond Varieties of Capitalism: Conflict, Contradictions, and Complementarities in the European Economy* (Oxford: Oxford University Press, 2007).

Bob Hancké, ed., *Debating Varieties of Capitalism: A Reader* (Oxford, UK: Oxford University Press, 2009).

Week 14 (May 3): Hayek, Friedman, and Neoliberalism

Required readings:

Frederic von Hayek, *The Road to Serfdom* (London, 1944).

Deirdre N. McCloskey, *The Bourgeois Virtues: Ethics for an Age of Commerce* (Chicago: University of Chicago Press, 2006), ch. 1 (pp. 1-53).

Supplemental readings:

Milton Friedman, *Capitalism and Freedom* (Chicago: University of Chicago Press, 1962).

Deirdre N. McCloskey, *Bourgeois Dignity: Why Economics Can't Explain the Modern World* (Chicago: University of Chicago Press, 2010).

Jude Winniski, *The Way the World Works* (Washington, D.C. : Regnery Publishers, 4th ed., 1998).

George Gilder, *Wealth and Poverty* (New York: Basic Books, 1981).

Charles Dellheim, *The Disenchanted Isle: Mrs. Thatcher's Capitalist Revolution* (New York: W.W. Norton, 1995).

Week 15 (May 10): Recent Globalization and Financialization

Required readings:

Geoffrey Jones, *Multinationals and Global Capitalism: From the Nineteenth to the Twenty-First Century* (Oxford, England: Oxford University Press, 2005), ch. 2: "Multinationals and Globalization," pp. 16-41.

Peter H. Lindert and Jeffrey G. Williamson, "Does Globalization Make the World More Unequal?" in Michael D. Bordo, Alan M. Taylor, and Jeffrey G. Williamson, eds., *Globalization in Historical Perspective* (Chicago: University of Chicago Press, 2003), ch. 10 (pp. 227-275).

Michael Pettis, "Will Globalization Go Bankrupt?" *Foreign Policy* 126 (Sept.-Oct. 2001): 52-59.

George Soros, "Capitalism's Last Chance?" *Foreign Policy* 113 (Winter 1998-1999): 55-66.

Gerald F. Davis, *Managed by the Markets: How Finance Reshaped America* (Oxford: Oxford University Press, 2009).

Supplemental readings:

Gerald F. Davis, *Managed by the Markets: How Finance Reshaped America* (Oxford: Oxford University Press, 2009).

Hyman Minsky, *Stabilizing an Unstable Economy* (New Haven: Yale University Press, 1986).

Barry Eichengreen, *Globalizing Capital: A History of the International Monetary System* (Princeton: Princeton University Press, 2nd. ed., 2008).

John Cassidy, *How Markets Fail: The Logic of Economic Calamities* (New York: Farrar, Straus and Giroux, 2009).

George E. Stiglitz, *Freefall: America, Free Markets, and the Sinking World Economy* (New York: W.W. Norton and Company, 2010).

56. Slinn, Judy

Oxford Brookes University; Oxford, England, UNITED KINGDOM

**U51052: The Creation of Modern Capitalism
(2010-2011)**

Business School Undergraduate Courses**Module Number: U51052****Module Title: The creation of modern capitalism**

Module Guide

Semester 2, 2010-2011

Module Leader: Judy Slinn

Room: 11 College Close, room 4

Telephone: 01865 485655

Email: jaslinn@brookes.ac.uk**Module number: U51052****Module title: The creation of modern capitalism****Contents**

MODULE INTRODUCTION

Introduction

Capitalism in most developed countries is characterised by the large privately owned (as opposed to state-owned) corporation. Many of the corporations are global in the scope and scale of their activities. This module offers an opportunity to explore the development of the corporation in different economies and across the world, although with a greater focus on what is known as the Anglo-American model.

We shall be looking at the forces which drove the development of the corporation, particularly through the twentieth century and shaped the corporations which dominate the world economy at the start of the twenty-first century.

Material from my own research into the development of the pharmaceutical industry in the twentieth century and current project on corporate governance will be used to provide illustration and content.

Module leader contact details

Name: Judy Slinn
Room: 11 College Close, room 4, Wheatley Campus
Telephone: 01865 485655
eMail: jaslinn@brookes.ac.uk
Office hours: weeks 2 & 3, 6-12 inc. Wednesdays 10-12,
Week 1, Monday 2-4, week 4 Friday 1-3
Week 5, Tuesday 10-12

SEMESTER PLAN SYNOPSIS

Week	Topic	Reading/Activity	Deadlines
1	Introduction to the module Defining capitalism	Chandler et al, chapters 1 & 2: McCraw Chapters 1 & 14	
2	The growth of large corporations and MNCs	Jones: Multinationals and Global capitalism	
3	The growth of professional management and “personal capitalism”	Chandler et al.	
4	READING WEEK		
5	Risk, entrepreneurship & family business: SMEs Richard Beresford	Recommended reading	Monday assignment 1 submit
6	The evolution of banking, finance and financial services	Recommended reading	
7	Exploring the black box: technology and change John Senior	Recommended reading	
8	Business and the state UK nationalisation Richard Beresford	Recommended reading	
9	The origins and development of globalisation	Recommended reading	
10	No class		
11	No class		
12	No class		Wednesday assignment 2 submit

MODULE SYLLABUS

Module description

This module explores the evolution of big business in a comparative framework (Europe, USA, Japan) and the theoretical concepts buttressing the system development. Using the firm at the micro-level it will examine such issues as performance, success and failure, innovation and the impact of technology as well as governmental roles, structural issues and the changing nature of risk within the wider context of governance

Level

Advanced

Credit value

Single

For pre-requisites and fields for which the module is acceptable, see PIP.

Content

The key elements of this module are

- The nature and development of the large business corporation in different national contexts
- The nature of the business firm and its ownership: the separation of ownership and control and the implications of the managerial revolution
- The evolution of large, global businesses
- The revolutions in science and technology – their implications for corporate innovation
- The complexities of the relationships between governments and corporations

Context – Learning Outcomes

Knowledge and understanding

By the end of this module, students will be able to:

- 1.1) Demonstrate understanding of how and why capitalism has developed in different ways and time spans in different parts of the world
- 1.2) Demonstrate awareness of the evolutionary nature of the business corporation
- 1.3) Appraise and evaluate the key driving forces of change in the environment
- 1.4) appreciate the complexity of the interaction between business organizations and their environments and the change process

Disciplinary and professional

By the end of this module, students will be able to:

- 2.1) Synthesise and critically evaluate theoretical frameworks and empirical information on business development
- 2.2) Integrate macro- and micro-level views of business performance and behaviour
- 2.3) Handle key management concepts and theories in a historical context

Transferable skills – Taught (T), Practiced (P), Assessed (A)

Self-management:

Learning skills: TPA

Communication: TPA

Teamwork:

Problem solving: TPA

Information technology: P

Student experience

Students on this module will experience a range of learning experiences including lectures, workshop discussions of case material, informal presentations of student research and critical evaluation of empirical material from journal articles

Attending lecture and workshop session: 24 hours

Weekly preparation/reading: 36 hours

Preparing individual coursework: 90 hours

Total: 150 hours

Contact time

Lecture and workshop sessions: 24 hours

RECOMMENDED READING LIST

Recommended textbook:

- Chandler, A.D. Amator, Fi & Hikino, T: eds (1997) *Big Business and the Wealth of Nations*, CUP. 338.644BIG (+e)

Other recommended reading

- Amatori, F & Jones, G (2003) eds. *Business History around the World*. CUP 338.70951BUS (+e)
- Bakan, J (2005) *The Corporation* 338.74BAK
- Berle, A. A & Means, C. (1932, repub 2005), *The Modern Corporation & Private property* Transaction 338.740973BER
- Boyce, G & Ville, S (2002) *The Development of Modern Business*, Palgrave 338.709/BOY
- Cantwell, J (1999) *Foreign Direct Investment and Technological change*, 2 vols. Elgar 332.673FOR
- Cassis, Y (1997) *Big Business* OUP 338.644094CAS
- Casson, M ed. (1990) *Entrepreneurship* Elgar, 338.04 ENT
- Chandler, A D (1962) *Strategy and Structure* Harvard 658.400973 CHA
- Chandler, A D (1977) *The Visible Hand*, Harvard 658.400973CHA
- Chandler A D (1990) *Scale and Scope* Harvard 338.644 CHA
- Channon, D F (1973) *The Strategy and Structure of British Enterprise* Macmillan 338.0942C
- Cheffins, B.R. (2008) *Corporate Ownership and Control British Business Transformed* OUP 658.420941CHE
- Clarke, P & Trebilcock, C., eds (1997) *Understanding Decline* CUP 338.941UND
- Daunton, M (1995) *Progress and Poverty*, OUP 330.94107DAU
- Dintenfass, M (1992) *The decline of industrial Britain* 338.0941DIN (+e)
- Edgerton, D (1996) *Science, technology and the British industrial 'decline' 1870-1970*. CUP 609.41/EDG
- Floud R & Johnson, P., (2003) *The Cambridge economic history of modern Britain* 3 vols (particularly Vol 3) 330.94108 CAM
- Glyn, A (2006) *Capitalism Unleashed* OUP 330.122GL (+e)
- Hannah, L., (2005) *The Rise of the Corporate Economy*, 338.740941HAN
- Jeremy, D & Tweedale, G (2005) *Business History* 4 vols 338.709 BUS
- Jones, G (2005) *Multinationals and Global Capitalism: from the nineteenth to the twenty-first century*. 338.8809JON (+e)
- Jones, G (2005) *Renewing Unilever: Transformation and Tradition* 338.8809 JON (+e)
- Kirby, M & Rose, M: eds. (1994) *Business Enterprise in Modern Britain* Routledge 338.70941BUS
- Landes, D S (2003) *The Unbound Prometheus* 2nd edit. CUP 330.94 LAN
- Lazonick, W & Mass, W eds (1995) *Organizational Capability and Competitive Advantage*, Elgar 338.6048ORG
- Littlewood, J (1998) *The Stock Market* Financial Times 332.64241 LIT
- Mathias, P (2001) *The First Industrial Nation*, 3rd edit. 330.97107 MAT
- McCraw, T ed. (1997) *Creating Modern Capitalism*, Harvard 338.09CRE
- Micklethwait, J & Wooldrige, A (2003) *The Company*, Weidenfeld 338.07/MIC
- Owen, G (2000) *From Empire to Europe*, HarperCollins 338.0941OWE
- Payne, P L (1988) *British Entrepreneurship in the Nineteenth century* Macmillan, 2nd edition 338.040941PAY
- Thompson, F M L (2001) *Gentrification and the Enterprise Culture*, OUP 338.040941.TH0
- Tucker, K A (2006) ed. *Business History. Selected readings*. Routledge

- Wilson J F (1995) *British Business History 1720-1994*, Manchester 338.70941WIL
- Wilson, J F & Thomson, A (2006) *The Making of Modern Management* OUP 658.00941/WIL (+e)

Reference (at Wheatley)

International Directory of Company Histories, St James' Press, QR 338.7409INT

Journals

Business History J330.942B +via Business Source Complete (1958 on) or JSTOR 1954-2001 [both with 1 year embargo] and EBSCO journals 1997- present

Economic History Review J330.9 +via Business Source Complete (1965 on); also JSTOR 1927-2001

UPGRADE – STUDY ADVICE SERVICE

Upgrade is the university's confidential study advice service for anyone who wants advice on

- Statistics or maths
- Study skills: planning and writing essays, assignments and dissertations - and more...

Just email us to book a 30 minute tutorial. You can take a chance and drop in (especially at Wheatley, Harcourt Hill and Marston Road), but it is always better to book first. Bring your work and Module Handbook with you.

Check the website for current opening times...

<http://www.brookes.ac.uk/services/upgrade/timetable.html> and further information.

Campus	Location	Days	Times
Headington	Library Entrance foyer	Monday – Friday	1100-1330
		Wednesday drop-in*	1400-1500
		Tues, Weds*, Thurs (Weeks 4-11)	1614-1745
Headington	Food Court	Tuesday*	0930-1030
Marston Road	Pooled computer room	Monday*	1145-1315
		Tuesday*	1215-1315
Harcourt Hill	Refectory	Tuesday*	1130-1330
		Thursday*	1600-1730
Wheatley	Costa Cafe	Tuesday*	1200-1330
	Simon Williams Undergraduate Centre	Thursday	1145-1345

*Study skills only

Remember to bring your work and Module Handbook with you.

Email upgrade@brookes.ac.uk

Checkout the [Study Advice online](#), and [Study Skills A/Z](#) for some start points.

WEEK 1 – DEFINING CAPITALISM

Learning outcomes

Understand the structure, content and requirements of the module

Understand the assessment tasks for the module

Understand the key characteristics of capitalism and the role played by national differences in development

Reading

Chandler et al, Chapters 1 and 2

McCraw, chapters 1 and 14

WEEK 2 – THE EVOLUTION OF THE CORPORATION

Learning outcomes

Understand the process by which corporations have evolved

Understand the key features of the Anglo-American model and the development of multinational corporations

Activity

In the class you will watch a video covering the history of BP ; there will be questions to be discussed in groups afterwards

Reading

Jones: Multinationals and Global Capitalism

WEEK 3 – “PERSONAL CAPITALISM” : THE GROWTH OF PROFESSIONAL MANAGEMENT

Learning outcomes

Understand the arguments Chandler made to support his contention that in the UK and elsewhere in Europe the survival of ‘personal capitalism’ had led to poor economic performance

Activity

Group work in class

1. To compare the world’s largest corporations at different dates
2. to discuss the context of the the first assignment and any problems arising from the question and your related reading

Reading/

Chandler Scale and Scope

WEEK 4 – READING WEEK: NO CLASS

Activity – work on first assignment

WEEK 5 – RISK, ENTREPRENEURSHIP AND FAMILY BUSINESS

Richard Beresford

Learning outcomes

Understand the nature of entrepreneurship and risk in different countries at different times and the development of family businesses and SMEs

Reading/activity

Further reading will be recommended

Deadlines Monday 28 February Assignment 1 to be delivered to the Undergraduate Office by 2 p.m.

WEEK 6 – THE EVOLUTION OF BANKING AND FINANCIAL SERVICES

Learning outcomes

Understand how banking evolved and the globalisation of finance

Understand how regulation has developed in response to fraud

Seminar tasks

Discussion of issues raised in the lecture

Reading

Further reading will be recommended

WEEK 7 – EXPLORING THE BLACK BOX**JOHN SENIOR**

Learning outcomes

Understand how scientific and technological developments have been translated into changes in business

Understand the significance of the complex relationship between science, technology and innovation

Reading/activity

Further reading will be recommended

WEEK 8 – BUSINESS AND THE STATE; NATIONALISATION**RICHARD BERESFORD**

Learning outcomes

Understanding of the UK experience of nationalisation (state ownership of certain industries) and the wider implications of this

Seminar tasks

Discussion of the issues raised in the lecture

Reading

Further reading will be recommended

WEEK 9 – THE ORIGINS AND DEVELOPMENT OF GLOBALISATION

Learning outcomes

Understanding that there are many definitions of and approaches to globalisation and that it has not been a linear development

Activity

Discussion of the issues raised in the lecture and associated with the second assignment

Face to face further feedback on first assignment

WEEK 10 – NO CLASS

WEEK 11 – NO CLASS

WEEK 12 – NO CLASS Deadline 2nd assignment**ASSESSMENT DETAILS**

This module follows the principles of the University's Assessment Compact, developed in conjunction with the Student Union, to ensure good practice and transparency in assessment and feedback processes. The Assessment Compact can be found on your Field's Brookes Virtual site.

Coursework

This module is assessed by two pieces of coursework

Assignment 1 (40%)

Assignment task

Read the following article (available electronically via Business Source Complete) and complete the task set out below

Kirsten W Kinimonth “ The Growth, Development and Management of J & P Coates Ltd, c.1890-1960: An analysis of Strategy and Structure” Business History Vol 48 Number 4 (October 2006)

Explain and evaluate the author's argument that Chandler was not accurate in suggesting that J & P Coats Ltd was an example of “ personal capitalism “

Your response should be in essay format:

Word limit 1,000 words

Submission date and time; Monday 28 February by 2pm Undergraduate office

Learning outcomes assessed

1.2, 2.1, 2.3

Assessment criteria: see form at the end of this guide: please attach the form to your work

The undergraduate office will email you when your first assignment is available for collection after marking and moderation

Assignment 2 (60%)

“The history of multinationals and the creation of global capitalism have been distinctly unlinear ... there is nothing inevitable about global firms or global capitalism” (Jones, page 296)

Explain and evaluate this statement, illustrating your argument with examples

Your response should be in essay format

Word limit 2,000 words

Submission date and time: Wednesday 4 May by 2pm Undergraduate office

Learning outcomes assessed

1.1 – 1.3 inc., 2.1 – 2.3 inc

The lecture and workshop in week 9 will explore some of the issues and offer an opportunity for questions to be asked.

Suggested reading:

Jones, G (2005) *Multinationals and Global Capitalism* chapters 1 & 2

Business History Vol 51, No. 3, May 2009 was a special issue on business history and international business; you might find the introduction by Peter Buckley useful and other sources he cites may be worth following up. Other papers in this issue may be of interest.

A key word search on ‘globalization’ in **business history journals** may provide other articles.

The term globalization came into common use in the 1980s – although corporations undergoing that process were described generically as transnationals by Bartlett & Ghoshal in *Managing Across Borders* (1989) and by the UN in its publications and statistics of world trade.

Three papers from the 1980s I have found useful are:

Levitt, T (1983) “The Globalization of Markets”, *Harvard Business Review*. May-June

Yip, G.S., Loewe, P.M., Yoshino, M. Y. (1988) "How to take your company to the Global Market" *Columbia Journal of World Business*

Douglas, S.P. & Wind, Y. (1987) "The Myth of Globalization" *Columbia Journal of World Business*

You might also find useful Nayar, D. "Globalisation, history and development: a tale of two centuries." *Cambridge Journal of Economics*, 2006

All these are available electronically

See also websites for the UN (UNCTAD), the World Bank, the IMF, The FT, The Economist on-line.

Submission date and time: Wednesday 4 May by 2pm Undergraduate office

Learning outcomes assessed

1.2 – 1.3 inc., 2.1 – 2.3 inc

Assessment criteria: see form at the end of this guide: please attach it to your work

Feedback

Feedback on your work will be provided in a range of ways at various times throughout this module, and different feedback will serve slightly different purposes. Feedback is designed to support your learning and help you to improve subsequent work, so you need to get the most out of the feedback provided.

Please note that feedback is provided throughout the module NOT JUST ON FORMAL ASSESSED TASKS. It will be provided in class, on the formal assessment tasks and, in some circumstances, during staff office hours.

If you would like further information about feedback, or how to use it, please talk to your tutor on this module or your Academic Adviser (Personal Tutor).

REGULATIONS

Late submission of work

Students who submit work late will receive a mark of ZERO for that element of assessment.

If mitigating circumstances (for example, medical or personal circumstances) affect your ability to meet an assessment deadline then it is ESSENTIAL that you notify your module leader as soon as possible and in any case BEFORE an assessment deadline. You will be required to provide satisfactory documentary evidence to support your claim. The only exception to this is for very short extensions (up to one week) to an assessment deadline, where you may be allowed to self-certify your difficulties if there is a valid reason why you cannot provide evidence.

If you submit a claim of mitigating circumstances later than an assessment deadline then you will not only need to demonstrate that you were affected by these circumstances but you will also need to provide evidence that you were unable to submit your claim by the deadline.

For further details of the University's regulations for the consideration of mitigating circumstances please see:

<http://www.brookes.ac.uk/services/asd/registry/mitcircs.html>

Late submission regulations apply to both hard copy (paper) and electronic submissions, including electronic submissions to Turnitin where relevant.

Authenticating your coursework

You must be able to demonstrate that the course work you submit for assessment is your own.

You must therefore keep all working documents (electronic and paper) that you used or created while preparing the assignment, such as photocopies of sources and internet pages, your own

notes on your reading and preparation and where primary research has been conducted, completed questionnaires or interview schedules, details of the process of analysis, field notes and so on. Most importantly, you should keep the early developing drafts of your coursework as evidence of the originality of your work by saving each revision to a file with a different name. This material should be kept until after the module results have been published on PIP. Please note that you may be required to submit an electronic version of your work.

Matthew Andrews, Academic Registrar

September 2008

57. 1. Smith, George David

Stern School of Business, New York University; New York City, New York, U.S.A

ECON-GB 2190.9W: Global Perspectives on Enterprise Systems

ECON-GB.2190.9W

Global Perspectives on Enterprise Systems

Mature Economies

NYU Stern School of Business--Westchester

Prof. George David Smith

Winter 2012

1.5 credits

Course Description and Requirements

This course of reading, writing, lecture and discussion considers aspects of the enterprise systems of Great Britain, Germany, Japan and the United States. We will examine the political and economic dynamics these four, successful, wealth-creating societies, paying special attention to impacts of government, entrepreneurship, management, and financial institutions.

The intellectual objectives of the course are to hone students' abilities to think comparatively, over time and across cultural contexts. We will take time to consider the lessons we can learn from history and their application to nations and institutions in our own time.

Classes will be a mix of lecture and discussion of the assigned readings. Attendance is important. Short paragraphs on the assigned readings will be required for each class as a preparation for discussion. There will be a final take home essay, distributed in the penultimate class session, which will be due one week from the end of the course.

Since there are reading and homework assignments due for the first class, it is important to do the reading sufficiently in advance. Please read for comprehension. Think about what the important themes are. Don't get lost in the mass of detail. There is absolutely nothing to memorize.

Course grades will rest mainly on the quality of the final essay, adjusted for quality of class participation and homework.

ECON-GB.2190.9W
Global Perspectives

Required texts

Thomas C. McCraw, ed., *Creating Modern Capitalism* (Harvard University Press, 1998). Available in NYU Professional Bookstore or on-line distributor.

Richard Sylla, “Emerging Markets in History,” Sato, et al., *Global Competition and Integration* (1999). Posted on Blackboard under “Assignments.”

George David Smith, Richard Sylla and Robert E. Wright, “The Diamond of Sustainable Growth,” Posted on Blackboard under “Assignments.”

“The European Union in the 21st Century” HBS case.

Class Schedule and homework assignments

01/02 Patterns of modernization: government and society

Read: Smith, et al., “Diamond of Sustainable Growth;” Thomas C. McCraw, “American Capitalism” and Jeffrey Fear, “German Capitalism in *Creating Modern Capitalism*.”

Homework assignment due at the beginning of class: Write 2-3 pages about: What do you find notable about the comparative economic development of the U.S. and Germany?

01/04 Dynamics of capitalism: financial systems and why Japan is different

George David Smith and Richard Sylla, “Capital Markets” under Assignments on Blackboard; “The Deutsche Bank” and *Japanese Capitalism* (up until World War II) in *Creating Modern Capitalism*.

Homework: Write no more than a page on: Though there is some “convergence” among different financial systems in the contemporary world, they were significantly different in Germany and the US before the 1990s. How do you account for these differences? Which system, historically, was better? Why?

ECON-GB.2190.9W
Global Perspectives

01/07 am Dynamics of capitalism: entrepreneurship and management

Read: “Josiah Wedgwood” and “British Capitalism” (up until World War I) in *Creating Modern Capitalism*.

Written homework: Write no more than a page on the following question: What is particularly remarkable about Josiah Wedgwood’s business achievement?

(Think about: What are the contexts in which Wedgwood’s business was developed? England’s state of development? Public policy toward business? State of the markets? Ideologies of economics/business/trade? Other?)

Lecture on rise of U.S. auto industry.

01/07 pm Comparative advantage lost and won

Read: “Toyoda Automatic Looms...” (at least up until the 1940s) and “7-Eleven in America and Japan” in *Creating Modern Capitalism*.

Written homework:

Part 1. Toyoda/Toyota managed to capture markets from superior players in the textile machinery and auto industries. What knowledge was transferred from the company’s experience in one industry to the other?

Part 2. How do you explain the divergence of 7-Eleven strategies and operations in the U.S. and Japan? No more than a page, please.

(Also, think about how Japanese culture might have contributed to that country’s success in conquering first the textile and then the automotive markets.)

01/09 New paradigms or Just Old Europe?

Read: “The European Union in the 21st Century.” Additional reading to be provided on the EU crisis.

Lecture on Sweden

Homework to be announced.

01/11 Lessons for (and from) emerging markets

Class team exercises to be announced.

ECON-GB.2190.9W
Global Perspectives

Classroom Compartment

Classes should start on time, so please try to be on time. It's the right thing to do. Everyone is expected to turn off all cell phones and put away all laptop computers and other distracting paraphernalia during class sessions. Curiosity is a virtue. Please feel free to ask questions, to challenge the professor and one another, and to hold forth with your own ideas about the subject matter, so long as you are polite and to the point. At the end of class, take out everything you brought in, save for any rubbish you can deposit in the receptacle provided.

Everyone is expected to abide by the School's new Code of Conduct, which is posted on the Stern website at:

Instructor's Biographical Information

George David Smith is Clinical Professor of Economics and International Business at the NYU Stern School of Business. [...]

57. 2. Smith, George David

Stern School of Business, New York University; New York City, New York, U.S.A.

**ECON-GB 2915: Advanced Global Perspectives on Enterprise Systems: Emerging Markets
Post World War II**

ECON-GB.2915

**Advanced Global Perspectives on Enterprise Systems
Emerging Markets Post World War II**

Prof. George David Smith

**Summer Intensive Term
2012**

**1.5 credits
(subject to tweaking)**

Course Description and Requirements

In this course of study we will examine the economic, political and cultural dynamics of emerging markets from World War II to the present day. We will pay special attention to the impacts of government, entrepreneurship, management, and financial institutions.

The intellectual objectives of the course are to advance students' abilities to think comparatively, in context, and in time. The practical purpose is to expose students to the varieties of market-based economies and to the factors that matter for predicting success.

We will consider the lessons we can learn from the histories of such diverse countries as India, Russia, China, the Asian "Dragons," Saudi Arabia, Chile and Nigeria and others, and their implications for global business and investment prospects.

Classes will be a mix of lecture and discussion of the assigned readings. Attendance is important. Short paragraphs on the assigned readings will be required for each class as a preparation for discussion. Each student will participate in a brief group presentation relating to China or India on the final day. There will be a final take home essay, distributed in the penultimate class session, which will be due one week from the end of the course.

Please observe that there is a reading and homework assignment due for the first two classes, which take place all day on Saturday August 11. Please read for comprehension. Think about what the important themes are. Don't get lost in the mass of detail. There is nothing to memorize.

ECON-GB.2915
Advanced Global Perspectives

Required texts

Michael Schuman, *The Miracle: The Epic Story of Asia's Quest for Wealth*, HarperBusiness, 2010.

HBS/Stanford Cases:

Chile: The Latin American Tiger?"

"Saudi Arabia"

"Gazprom and Hermitage Capital."

"The Business Environment of Nigeria"

"Sheikh Mohammed and the Making of 'Dubai, Inc.'"

"India 2012: The Challenges of Governance."

"China 'Unbalanced'"

Class Schedule and Homework Assignments

08/11 a.m. Political systems and economic development, I

Read: "Chile: the Latin American Tiger?"

Homework: Please read the case on "Chile" in advance. Write a page on what do the cases suggest about the relationship between political systems and economic progress? Was the development of Chile the "free-market" exercise as advertised?

You might usefully supplement your reading with a search of the internet to see what's been happening in Chile recently.

Note: Background reading by Smith, Sylla and Wright on the Global Perspectives course framework is available on Blackboard under "Assignments."

ECON-GB.2915
Advanced Global Perspectives

08/11 p.m. Political systems and economic development, part II

Read: Michael Schuman, *The Miracle: The Epic Story of Asia's Quest for Wealth*; Chapters 2 and 5.

Homework: Please make a brief outline (no more than a page) on the similarities and contrasts between Korea and Taiwan's development.

Think about: What were their models? What role did local culture and circumstance play in the peculiar ways each country developed? Why did Korea run into so much trouble during the Asian financial crisis of 1997-98?

08/13 Lagging economies, part I

Read: "Saudi Arabia" and "Gazprom and Hermitage Capital."

Homework: Write a paragraph on what similarities and differences do you see in these two cases?

Think about: What do you think are the most important variables determining the relative “failure” of these two economies? Is growth in these economies sustainable?

08/15 Lagging economies, part II

Read: “Nigeria.”

Homework: Write a paragraph on whether you think Nigeria can succeed within the near future? Why or why not?

Think about: What factors might inhibit Nigeria’s ability to keep growing? You can supplement the case by checking the Internet for current political and economic developments in Nigeria.

The City State: corporation or society?

“Sheikh Mohammed and the Making of 'Dubai, Inc.’” Do a search on the Internet regarding Dubai’s real estate bubble/debt crisis.

Homework: Write on: Is Dubai’s development model sustainable?

08/18 a.m. and p.m. Giants awakening

One half the class will read: “India 2012: The Challenges of Governance.”

One half the class will read: “China: “Unbalanced”

Everyone is asked to read: The Miracle, chapters 12 and 13.

Homework: Group exercise: TBA

ECON-GB.2915

Advanced Global Perspectives

Classroom Comportment

Classes should start on time, so please be on time. It’s the right thing to do. If you know you will have to miss a class for an important matter, please notify the instructor in advance. More than one absence for reasons not related to illness will result in a grade penalty.

Everyone is expected to turn off all cell phones and put away all laptop computers, games, magazines, crossword puzzles, and other distracting paraphernalia during class sessions. Disregard for this simple courtesy may result in a grade penalty.

Please show interest in what the instructor and your classmates have to say. Don't be afraid to ask questions, to challenge the professor and one another, and to hold forth with your own ideas about the subject matter, so long as you are polite and don't go on and on. (That privilege is reserved for the instructor.) Most important: ignorant questions are generally good questions; if you don't understand something, ask; you'll be doing many of your classmates a favor.

At the end of class, take out everything you brought in, save for rubbish, which you may deposit in the receptacle provided.

Finally, please pay heed to new Stern School Code of Conduct as it applies to course and classroom conduct. You will find it at <http://www.stern.nyu.edu/portal-partners/student-activities/community-life/code-of-conduct/index.htm>

Instructor's Biographical Information

George David Smith is Clinical Professor of Economics and International Business and Academic Director of the Langone Program at the NYU Stern School of Business. [...]

58. Spadavecchia, Anna

Henley Business School, University of Reading; Reading, England, UNITED KINGDOM

**Evolution of Enterprise and Society
(2012)**

Module Description template

(* indicates section is optional)

Module title: Evolution of Enterprise and Society

Module code: Providing School/Department: Leadership,
Organisation and Behaviour

Level: Number of credits: 20

Terms in which taught: Spring Number of ECTS credits: 10

Module convenor: Dr Anna Spadavecchia

*Other teaching staff:

Pre-requisites: None

Co-requisites: None

Modules excluded: None

*Module type:

Maximum number of students:

Current from: 2012/13

Summary module description:

This is an optional module providing students with an overview of the interaction between corporations and their environment in an evolutionary perspective. It will enable students to reflect critically on some key topics in Management and gain a long-term view of those selected topics.

The main themes are: a) the evolution of enterprises with particular attention to their patterns of organisation – internal and external to the firm – and selected functions of the enterprise, i.e. marketing, innovation and finance; b) the relationship between corporations and the institutional, economic and social environment.

These themes are analysed through the relevant business and economic theories and conceptual frameworks, as well as case studies. Students are encouraged to engage actively and critically with the theoretical and empirical contents of the module through interactive lectures and small-

group tutorials. Moreover, students are expected to demonstrate an ability to integrate theories and business practice in their coursework and exam papers.

Aims:

The module wants to enable students to take a critical and long-term perspective in the analysis of contemporary business practices and to place these in their wider economic, institutional and social context.

Intended learning outcomes:

Assessable outcomes

By the end of the module students are expected to demonstrate a critical understanding of:

- Various models of business organisation and their evolution;
- The interaction between domestic /international economic environment and business organisation, internal and external to the individual firm;
- The importance of consumers and society in shaping business strategies in various areas such as technology and innovation and marketing.
- The importance of the development of financial systems.

Additional outcomes

The module also aims to encourage the development of oral communication skills and the students' effectiveness in group situations. Structured activities are designed to develop analytical skills, abilities to construct original arguments and independent learning. Students are encouraged to develop additional IT skills through the use of relevant web resources and communication techniques, including Blackboard.

Outline content:

The module addressed selected issues central to the contemporary business world and addresses them in an evolutionary perspective. Two lectures will be devoted to each major topic.

- 1) Models of business organisations, from the multidivisional corporation to business networks.

The two lectures devoted to this topic will begin by comparing some cases of contemporary large multidivisional corporations and examples of business networks and clusters. It will then explore a) the theoretical and empirical rationale underpinning each pattern of business organisation; b) their historical antecedents and the historical economic / institutional / social conditions that contributed to their evolution.

- 2) Stockholders and managers

These two lectures examine various aspects of the relationship between stockholders and managers. Contemporary literature and cases are placed in the theoretical context of the Agency theory. Moreover, the emergence of managerial enterprises and managerial hierarchies will be examined in cases such as the USA, Germany and Japan and placed in their historical-economic context.

3) Firm, technology and innovation

These two lectures focus on the organisation and dynamics of innovative enterprises. The lectures compare contemporary and historical business cases, placing them in their national / regional systems of innovation, in their historical-economic context and in their rich theoretical context.

4) Marketing

These two lectures compare contemporary and historical cases of marketing strategies. The lectures examine the importance of marketing for business competitiveness. The evolution of firms' marketing activities is discussed within the context of social dynamics and economic conditions.

5) The financing of the firm

These lectures examine the sources of finance available to firms, from self-financing and trade credit to bank-intermediated debt finance and equity markets. The lectures focus on the varying importance and the impact of these types of business finance in different economic, institutional and historical contexts. The discussion includes country examples and business cases.

Brief description of teaching and learning methods:

The module includes lectures and small group tutorials. The main topics of the syllabus are covered in the lectures. Students are encouraged to familiarise themselves with key readings and contribute to the lectures, sharing their ideas and relevant internship/work experience. Tutorials consist of small-group discussions and presentations. Topics for presentations and discussions are set in advance by the module convenor and are researched, discussed and presented by students in groups. Seminars offer an opportunity to provide students with formative feedback on their presentations and understanding of the topics.

Contact hours

	Autumn	Spring	Summer
Lecture		20	2
Tutorial		3	
Total hours		23	2

Formative Assessment Methods: presentations and discussions; mock exam in the Summer Term revision lecture.

Summative Assessment Methods (%):

	%
Written exam	70
Written assignment, including essay	30

Requirements for a pass

A minimum mark of 50%

Reassessment arrangements

By examination only, in August/September.

59. Stern, Marc J.

Bentley University; Waltham, Massachusetts, U.S.A.

**HI 314: Capitalism, Socialism, and Globalization
(Spring 2011)**

HI 314 (Section 001)

Spring 2011

Professor Marc J. Stern

Office: Adamian Graduate Center 127

Phone: (781) 891-2814

E-mail: mstern@bentley.edu

Office Hours: M/Th 11:00-12:00 and by appointment.

Class materials, including case study questions and classroom PowerPoint presentations are available on the course Blackboard site.

The Course:

This course examines the emergence of three of the principal economic structures of our world economy since the industrial revolution: capitalism, socialism, and, to a lesser extent, globalization and issues of empire and dominance. Because it is impossible to consider these phenomena in all their varied forms, we will look at specific cases that will provide us with archetypes for generalization. We will examine how different types of economic (both market and non-market) structures emerge; how they sustain or fail to support growth; the role of the state; and the role of culture in economic life.

The first portion of the course utilizes introductory country cases that should provide you with much of the background you need. These will be followed by firm specific cases. Part of the purpose of this is to familiarize you with the use of case method in education. The other use it to make 'real' the abstract changes that are involved in the emergence of various forms of capitalism.

Throughout the course, however, you will want to refer back to a world history textbook or outside reference sources. When we approach a particular question, nation, etc., be sure to use these outside sources to get a general feel for the subject. If you do not have such a text, be sure to pick up any recent text on modern world history at the library or a local bookstore.

The second half of the course will look at the 'failed' experiment that was socialism. We will consider this through 'deep' looks at Russia/Soviet Union/Russia and China. This will include examination of primary documents relating to Colonialism, Marxism, Leninism, and Maoism. The goal here is to expose you to the 'art' of reading and utilizing primary documents. They will constitute an important element of the paper on 'To Live' in the second half of the course.

There will also be presentations and, towards the end of the course, debates on issues of international economic concern. These are designed to develop skills in research, analysis, and presentation.

In this course, as in history generally, things change, and I will attempt to revise this syllabus as necessary as the course progresses.

Readings:

The course involves lectures, class discussions, and assigned readings in a text and outside sources. Regular attendance and completion of reading assignments is required

Required readings are assigned in:

Thomas McCraw, ed., *Creating Modern Capitalism* (CMC)

R. W. Davies, *Soviet Economic Development From Lenin to Khrushchev* (RWD)

Timothy Cheek, *Living With Reform: China since 1989* (TC)

These are available at the bookstore. Be sure to do the readings appropriate to the days' discussion before coming to class.

We will also utilize articles (including primary documents) that will either placed on the class Blackboard website or distributed in class. Documents passed out in class become a part of the course material and you are responsible for them.

We will also use films shown out of class as required documents.

Requirements:

Grades:

Midterm Exam 22.5%

Final Exam 22.5%

Case Study Questions 10% (5% each)

Case Presentation 10%

To Live paper 10%

Final Class Presentation/Debate 10%

Class Participation 15%

Total:100%

There are two tests (a midterm and final) worth 22.5 percent of the course grade each. They will include one essay question (selected from a set I'll give you in advance) and an objective-style test. The final examination is not cumulative. The essay exam is designed to encourage you to write and interpret history rather than simply repeating what the readings tell you.

Students will turn in short answers to two of the study question sets for the cases and documents on capitalism discussed during the first half of the course. These will be 2-6-pages each. You may choose among the various cases and documents available for discussion. At least 1 of the case question write-ups must be done on the first 5 sets of cases (that is, by the end of the U.S. country case). You may write on the case you are presenting. All case questions must be typed, double-spaced, in 10-12 point font with one-inch margins. These will account for 10 percent of your total course grade. ***If you cannot print out your paper email me a copy before class and bring a hard copy to the next class meeting. Late papers will not be accepted after the class is over.***

Students must also write a 2-6 page response paper on either “To Live” or another film pertinent to the transformation of China (that you and I can agree upon). These papers will be due on the last day they are discussed in class (4/21) and will account for 10 percent of your course grade. Papers will be penalized one letter grade for every day late.

Working in teams of two-three, students will also be responsible for presenting a **brief** (30-minute, and please keep it to this) introduction to the cases. This will account for 10 percent of your course grade. These must be presented in Powerpoint format. Where possible, they should include photographs, art, music, etc. Feel free to experiment and be creative with these presentations. I have found that in addition to discussion of the key points in the cases, they should include consideration of study questions. A brief (10-minute) “Jeopardy” game (or some other game) with prizes (candy for the winners?) at the conclusion of the presentation works very well as a review of the materials.

Finally, there is also a 35-minute debate on an important globalization issue during the last week of class. The teams for these debates will be made up of three-four students each. These presentations will be worth 10 percent of the final grade. Topics and teams will be selected on the day we return from spring break. It will be important to be there!

Policy on Examinations: Makeup examinations will only be given under extraordinary circumstances and will be given only at the discretion of the professor.

The following schedule represents a plan for lectures, discussions, movies, and readings this semester. Adjustments may be made as the semester progresses. I will rework the schedule if changes become necessary during the semester. **Examination dates will not change.**

Attendance Policy: Class participation is an active variable. **Mere attendance is not enough.** However, attendance is a baseline requirement. Please be advised that students will lose a large portion of their class participation grade (50% or more at my discretion) if they have more than three (3) unexcused absences.

Provisional Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading for this Date</u>
1/24	Introduction	Introduction to CMC

1/27	British Capitalism and the Three Industrial Revolutions	Case
1/31	Josiah Wedgwood and the First Industrial Revolution	Case
2/3	Rolls-Royce and the Rise of High Technology Industry	Case
2/7	German Capitalism	Case
2/10	“Challenge to America”	Video in class
2/14	American Capitalism	Case
2/17	Henry Ford, Alfred Sloan, and the Three Phases of Marketing	Case
2/21	NO CLASSES	
2/24	IBM and the Two Thomas J. Watsons	Case
2/28	Japanese Capitalism	Case
3/3	Toyoda Automatic Looms and Toyota Automobiles	Case
3/7	7-Eleven In America and Japan	Case

ESSAY QUESTIONS WILL BE DISTRIBUTED AT THIS TIME!

3/10 **MIDTERM EXAMINATION**

SPRING BREAK: MARCH 14, MARCH 17

3/21	Empire	Brief articles by Conant, Beveridge, Bryant, Schurz, Ghandi, Ghallager and Robinson on Blackboard Site
3/24	Marxism Manifesto”	Marx, “Communist
3/28	Leninism and Pre-Revolutionary Russia 15	Lenin on Blackboard, RWD, 1-
3/31	Early Soviet Economics including Stalin, Bukharin, Kruschev	RWD, 16-42; Blackboard articles
4/4	Late Soviet Economics	RWD, 43-82; Blackboard articles
4/7	The Fall and After	Blackboard articles

- 4/11 Sun China in Chaos Mao and
- 4/14 Maoist China Mao, TC pp.1-53
See "**To Live**" before class. I will arrange a showing of "**To Live**" or you may see it on your own. It is available for viewing at the library media center. It is also available at many video stores in our area.
- 4/18 NO CLASSES
- 4/21 Dengist China TC, 55-102; Deng
Paper on "To Live" due today.
- 4/25 China since 1995 TC, 103-149
- 4/28-5/2 Debate/Presentations on: Current issues of the Global Economy
- 5/4 **Final Examination**, 11 a.m.-1 p.m. in this room.

60. 1. Stokes, Ray

University of Glasgow; Glasgow, Scotland, UNITED KINGDOM

Business in the Global Economy (2011)

Introduction

This course will examine the management, organization and experience of modern business enterprise in the globalized economy; it will explore the theoretical models explaining the existence and evolving organisation of business firms and consider the role of those firms in the global economy. Issues to be investigated include: the relationships between business and the localities in which they are based and in which they operate; the nature of competitiveness and how this can be influenced by government policy and fostered in developing economies; the drivers and impact of foreign direct investment; the structure of multinational enterprises and their effect on home and host economies; and the role of small and medium-sized enterprises in the global economy.

Course Aims

This course aims

- to consider the theory of the firm in an international and globalized context;
- to analyse the relationship between business firms and competitive advantage – and how it may be constructed or pursued – across space and time; and
- to explore the role of small and large companies and their relationships in a globalized economic environment.

Learning Outcomes

On successful completion of this course, students will be able to understand and critically assess:

1. the theory of the firm and its application to small and large companies in the globalized economy;
2. the relationship between business firms and regional, national and supra-national authorities in the globalized economy;
3. the role of business in shaping the globalized economy
4. the impact of multinational enterprises on both home and host economies;
5. the role of innovation and technology in the globalized economy.

Teaching

Each class lasts for two hours and will consist of a mixture of lectures, seminar discussions and student presentations.

Coursework and Assessment

Students will complete two pieces of assessment:

a) a 1000-word piece critically examining one of the theoretical concepts explored in the two sessions on “The nature of the firm”, considering in particular its applicability to firms operating in a globalised economy (25%).

This piece examines your understanding of key concepts in the theory of the firm to which you have been introduced. It is to be submitted by 4 pm, **Friday 17 February**.

b) a 3000-word essay on a topic relating to the course (75%)

This piece tests your ability to present cogent arguments about one of the aspects of global business that have been studied during the course. It is due by 4 pm on **Friday 30 March**.

You must submit **TWO** hard copies of each assignment and also submit an electronic version through Turnitin (anti-plagiarism software). There will be a link for the electronic submission via the Moodle page for this course.

Please look at the School’s Postgraduate Handbook to ensure that you understand what plagiarism is and how to avoid it. Your work will be graded on the basis of the grade descriptors which are also set out in that Handbook, and you should familiarise yourself with them.

Extensions

As course convenor I am allowed to give an extension for a maximum of three days if circumstances warrant it. Any extension for longer than this can only be approved by me in my capacity as programme convenor.

For other information please consult the School of Social and Political Sciences Postgraduate Handbook and the M.Sc. Global Economy: Programme Information in the first instance. If you cannot find the information there, please contact me.

Texts

There is no single recommended text book for the course, but the books below are useful for many of the classes.

Franco Amatori and Andrea Colli, *Business history: complexities and comparisons* (Abingdon: Routledge, 2011)

Alfred D. Chandler, Franco Amatori, and Takashi Hikino, eds., *Big business and the wealth of nations* (Cambridge: Cambridge University Press, 1997)

Peter Dicken, *Global shift: Mapping the changing contours of the world economy*, 5th ed. (London: Sage, 2007)

Geoffrey Jones. *Multinationals and global capitalism: From the nineteenth century to the twenty-first century* (Oxford: Oxford University Press, 2005)

Other resources

The reading list relates to the topics for each week’s class. Here are some additional resources you might find useful, although this list is far from exhaustive:

“The Historical Roots of Globalization”,

<http://www.hbs.edu/centennial/businesssummit/globalization/historical-roots-of-globalization.html> <accessed 20 December 2011>.

Radio interview of Niall Ferguson, “Global Business: The History Man,”

http://www.bbc.co.uk/iplayer/episode/p007qdv5/Global_Business_The_History_Man/ <accessed 20 December 2011>.

Video of “Michael Porter on competitiveness”, http://www.youtube.com/watch?v=y5I_cnpP99U <accessed 20 December 2011>.

Course Programme

Week 1 Globalisation, business, and business history

[11 January]

When and how did globalisation come about, and what is the role of business in it? To what extent can business history help us understand this process, in particular the role of business as actor in and subject of globalisation?

Readings

Core

Franco Amatori and Andrea Colli, *Business history: Complexities and comparisons* (Abingdon: Routledge, 2011), pp. 3-9.

Peter Dicken, *Global shift: Mapping the contours of the world economy*, 5th ed. (London: Sage, 2007), pp. 3-31.

Further reading

Amatori and Colli, *Business history*, rest of book.

Alfred D. Chandler, Franco Amatori, and Takashi Hikino, eds., *Big business and the wealth of nations* (Cambridge: Cambridge University Press, 1997).

Leslie Hannah, “Logistics, market size, and giant plants in the early twentieth century: A global view,” *Journal of Economic History* 68 (2008): 46-79.

Geoffrey Jones. *Multinationals and Global Capitalism: From the Nineteenth Century to the Twenty-First Century* (Oxford: Oxford University Press, 2005).

Week 2 The nature of the firm 1: Internalisation, transaction costs, and the rise of big business

[18 January]

Why do firms exist? Once they do, how and why do some grow and not others?

Readings

Core

Alfred D. Chandler, Jr., *Scale and scope: The dynamics of industrial capitalism* (Cambridge, MA: Belknap Press, 1990), pp. 1-46.

Ronald Coase, “The nature of the firm”, *Economica* n.s. 4 (November 1937): 386-405.

Further reading

Alfred D. Chandler, Franco Amatori, and Takashi Hikino, eds., *Big business and the wealth of nations* (Cambridge: Cambridge University Press, 1997).

Richard Langlois, "Chandler in a larger frame: Markets, transaction

costs, and organizational form in history," *Enterprise and society* 5 (2004): 355-375.

Kenneth Lipartito and David Sicilia, eds., *Constructing corporate America: History, politics, culture* (Oxford: OUP, 2004)

Edith Penrose, *The theory of the growth of the firm* (Oxford: OUP, 1995)

Oliver Williamson, "The modern corporation: Origins, evolution, attributes," *Journal of economic literature* 19 (1981): 1537-1568

Week 3 The nature of the firm 2: Capabilities, competences, clusters and networks [25 January]

How do firms respond to and shape their surrounding environment? How and to what extent do firms "learn"? What other factors besides "economies of scale and scope" are at work in shaping competitiveness?

Readings

Core

Mark Casson and Howard Cox, "International business networks: Theory and history," *Business and Economic History* 22 (1993): 42-53.

David Teece et. al., "Dynamic capabilities and strategic management", *Strategic Management Journal* 18 (1997): 509-533.

Further reading

Kathleen Eisenhardt and Jeffrey Martin, "Dynamic capabilities: What are they?", *Strategic Management Journal* 21 (2000): 1105-1121.

Bennett Harrison, "Industrial districts: Old wine in new bottles?", *Regional Studies* 26 (1992): 469-483.

Gary Herrigel, *Industrial constructions: The sources of German industrial power* (Cambridge: CUP, 1996).

Michael Porter, "Clusters and the new economics of competition," *Harvard Business Review* 76 (November/December 1998): 77-90.

Week 4 Reading week [1 February]

There will be no class this week. Please use the time to catch up on reading and to begin working on your first essay, which is due on 17 February.

Week 5 Multinational enterprise [8 February]

Why do firms decide to establish subsidiaries abroad? What are the challenges involved in managing subsidiaries, and how have these changed through time?

Readings

Core

John Dunning, "Reappraising the eclectic paradigm in an age of alliance capitalism", *Journal of International Business Studies* 26 (1995): 461-491.

Geoffrey Jones. *Multinationals and global capitalism: From the nineteenth century to the twenty-first century* (Oxford: Oxford University Press, 2005), pp. 16-41.

Further reading

Geoffrey Jones, 'Control, performance and knowledge transfers in large multinationals: Unilever in the US, 1945-1980', *Business History Review* 76 (2002): 435-478.

Geoffrey Jones and Peter Miskell, "European integration and corporate restructuring: the strategy of Unilever, c1957-c1990," *Economic History Review* 58 (2005): 113-139

G Morgan et al., *The Multinational Firm: organizing across institutional and national divides* (Oxford: Oxford University Press, 2001), especially chapter 1.

David Teece, "Transaction cost economics and the multinational enterprise", *Journal of Economic Behaviour and Organisation* 7 (March 1986): 1-45.

Alice Teichova, et.al., eds., *Multinational enterprise in historical perspective* (Cambridge: CUP, 1986).

Mira Wilkins, *The maturing of multinational enterprise: American business abroad from 1914-1970* (Cambridge, MA: Harvard University Press, 1974)

Mira Wilkins and Harm Schröter, eds., *The Free standing company in the world economy, 1830-1996* (Oxford: OUP, 1998).

Week 6 Globalisation and "other" firms

[15 February]

How have firms other than large MNE's—e.g. "pocket multinationals", state-owned enterprises, small and medium-sized enterprises, family firms—been affected by globalisation? How and to what extent have they been able to devise strategies to participate effectively in the process of globalisation?

Readings

Core

Andrea Colli, *The history of family business, 1850-2000* (Cambridge: CUP, 2003), pp. 1-26.

Marion Jones et. al., "Introduction," and Marion Jones, "Conclusion", in Marion Jones et. al., eds, *Internationalization, entrepreneurship, and the smaller firm: Evidence from around the world* (Cheltenham: Edward Elgar, 2009), pp. 1-5, 191-203.

Pier Angelo Toninelli, "The rise and fall of the public enterprise: The framework," pp. 3-24 in Toninelli, ed., *The rise and fall of the state-owned enterprise in the western world* (Cambridge: CUP, 2000).

Further reading

Franco Amatori, Robert Millward, and Pier Angelo Toninelli, eds., *Reappraising state-owned enterprise: A comparison of the UK and Italy* (Abingdon: Routledge, 2011).

Harold James, *Family capitalism* (Cambridge, MA: Harvard University Press, 2006), especially pp. 377-385.

Robert Millward, *Private and public enterprise in Europe: Energy, telecommunications, and transport, 1830-1990* (Cambridge: CUP, 2005).

Week 7 Globalisation and competitiveness

[22 February]

How do firms become and remain competitive in a globalised economy? What is the role of the state and other factors in this process?

Readings

Core

Michael Porter, *The competitive advantage of nations* (Basingstoke: Palgrave, 1998), pp. 33-68.

Further reading

Global Economic Forum, *Global competitiveness report, 2011-2012* (Geneva: Global Economic Forum, 2011), especially pp. 51-74 (available as PDF at:

http://www3.weforum.org/docs/WEF_GCR_Report_2011-12.pdf <accessed 20 December 11>).

“Michael Porter on Competitiveness,” video available at:

http://www.youtube.com/watch?v=y5I_cnP99U <accessed 20 December 2011>.

Resources available at: <http://www.isc.hbs.edu/> <accessed 20 December 2011>.

Special issue of: *Oxford Review of Economic Policy* 12, issue 3 (1996).

Week 8 Foreign Direct Investment

[29 February]

What factors shape the foreign direct investment (FDI) decisions of firms? What impacts do they have on business and the economy in the host country and why?

Readings

Core

John Dunning, “Reappraising the eclectic paradigm in an age of alliance capitalism”, *Journal of International Business Studies* 26 (1995): 461-491.

Robert Lipsey “Home and Host Country Effects of Foreign Direct Investment”, pp. 333-381 in R.E. Baldwin and L.A. Winters, eds. *Challenges to Globalization. Analyzing the Economics* (Chicago: University of Chicago Press, 2004) (available as PDF at:

<http://www.nber.org/chapters/c9543.pdf> <accessed 20 December 2011>).

Further reading

Crespo, N. & Fontoura, M.P., “Determinants of FDI spillovers – What do we really know?”, *World Development*, 35 (2007): 410–425.

Pavlos Dimitratos, et. al., "The multinational enterprise and subsidiary evolution: Scotland since 1945", *Business History* 51 (2009): 401-425.

John Firn, "External control and regional policy", in Gordon Brown, ed., *The Red Paper on Scotland* (Edinburgh: Edinburgh University Student Publications Board, 1975).

H. Gorg and D. Greenaway, "Much ado about nothing? Do domestic firms really benefit from Foreign Direct Investment?", *World Bank Research Observer* 19, n. 2 (2004).

Ivan Turok, "Inward investment and local linkages: how deeply embedded is Silicon Glen?", *Regional Studies* 27 (1993): 401-418.

UNCTAD, *World Investment Report 2001: Promoting Linkages* (NY: UN, 2001).

UNCTAD, *World Investment Report 2003: Policies for Development. National and International Perspectives* (NY: UN, 2003).

UNCTAD, *World Investment Report 2011: Non-equity modes of international production and development* (NY: UN, 2011). (Available as PDF at: <http://www.unctad-docs.org/files/UNCTAD-WIR2011-Full-en.pdf> <accessed 22 December 2011>).

Week 9 Technology transfer and national systems of innovation

[7 March]

What is the role of technology in globalization of business? How is innovation best fostered, both within the firm and in particular countries?

Readings

Core

Chris Carr, "Globalisation, strategic alliances, acquisition and technology transfer. Lessons from ICL/Fujitsu and Rover/Honda and BMW," *R&D Management* 29 (1999): 402-421.

Richard R. Nelson, "National Innovation Systems: A Retrospective on a Study," *Industrial and Corporate Change* 1 (1992): 347-374.

Further reading

Chris Freeman, "The 'National system of innovation' in historical perspective," *Cambridge Journal of Economics* 19 (1995): 5-24.

Chris Freeman and Luc Soete, *The Economics of industrial innovation*, 3rd ed. (London: Pinter, 1997), especially pp. 295-315.

J.A.D. Holbrook, "The Use of National Systems of Innovation Models to Develop Indicators of Innovation and Technological Capability," CPROST Report Number 97-06, 1997.

L. Leydesdorff and M. Meyer, "Triple helix indicators of knowledge-based innovation systems," *Research policy* 35 (2006): 1441-1449.

F. Meyer-Krahmer and G. Reger, "New perspectives on the innovation strategies of multinational enterprises: Lessons for technology policy in Europe," *Research Policy* 28 (1999): 751-776.

Naubahar Sharif, "Emergence and development of the National Systems of Innovation concept," *Research Policy* 35 (2006): 745-766.

OECD, *Innovation in Biotechnology: Comparing national systems of innovation at the sectoral level* (Paris: OECD, 2005).

David Teece, "Technology transfer by multinational firms: The resource cost of transferring know-how," *The Economic Journal* 87 (1977): 242-261.

Ivo Zander, "The formation of international innovation networks in the multinational corporation: an evolutionary perspective", *Industrial and Corporate Change* 11 (2002): 327-353.

Week 10 Cultural issues in global business

[14 March]

What cultural issues arise when firms operate in more than one country or with employees from more than one culture? To what extent is corporate culture shaped by national or other cultural values?

Readings

Geert Hofstede, *Culture's consequences*, 2nd ed. (Thousand Oaks, CA: Sage, 2001), especially pp. 1-40.

George Stonehouse et. al., *Global and transnational business: Strategy and management*, 2nd ed. (Chichester: John Wiley, 2004), pp. 52-70.

Further reading

F. Trompenaars and P. Hampden-Turner, *Riding the waves of culture: Understanding cultural diversity in business*, 2nd ed. (London: Nicholas Beasley, 1997).

Additional material available at:

<http://www.7d-culture.nl/website/index.asp> <accessed 20 December 2011>.

<http://geert-hofstede.com/index.php> <accessed 20 December 2011>.

<http://www.globalbusinessleadership.com/worldsmart.asp> <accessed 20 December 2011>.

Week 11 Wrap up and review

[21 March]

Review and Essay Workshop

We will review all of the reading and discussion thus far.

We will also discuss essay techniques and you will have an opportunity to talk about what you are planning to do for your essay.

60. 2. Stokes, Ray

University of Glasgow; Glasgow, Scotland, UNITED KINGDOM

Industry and Innovation: International Perspectives (2010-2011)

SCHOOL OF HISTORICAL STUDIES ECONOMIC AND SOCIAL HISTORY HONOURS 2010-2011

Course Description:

[excerpt] “The primary aim of this course is to allow students to develop a critical appreciation of the cultural and historical factors that affect industrial innovation and of the ways that industrial innovation can influence economic performance through comparing experiences in three different countries [Japan, Germany and the US] during the twentieth century... The course begins with several background lectures on the cultural context of science and technology in Germany, the United States, and Japan through 1914. These lectures also introduce a key organising concept for the course, the “national systems of innovation” approach. We then turn to a chronological and thematic treatment of the topic during the rest of the twentieth century, which includes attention to the following developments: fusing science into technology in the Second Industrial Revolution; industrial and military innovation in the Great War and the inter-war years; the impact of the Depression and rearmament on science and technology; the “Wizard War”; technology and racism in World War II; the US occupation and the post-war transformation of German and Japanese science, technology, and industry; comparisons of science, technology, and economic development after 1945...”

INDUSTRY AND INNOVATION: INTERNATIONAL PERSPECTIVES

20 credits

Course code: 88MX

Semester 2

Lectures: Mondays, 1-2 pm

Seminars: Tuesdays, 2-3 pm (additional alternate time for approximately half of the class to be arranged)

Course organiser: Professor Ray Stokes

Telephone: 330-5186

Email: R.Stokes@socsci.gla.ac.uk

Office Hours: Mondays 12-1 pm, or by appointment, in Room 301, Lilybank House, Bute Gardens; please make appointment by email with Ms Christine Leslie

(Christine.Leslie@glasgow.gla.ac.uk)

ENROLMENT

The organisational meeting for the class will be on Monday, 10 January 2011 at 1 pm in the Seminar Room (201) in Lilybank House, Bute Gardens. This will also be the first lecture of the course.

CLASS HOUR

Lectures take place on Mondays from 1-2 pm in the Seminar Room (201) in Lilybank House, Bute Gardens. Seminars are on Tuesdays from 2-3 pm in the same room. An alternative seminar time for approximately one-half of the class will be arranged during the first or second meeting, although the second meeting is a lecture to be held on Tuesday of the first week of the semester. I expect you to attend all lectures. You **must** attend all meetings of seminars, and I also expect you to participate actively in seminar discussions.

If you find you may be unable to attend a lecture, seminar, or exam, whether through illness or some other serious cause, please let Professor Stokes know, preferably in advance by email. In addition, you must complete a WebSURF Absence Report and provide documentary evidence for any 'significant absence', which is defined by the University's Student Absence Policy as:

- an absence of more than seven consecutive days
- OR*
- an absence which prevents a student from attending an examination
- OR*
- an absence which prevents a student from fulfilling any other requirement for the award of credit, such as attendance at a compulsory tutorial or seminar, or meeting a coursework deadline

The normal submission deadline for a completed Absence Report is seven days after your return to University. In the case of absence from an exam, the Absence Report and relevant evidence must be submitted within one week of the exam date. The Board of Examiners will not necessarily take account of absences reported after this deadline.

Please visit www.gla.ac.uk/students/study/absence for more information. Instructions on how to complete an Absence Report are available on WebSURF.

Students who miss more than two meetings of seminar without providing an acceptable excuse for absence will be interviewed by the Economic and Social History Honours Co-ordinator.

AIMS

The primary aim of this course is to allow students to develop a critical appreciation of the cultural and historical factors that affect industrial innovation and of the ways that industrial innovation can influence economic performance through comparing experiences in three different countries during the twentieth century.

INTENDED LEARNING OUTCOMES

At the end of this course, students will be expected to have:

1. acquired some understanding of the political, economic, and social context of industrial innovation in the three countries under consideration;
2. developed the ability to compare the context and degree of success of industrial innovation in the three countries at specific points in time;
3. developed an ability to analyse the factors accounting for or hindering successful industrial innovation;
4. developed a critical awareness of some of the methods of comparative history.

The assessed work associated with the course is designed to allow individual students to demonstrate the extent of their mastery of these intended learning outcomes. The course **ESSAY** (20 per cent of final mark) allows students to:

1. demonstrate awareness of continuity and change through time;
2. read, analyse, and reflect critically and contextually upon historical texts;
3. address a particular historical problem in depth, involving secondary literature;
4. demonstrate clarity, fluency, and coherence in written expression.

The course **PROJECT** (10 per cent of the final mark) allows students to demonstrate these skills in the course of a critically examining a primary document or doing a brief statistical analysis.

The course **EXAMINATION** (70 per cent of the final mark) allows students the opportunity to demonstrate the extent of their mastery of the intended learning outcomes of the course by answering two questions in two hours.

COURSE CONTENT

The course begins with several background lectures on the cultural context of science and technology in Germany, the United States, and Japan through 1914. These lectures also introduce a key organising concept for the course, the “national systems of innovation” approach. We then turn to a chronological and thematic treatment of the topic during the rest of the twentieth century, which includes attention to the following developments: fusing science into technology in the Second Industrial Revolution; industrial and military innovation in the Great War and the inter-war years; the impact of the Depression and rearmament on science and technology; the “Wizard War”; technology and racism in World War II; the US occupation and the post-war transformation of German and Japanese science, technology, and industry; comparisons of science, technology, and economic development after 1945. Throughout the course, we will also examine and critique approaches to comparative history.

LECTURE SCHEDULE

Please note: I have selected a limited number of texts for you to read in conjunction with each lecture. Please read the assignment carefully **before** the relevant lecture. The “common”

reading assignments will generally be available in the GUL Short Loan Collection. You might also consider purchasing David Noble, *America by Design* (OUP, 1977), and Tessa Morris-Suzuki, *The Technological Transformation of Japan* (CUP, 1994). They can be ordered from any bookstore or purchased directly from OUP or CUP or another bookseller at their websites. David Landes, *The Unbound Prometheus* (2nd edition, CUP, 2003) (available as an e-Book via Glasgow University Library), makes for good general background reading, while Chris Freeman and Luc Soete, in *The Economics of Industrial Innovation* (3rd edition, London, Pinter, 1997), provide historical as well as other social science insights into the innovation process with regard to specific technologies, especially in Part One of the book.

10 January

Enrolment and

Introductory lecture; The German innovation system through 1914

Reading: Richard R. Nelson, “National Innovation Systems: A Retrospective on a Study,” *Industrial and Corporate Change* 1 (1992): 347-374; Alan D Beyerchen, “On the Stimulation of Excellence in Wilhelminian Science”, pp. 139-168 in Jack R Dukes and Joachim Remak, eds, *Another Germany: A Reconsideration of the Imperial Era* (Boulder, CO: Westview Press, 1988) [the latter will be made available by Professor Stokes].

11 January

[Please note: This lecture will take place on Tuesday at 2 pm.]

The US innovation system through 1914

Reading: David Noble, *America by Design* (Oxford: Oxford University Press, 1977), esp. introduction, chapters 1-4; Freeman and Soete, *The Economics of Industrial Innovation*, esp. pp. 56-58.

17 January

The Japanese innovation system through 1914

Reading: Tessa Morris-Suzuki, *The Technological Transformation of Japan* (Cambridge: Cambridge University Press, 1994), introduction, chapter 4.

24 January

The Great War and the 1920s: The Dawn of “Big Science”?

Reading: Daniel Kevles, *The Physicists* (Cambridge, MA: Harvard University Press, 1995), pp. 102-154 (read to p. 235 if you have time); Morris-Suzuki, *The Technological Transformation of Japan*, chapter 5

31 January

Science and Technology in the Depression

Reading: Kevles, *The Physicists*, pp. 236-286.

7 February

Science, Technology, and Preparation for War

Reading: Michael Barnhart, *Japan Prepares for Total War* (Ithaca, NY: Cornell University Press, 1987), pp. 136-175; Kevles, *The Physicists*, pp. 287-301.

14 February

Science and Technology in World War II

Reading: Morris-Suzuki, *The Technological Transformation of Japan*, chapter 6; Alan Milward, *War, Economy and Society, 1939-1945* (Berkeley: University of California Press, 1977), chapter 6.

21 February

The Occupation of Germany and Japan

Reading: Raymond G Stokes, *Opting for Oil* (Cambridge: Cambridge University Press, 1994), introduction and chapter 2; Morris-Suzuki, *The Technological Transformation of Japan*, chapter 7; additional reading, time permitting: Chalmers Johnson, *MITI and the Japanese Miracle* (Stanford: Stanford University Press, 1982), chapter 5.

28 February

The Impact of the Second World War on the American System of Innovation

Reading: David Mowery and Nathan Rosenberg, *Technology and the Pursuit of Economic Growth* (CUP, 1989), chapters 6 and 7.

7 March

Post-war Innovation Systems

Reading: Morris-Suzuki, *The Technological Transformation of Japan*, chapter 7-8; Peter Katzenstein, ed. *Industry and Politics in West Germany* (Ithaca, NY: Cornell University Press, 1989), introduction; Günther Heiduk and Kozo Yamamura, eds, *Technological Competition and Interdependence: The Search for Policy in the United States, West Germany, and Japan* (Seattle: University of Washington Press, 1990), introduction; Raymond Stokes, "Technology and the West German *Wirtschaftswunder*," *Technology and Culture* 32 (1991): 1-22; Raymond Stokes, *Constructing Socialism: Technology and Change in East Germany, 1945-1990* (Baltimore: Johns Hopkins University Press, 2000), conclusion.

14 March

Wrap-up and discussion

Reading: Review reading and lecture notes.

SEMINAR SCHEDULE AND READING LIST:

Note: You must attend all seminar meetings of the course. Please remember too that active and informed participation in seminar discussions is vital for the success of each seminar session. Please come to class prepared to participate! You will need therefore to read the common readings in advance of each session.

18 January

Seminar 1: Comparative history; some methodological considerations

Common reading: Thomas Parke Hughes, *Networks of Power* (Baltimore: Johns Hopkins University Press, 1983), introduction [Available as e-Book through GUL]; Richard R. Nelson, "National Innovation Systems: A Retrospective on a Study," *Industrial and Corporate Change* 1 (1992): 347-374

25 January

Seminar 2: What were the key features of the "national system of innovation" that had emerged in the United States by 1914, and what were the most important factors accounting for their emergence?

Common reading: Noble, *America by Design*, introduction, chapters 1-4.

Additional reading:

Robert V. Bruce, *The launching of modern American science, 1846-1876* (Ithaca, NY: Cornell University Press, 1988). (Available as e-Book from GUL.)

Alfred D. Chandler, *Scale and Scope* (Harvard: Harvard University Press, 1990)

Alfred D. Chandler, *The Visible Hand* (Harvard: Harvard University Press, 1977)

David Hounshell, *From the American System to Mass Production* (Baltimore: Johns Hopkins University Press, 1984), introduction and chapter 5. [Available as e-Book from GUL.]

Hughes, *Networks of Power*, chapters 1-6 (emphasising material on U.S.)

Patrick McGrath, *Scientists, business, and the state, 1890-1960* (Chapel Hill: University of North Carolina Press, 2002).

David Mowery and Nathan Rosenberg, *Technology and the Pursuit of Economic Growth* (Cambridge: Cambridge University Press, 1989), chapters 1-4

Noble, *America by Design*, rest of book

Merritt Roe Smith, ed., *Military enterprise and technological change: perspectives on the American experience* (Cambridge, MA: MIT Press, 1985), especially introduction and chapters 1-4. (Available as e-book.)

Thorstein Veblen, *The Engineers and the Price System* (Kitchener, Ontario: Batoche Books, 2001 [originally published in 1921]) (available on-line in PDF format at the following URL: <http://socserv2.mcmaster.ca/~econ/ugcm/3ll3/veblen/Engineers.pdf> [viewed 23 December 2010])

George Wise, "A New Role for Professional Scientists in Industry: Industrial Research at General Electric, 1900-1916," *Technology and Culture* 21 (1980): 408-429

1 February

Seminar 3: Compare and contrast the key features of the German national system of innovation which had emerged by 1914 with those of the United States at the same time. What factors account for similarities and differences between the two?

Common reading: Noble, *America by Design*, introduction, chapters 1-4; Beyerchen, "On the Stimulation of Excellence in Wilhelmian Science" (to be provided by Professor Stokes)

Additional reading:

As for 25 January, plus:

David Cahan, "Werner Siemens and the Origin of the Physikalisch-Technische Reichsanstalt, 1872-1887," *Historical Studies in the Physical Sciences* 12 (1982): 253-83.

David Cahan, "The Institutional Revolution in German Physics, 1865-1914," *Historical Studies in the Physical Sciences* 15 (1985): 1-65.

Alfred D. Chandler, *Scale and Scope* (Harvard: Harvard University Press, 1990) (emphasising material on Germany)

Kees Gispens, *New profession, old order: Engineers and German society, 1815-1914* (Cambridge: Cambridge University Press, 1989)

Gary Herrigel, *Industrial Constructions* (Cambridge: Cambridge University Press, 1996), chapters 1-4

Ernst Homburg, "The Emergence of research laboratories in the dyestuffs industry, 1870-1900," *British Journal for the History of Science* 25 (1992): 91-111.

Hughes, *Networks of Power*, chapters 1-6 (emphasising material on Germany)

David Landes, *The Unbound Prometheus* (Cambridge: Cambridge University Press, 1969; 2nd edition, 2003), chapter 5. (Available as e-Book from GUL).

Thorstein Veblen, *The Engineers and the Price System* (Kitchener, Ontario: Batoche Books, 2001 [originally published in 1921]) (available on-line in pdf format at the following URL: <http://socserv2.mcmaster.ca/~econ/ugcm/3ll3/veblen/Engineers.pdf> [viewed 23 December 2010])

Thorstein Veblen, *Imperial Germany and the Industrial Revolution* (Kitchener, Ontario: Batoche Books, 2003 [originally published in 1915]) (available on-line in pdf format at the following URL: <http://socserv.mcmaster.ca/~econ/ugcm/3ll3/veblen/ImperialGermany.pdf> [viewed 23 December 2010])

8 February

Seminar 4: To what extent did Japan draw upon its own native traditions as opposed to institutions and practices prevalent in the United States and Germany in constructing its national system of innovation by the 1920s?

Common reading: Morris-Suzuki, *The technological transformation of Japan*, introduction and chapters 1-4

Additional reading:

As for 25 January and 1 February, and:

E Sydney Cawcours, "Industrialization and Technological Change, 1885-1920," pp. 385-450 of Peter Duus, ed., *The Cambridge History of Japan*, vol. 6: *The Twentieth Century* (Cambridge: Cambridge University Press, 1988);

James Bartholomew, *The Formation of Science in Japan: Building a Research Tradition* (New Haven: Yale University Press, 1989).

Michael A Cusumano, "'Scientific Industry': Strategy, Technology, and Entrepreneurship in Pre-war Japan," pp. 269-315 in William D Wray, ed., *Managing Industrial Enterprise: Cases from Japan's Pre-war Experience* (Cambridge, MA: Harvard University Council on East Asian Studies, 1989).

J Hirschmeier and T Yui, *The Development of Japanese Business*, 2d ed (London: George Allen & Unwin, 1981), chapter 3.

Itakura Kiyonobu and Yagi Eri, "The Japanese Research System and the Establishment of the Institute of Physical and Chemical Research," pp. 158-201, in Shigeru Nakayama, David Swain, Eri Yagi, eds., *Science and Society in Modern Japan* (Cambridge, MA: MIT Press, 1974).

Morris Low, Shigeru Nakayama, and Hitoshi Oshioaka, *Science, technology and society in contemporary Japan* (Cambridge: Cambridge University Press, 1999).

15 February

Seminar 5: How did the "crisis of capitalism" in the interwar period—and especially the Great Depression—affect the national systems of innovation in the United States, Germany, and Japan, and what factors best account for differences in the effects of the crisis on each country?

Common reading: Cusumano, "'Scientific Industry': Strategy, Technology, and Entrepreneurship in Pre-war Japan," pp. 269-315 in Wray, ed., *Managing Industrial Enterprise: Cases from Japan's Pre-war Experience*; Kevles, *The Physicists*, pp. 236-286.

Additional reading:

William E. Akin, *Technocracy and the American Dream: The Technocracy Movement, 1900-1941* (Berkeley: University of California Press, 1977).

Kees Gispén, *Poems in Steel: National Socialism and the Politics of Inventing from Weimar to Bonn* (New York: Berghahn Books, 2002).

Kees Gispén, "Visions of Utopia: Social emancipation, technological progress, and anticapitalism in Nazi inventor policy, 1933-1945," *Central European History* 32 (1999): 35-51.

Jeffrey Herf, *Reactionary modernism* (Cambridge: Cambridge University Press, 1984).

Thomas Parke Hughes, "Technology," pp. 165-181 in Henry Friedlander and Sybil Milton, eds., *The Holocaust: Ideology, Bureaucracy, and Genocide* (Millwood, NY: Kraus International, 1980).

McGrath, *Scientists, business, and the state, 1890-1960*.

Noble, *America by design*, chapter 10.

Williamson Murray and Allan R Millett, eds., *Military Innovation in the Interwar Period* (Cambridge: Cambridge University Press, 1996), especially introduction and chapter 9.

J. Ronald Shearer. "Talking about Efficiency: Politics and the Industrial Rationalization Movement in the Weimar Republic," *Central European History* 28 (1995): 483-506.

Veblen, *The Engineers and the Price System*, (available on-line in pdf format at the following URL: <http://socserv2.mcmaster.ca/~econ/ugcm/3ll3/veblen/Engineers.pdf> [viewed 23 December 2010])

22 February

Seminar 6: What factors account for the rise of “big science” in Germany and the United States in the first half of the 20th century?

Common reading: Helmut Trischler, “Aeronautical Research under National Socialism: Big Science or Small Science?”, pp. 79-110 in Margit Szöllösi-Janze, ed. *Science in the Third Reich* (Oxford: Berg, 2001); Kevles, *The Physicists*, chapters 19 and 20.

Additional reading:

Alan Beyerchen, *Scientists under Hitler* (New Haven, CT: Yale University Press, 1977), chapter 9 and conclusion.

Samuel Goudsmit, *Alsos* (Los Angeles: Tomash, 1983).

Susanna Heim, Carola Sachse, and Mark Walker, eds., *The Kaiser Wilhelm Society under National Socialism* (Cambridge: CUP, 2009).

David Irving, *The German Atomic Bomb* (New York: Da Capo, 1967), pp. 294-303 (available from Professor Stokes).

McGrath, *Scientists, business, and the state, 1890-1960*.

Alan Milward, *War, Economy and Society, 1939-1945*, chapter 6.

David Mowery and Nathan Rosenberg, *Paths of innovation: Technological change in 20th century America* (Cambridge/NY: CUP, 1998).

Murray and Millett, eds., *Military Innovation in the Interwar Period*, especially introduction, but some of chapters 6,7, and 9 may also be relevant.

Michael Neufeld, *The Rocket and the Reich* (New York: Free Press, 1995).

Monika Renneberg and Mark Walker, eds., *Science, Technology and National Socialism* (Cambridge: Cambridge University Press, 1994), especially introduction, but also essays by Neufeld and Trischler.

Richard Rhodes, *The Making of the Atomic Bomb* (New York: Simon and Schuster, 1986).

Martin Sherwin, *A World Destroyed: The Atomic Bomb and the Grand Alliance* (New York: Vintage, 1977), introduction, chapters 1-2.

Smith, ed., *Military enterprise and technological change: perspectives on the American experience*, especially chapters 3-6.

Szöllösi-Janze, ed., *Science in the Third Reich*, especially introduction.

Daniel Uziel, “Between industrial revolution and slavery: Mass production in the German aviation industry in World War II,” *History and Technology* 22 (September 2006): 277-300.

Mark Walker, *German National Socialism and the Quest for Nuclear Power* (Cambridge: Cambridge University Press, 1988), especially introduction, chapter 7, conclusion.

1 March

Seminar 7: Assess the impact felt by the mid-1950s of experiences of war, defeat, and post-war Allied military occupation on the key features and institutions of the pre-war German and Japanese national systems of innovation.

Common reading: Morris-Suzuki, pp. 166-177; Jonathan Zeitlin and Gary Herrigel, eds., *Americanization and its limits* (Oxford: OUP, 2000), introduction.

Additional reading:

- Volker Berghahn, *The Americanisation of West German Industry* (Cambridge: Cambridge University Press, 1986), introduction and chapter 1.
- Bowen C. Dees, *The Allied Occupation and Japan's Economic Miracle: Building the Foundation of Japanese Science and Technology, 1945-1952* (Richmond, Surrey: Japan Library, 1997)
- John Gimbel, *Science, Technology and Reparations* (Stanford: Stanford University Press, 1990)
- Hirschmeier and Yui, *The Development of Japanese Business*, 2d ed, pp 264-292.
- Johnson, *MITI and the Japanese Miracle*, pp. 172-197
- Matthias Judt and Burghard Ciesla, eds, *Technology Transfer out of Germany after 1945* (Amsterdam: Harwood Academic Publishers, 1996).
- Kenkichi Koizumi, "In search of Wakon: The cultural dynamics of the rise of manufacturing technology in postwar Japan," *Technology and Culture* 43 (2002): 29-49.
- Morris Low, "Displaying the future: Techno-nationalism and the rise of the consumer in postwar Japan," *History and Technology* 19 (2003): 197-209.
- Low, Nakayama, and Okioka, *Science, Technology, and Society in Contemporary Japan*.
- Takashi Nishiyama, "Cross-disciplinary technology transfer in trans-World War II Japan: The Japanese high-speed bullet train as a case study," *Comparative Technology Transfer and Society* 1 (December 2003): 305-27.
- Michael Schaller, *The American Occupation of Japan* (Oxford: Oxford University Press, 1985).
- Raymond G Stokes, *Opting for Oil* (Cambridge: Cambridge University Press, 1994), chapters 2-3.
- Uziel, "Between industrial revolution and slavery".

8 March

Seminar 8: What factors best account for persistent differences in national systems of innovation in the three countries in the post-1945 period given pressures towards convergence in science, technology, and the economy after the Second World War?

Common reading:

Zeitlin and Herrigel, eds., *Americanization and its limits*, introduction; Morris-Suzuki, *The Technological Transformation of Japan*, chapters 7-8.

Additional reading:

- David Friedman, *The Misunderstood Miracle* (Ithaca, NY: Cornell University Press, 1988).
- Herrigel, *Industrial Constructions*, chapters 5-7.
- Hirschmeier and Yui, *The Development of Japanese Business*, 2d ed, chapter 4.
- Johnson, *MITI and the Japanese Miracle*, chapters 6-9.
- Katzenstein, ed., *Industry and Politics in West Germany*.
- Morris Low, "Displaying the future".
- Low, Nakayama, and Okioka, *Science, Technology, and Society in Contemporary Japan*.
- McGrath, *Scientists, business, and the state, 1890-1960*.
- Mowery and Rosenberg, *Paths of Innovation: Technological Change in 20th Century America*, esp. chapters 1, 2, and 7.
- Nakayama, *Science, Technology, and Society in Post-war Japan*.
- Richard R Nelson, ed. *National Systems of Innovation* (Oxford: Oxford University Press, 1993).

Richard R Nelson and others, eds. *Convergence of Productivity* (Oxford: Oxford University Press, 1994).

Nishiyama, "Cross-disciplinary technology transfer in trans-World War II Japan: The Japanese high-speed bullet train as a case study."

Philip Scranton, "Technology-led innovation: The non-linearity of U.S. jet propulsion development," *History and Technology* 22 (December 2006): 337-367.

Smith, ed., *Military enterprise and technological change: perspectives on the American experience*, especially chapters 5-8.

Stokes, *Opting for Oil*.

Raymond Stokes, *Constructing Socialism* (Baltimore, MD: Johns Hopkins University Press, 2000).

Zeitlin and Herrigel, eds., *Americanization and its limits*, rest of book.

14 March

Seminar 9/Final lecture/seminar and discussion: *Note that this seminar takes place on Monday at 1 pm.*

Common reading: All assignments to date.

COURSEWORK AND ASSESSMENT

Your mark for this course depends upon completion of all course work and examinations. The assessed pieces of work are weighted as follows:

One two-hour examination paper from which two questions must be answered	70%
One essay (2,500-3,000 words)	20%
One project report (1,000-1,250 words)	10%

All coursework will be assessed on the approved University Code of Assessment. The marking schemes are outlined in detail below under the section "Honours classification descriptors." All coursework will be returned to the student with appropriate comment and advice.

The essay and project report must be submitted in accordance with the Economic and Social History Department's guidelines. These are outlined below under the section "ESH policy on coursework submission."

Please note that the External Examiner will review a selection of coursework, including essays and project reports. Please note that this means that all coursework marks are provisional and subject to moderation by the Examination Board.

Examination

You must take one degree examination, which will be scheduled by the Registry later in the session to take place during the examination period immediately following the Easter break. The examination counts for 70 percent of your final mark for this course.

The examination lasts for two hours, and you must answer two questions from a range of seven questions covering aspects of the course. The degree examination gives you the opportunity to demonstrate under exam conditions the extent to which you have grasped the intended learning outcomes of the course based on material presented in its seminars and lectures.

Essay

You must write ONE essay during the term. It should explore in detail one of the questions posed for the seminars, although you may also consult Professor Stokes about alternative essay topics. Please note that alternative topics **MUST** be approved explicitly by Professor Stokes. We will assign essay topics at the first seminar session.

The essay counts for 20 percent of the final degree mark for this course and gives you the opportunity to demonstrate your grasp of historiography and historiographical interpretation, your ability to make a coherent historical argument, and your writing skills. It should be no shorter than 2,500 words and no longer than 3,000 words. Penalties will be assessed for essays outside of these word limits. **Please turn in your essay by 4 pm on 18 March 2011.** In completing and submitting your assignment, please follow the guidelines in the section below on “ESH policy on the submission of coursework” and note the University policy on **plagiarism**, also outlined below. If you have questions about this, please consult the instructor.

Project

You must complete ONE project during the term, which will count for 10 per cent of your mark for the course. This assignment gives you the opportunity to examine a primary source critically in light of other material presented in the course. The project consists of a brief essay of 1,000-1,500 words based on one of the following:

1. An analysis of a historical document. Some relevant documents are held on microform in the University collections, while others are available on the internet (e.g. documents related to the American atomic bomb project [Box 5, under Sachs, Alexander] or the National Defence Research Committee [Box 2, under Bush, Vannevar] in the “Safe Files” held in the Franklin D. Roosevelt Presidential Library at URL: <http://www.fdrlibrary.marist.edu/fdrbx.html>). There are also some printed sources, such as the documents included in the “Scientific Matters” section of U.S. Department of State, *Foreign Relations of the United States, 1964-1969*, Vol. 34: *Energy Diplomacy and Global Issues* (Washington: U.S. Government Printing Office, 1999).

2. A statistical analysis of trends in innovation, comparing at least two of the three countries. OECD statistics available in the GUL may be useful for this purpose.

Additional guidance will be provided in class. In any case, however, please discuss your interests and choice with Professor Stokes before starting your project. **Please submit your project assignment by 4:00 p.m. on 18 February 2011.**

As with the essay assignment, please follow the guidelines in the section below on “ESH policy on the submission of coursework” and note the University policy on **plagiarism**, also outlined below. If you have questions about this, please consult the instructor you should carefully read the policy statements below on plagiarism and late submission of classwork.

Deadlines

Project report: 18 February 2011 by 4 pm

Essay: 18 March 2011 by 4 pm

Marking & Return of Work

Coursework is marked anonymously and the External Examiner reviews a representative selection. Please note all coursework marks are provisional and subject to moderation by the Examination Board.

In normal circumstances your work will be marked and available for collection within a fortnight of submission.

You may collect your marked coursework from Professor Stokes during office hours or by appointment.

Extensions / Penalties for Late Submission

Course Convenors may, at their discretion and in advance, allow an extension of up to three days beyond the original due date. Thereafter, any extension requests must be approved by the Honours Co-ordinator. Retrospective extensions will not be allowed.

Coursework received late (i.e. after the original due date or agreed extension date) will be penalised at the rate of two secondary grades per working day, up to a maximum of five working days.

Coursework received more than five working days late will be accepted and awarded a mark of zero up until the final cut-off deadline of 1 April 2011, after which you will be deemed to have failed to meet the requirements for credit, and will receive Credit Refused for the course.

61. Storli, Espen

Norges teknisk-naturvitenskapelige universitet

[Norwegian University of Science and Technology]; Trondheim, NORWAY

HIST3295: International Economic Contemporary History

HIST3295: International economic Contemporary History

Emneansvarlig: Jonas Scherner

Economic globalization processes cannot only be observed for the most recent decades; rather they occurred also in earlier periods. This course will provide an overview about globalization and de-globalization during the last 150 years. It will especially try to answer the following questions: How did economic globalization develop and what different periods can be observed? What are the specific characteristics of these periods? Which factors caused globalization? Which conditions favored or hampered its development? What effects did globalization have in different respects? And what repercussions, in turn, did these effects have on the further development of globalization? We will further discuss, based on country case studies, why the economic effects of globalization and the reactions to globalization differed among different countries.

Reading list:

As an introductory text you should read Osterhammel, and Petersson *Globalization: A Short History*, Princeton UP 2005, which provides a historical overview of the topics to be discussed in class. Two other studies are essential for our class: Harold James, *The End of Globalization: Lessons from the Great Depression*, Cambridge UP 2001, covers the de-globalization of the interwar period, and Ronald Findlay/Kevin O'Rourke, *Power and Plenty: Trade, War and the World Economy in the Second Millennium*, Princeton UP, 2009 analyzes trade patterns during globalization and de-globalization periods. All three books are available at the university bookstore and should be acquired before class starts. Further required readings are detailed below and will be accessible online or be provided in class.

Please note that pages 1 – 152 of Osterhammel and Petersson should be read by the beginnings of the course.

In addition you should read during the course:

Barry R. Chiswick/Timothy J. Hatton, *International Migration and the Integration of Labour markets*, in: Michael. D. Bordo/Alan M. Taylor/Jeffrey G. Williamson, *Globalization in Historical Perspective*, Chicago 2003: 65-121 57

Geoffrey Jones, *Multinationals and Global Capitalism from the nineteenth to the twenty-first century*, Oxford 2005: 3-41 39

Sidney Pollard, *Peaceful Conquest. The industrialization of Europe 1760-1970*, Oxford 1981: 142-190 39

Ivan T. Berend, *An Economic History of Twentieth Century Europe. Economic Regimes from Laissez-Faire to Globalization*, Cambridge, 2006: 190-262

62. Turner, John

Queen's University Belfast; Belfast, Northern Ireland, UNITED KINGDOM

FIN3016: Corporate Finance (2011-2012)

FIN3016 CORPORATE FINANCE 2011-12

Administrative and Contact Details

LECTURE TIMES:

WEEKS 1-8:

TUESDAYS 12:00-13:00 LAN/0G/074 (APART FROM WEEK 4)

WEDNESDAYS 09:00-10:00 6CP/01/035

11:00-12:00 6CP/01/035

Week 4 (Computer lab)

Tuesday 12:00-13:00 ELTC/IS1

MODULE COORDINATOR: Professor John Turner
e-mail: j.turner@qub.ac.uk

Office: RH 02.029

Tel: 028 9097 4559

Blog: <http://financelongrun.blogspot.com/>

Web: <http://profjohnturner.wordpress.com/>

Office hours: Wed. 12.30-14.30

MODULE DESCRIPTION

This module examines corporate finance theory and financial policy. It focuses on the traditional areas of corporate finance, namely: cost of capital, capital structure decisions, dividend policy and mergers. In addition to these areas, executive compensation and corporate governance are examined.

MODULE AIMS

The overall aim of the module is to provide students with an understanding of corporate finance theory and financial policy.

LEARNING OUTCOMES

At the conclusion of the course participants will be equipped to:

1. Understand the nature of the firm from a contractual perspective.
2. Appreciate the role of agency costs and how these costs can be mitigated.
3. Determine a firm's optimal dividend policy.
4. Solve problems in teams.
5. Make intellectually coherent presentations.
6. Be able to construct and write research papers.

MODULE ASSESSMENT

The module will be assessed by a combination of research project and a class test. The research project will consist of a project, constituting 75 per cent of total module mark. The class test will contribute 25 per cent of the total mark.

Research Project

Completed projects **MUST** be submitted to **my office** between **1230 and 1430** on Wednesday **16th May**. Earlier submissions may be possible, but you need to arrange this with me. You must also email me an electronic copy of your project before **1230** on Wednesday **16th May**. **This will be submitted to plagiarism detection software.**

Class Test

This will take the form of a take-home paper. The test paper will be emailed to your student account at 1400 on Wed. **21st March**. You should complete it and email it back to me by 2300 on Wed. **21st March**. The paper will take less than one hour to complete. Late submissions will NOT be accepted. This exam operates under the Harvard honour system i.e., you cannot collude with anyone else when completing it. By colluding with others, you will dishonour yourself, me, and the university.

ESSENTIAL READING

Text: There is no textbook for this module as it is essentially focussed around journal articles. However, you might find the following a useful reference:

Copeland, Thomas E. and J. Fred Weston, *Financial Theory and Corporate Policy*. 4th edition, Pearson Addison Wesley (chapters 12, 15 & 16).

Newspaper: Students are expected to read the *Financial Times* each day.

Blog: Students are expected to sign up for email or Twitter alerts to my blog.

Journal articles: Each week there are journal articles assigned. **Those with a * must be read,** and class test questions will be based around some of these articles. Other articles should be read if you are researching this topic for your project.

LECTURE PLAN

WEEK 1

Lectures 1 & 2 The Legal Foundations and Economic Features of the Corporation

Readings:

- *Acheson, G.G., C.R. Hickson and J.D. Turner (2011) “Does limited liability matter? Evidence from nineteenth-century British banking.” *Review of Law and Economics* 6: 247-73.
- **”Corporation / Limited Liability Company” and “Partnership” in *Encyclopedia of World Trade since 1450*, Editors: John J. McCusker, Stanley Engerman, Lewis R. Fischer, David J. Hancock, Kenneth, L. Pomeranz, New York: Macmillan Reference (2006).
- Acheson, G. G. and Turner, J. D. (2006) “The Impact of Limited Liability on Ownership and Control: Irish Banking, 1877-1914.” *Economic History Review* 59: 320-46.
- *Guinnane, T., Harris, R., Lamoreaux, N. R. and Rosenthal, J-L (2007) “Putting the Corporation in its Place.” *Enterprise and Society* 8: 687-729.
- Hansmann, H., Kraakman, R. and Squire, R. (2006) “Law and the Rise of the Firm.”, *Harvard Law Review* 119: 1333-403.
- Hickson, C. R. and Turner, J. D. (2003) “Trading in the Shares of Unlimited Liability Banks in Nineteenth Century Ireland: The Bagehot Hypothesis.” *Journal of Economic History* 63: 931-958.
- Ireland, P. (2008) “Limited Liability, Shareholder Rights and the Problem of Corporate Responsibility”, *Cambridge Journal of Economics*, advance access.
- *Noe, T. H. and Smith S. D. (1997) “The buck stops where? The role of limited liability in economics.” *Federal Reserve Bank of Atlanta Economic Review* 46-56.
- Woodward, S. E. (1985) “On the Economics of Limited Liability”, UCLA Working Paper, no.371.

Lecture 3

An Introduction to the Project (attendance at this class is compulsory)

WEEK 2

Lectures 4 & 5 Corporate Ownership and Control

Readings:

- Anderson, R. C. and Reeb, D. M. (2003) “Founding-Family Ownership and Firm Performance: Evidence from the S&P 500”, *Journal of Finance*, 58:1301-28.
- *Becht, M., Bolton, P. and Roell, A. (2002) “Corporate Governance and Control”, ECGI working paper no. 2002/02.

- Bertrand, M. and Schoar, A. (2006) “The Role of the Family in Family Firms”, *Journal of Economic Perspectives*, 20: 73-96.
- Cheffins, B. R. (2001), “History and the Global Corporate Governance Revolution: The UK Perspective”, *Business History*, 42: 87-118;
- Chernykh, L. (2008), “Ultimate Ownership and Control in Russia”, *Journal of Financial Economics*, 88: 169-92.
- Coffee, J. C. (2001), “The Rise of Dispersed Ownership: The Roles of Law and the State in the Separation of Ownership and Control”, *The Yale Law Journal*, 111: 1-82;
- Demsetz, H. and Lehn, K. (1985) “The Structure of Corporate Ownership: Causes and Consequences”, *Journal of Political Economy*, 93: 1155-77.
- Enriques, L. and Volpin, P. (2007) “Corporate Governance Reforms in Continental Europe”, *Journal of Economic Perspectives*, 21: 117-40.
- Faccio, M. and Lang, L. (2002), “The Ultimate Ownership of Western European Corporations”, *Journal of Financial Economics*, 65: 365-395.
- La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. (1999) “Corporate Ownership Around the World”, *Journal of Finance*, 54: 471-517.
- *Roe, M. J. (2000), “Political Preconditions to Separating Ownership from Corporate Control”, *Stanford Law Review*, 53: 539-606.
- Pérez-González, F. (2006) “Inherited Control and Firm Performance”, *American Economic Review*, 96: 1559-88.

Lecture 6 State Ownership and Control

Readings:

- Black, B. and Kraakman, R. and Tarassova, A. (2000) “Russian Privatization and Corporate Governance: What Went Wrong?”, *Stanford Law Review*, 52: 1731-1808.
- La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. (2002) “Government Ownership of Banks”, *Journal of Finance*, 57: 265-301.
- *Megginson, W. L. and Netter, J. M. (2001) “From State to Market: A Survey of Empirical Studies on Privatization”, *Journal of Economic Literature*, 39: 321-89.
- Wong, S. M. (2006) “China’s Stock Market: A Marriage of Capitalism and Socialism”, *Cato Journal*, 26: 389-424.
- Zhan, W. and Turner, J. D. (2012) “Crossing the River by Touching Stones?: The Reform of Corporate Ownership in China”, *Asia-Pacific Financial Markets*, forthcoming.

WEEK 3

Lectures 7, 8, 9 Corporate Governance in a Diffuse-Ownership World

Readings:

- Adams, R. B., Hermalin, B. E. and Weisbach, M. S. (2010), “The Role of Boards of Directors in Corporate Governance: A Conceptual Framework and Survey”, *Journal of Economic Literature*, 48: 58-107.
- *Bebchuk, L. A. And Weisbach, M. S. (2010), ““The State of Corporate Governance Research””, 23: 939-61.

- Brav, A., Jiang, W., Partnoy, F. and Thomas, R. (2008), “Hedge Fund Activism, Corporate Governance, and Firm Performance”, *Journal of Finance*, 58: 1729-75.
- Campbell, G. and Turner, J. D. (2011), “Protecting Outside Investors in a Laissez-faire Legal Environment: Corporate Governance and Dividends in Victorian Britain”, *Economic History Review*, 64: 571-97.
- *Cheffins, B. R. (2001), “History and the Global Corporate Governance Revolution: The UK Perspective”, *Business History*, 43: 87-118.
- Coles, J. L., Daniel, N. D. and Naveen, L. (2008), “Boards: Does One Size Fit All?”, *Journal of Financial Economics*, 87: 329-56.
- De Nicolo, G., Laeven, L. and Ueda, K. (2008), “Corporate Governance Quality: Trends and Real Effects”, *Journal of Financial Intermediation*, 17: 198-228.
- Ferreira, M. A. and Matos, P. (2008), “The Color of Investors’ Money: The Role of Institutional Investors Around the World”, *Journal of Financial Economics*, 88: 499-533.
- Franks, J., Mayer, C. and Rossi, S. (2003), “Ownership: Evolution and Regulation”, *ECGI Finance Working Paper No. 9*.
- Hannah, L. (2007), “Pioneering Modern Corporate Governance: A View from London in 1900”, *Enterprise and Society* 8: 642-86.
- Hermalin, B. E. and Weisbach, M. S. (2001), “Boards of Directors as an Endogenously Determined Institution: A Survey of the Economic Literature”, *FRBNY Economic Policy Review*.
- Laeven, L. and Levine, R. (2007), “Complex Ownership Structures and Corporate Valuations”, *Review of Financial Studies*, 21: 579-604.
- Linck, J. S., Netter, J. M. and Yang, T. (2008), “The Determinants of Board Structure”, *Journal of Financial Economics*, 87: 308-28.
- *Mayer, C. (2001), “Corporate Governance in the UK”
- *Morck, R. K. and Steier, L. (2005), “The Global History of Corporate Governance – An Introduction”, *NBER Working Paper #11062*.
- Nguyen, B. D. And Nielsen, K. M. (2010), “The Value of Independent Directors: Evidence from Sudden Deaths”, *Journal of Financial Economics*, 98: 550-67.

WEEK 4

Lecture 10

Computer practical – data packages for the project in ELTC/IS1 (attendance at this class is compulsory)

Lecture 11

Corporate Governance in a Diffuse-Ownership World

Readings:

- Efendi, J., Srivastava, A. and Swanson, E. P. (2007), “Why Do Corporate Managers Misstate Financial Statements? The Role of Option Compensation and Other Factors”, *Journal of Financial Economics*, 85: 667-708.
- Frydman, C. And Saks, R. E. (2010), “Executive Compensation: A New View from a Long-Term Perspective”, *Review of Financial Studies*, 23: 2099-138.
- Holmstrom, B. and Kaplan, S. N. (2003), “The State of US Corporate Governance: What’s Right and What’s Wrong?”, *ECGI Finance Working Paper 23*.

*Weisbach, M. S. (2007), “Optimal Executive Compensation versus Managerial Power”, *Journal of Economic Literature*, 45: 419-48.

Lecture 12

Property Rights, Law and Finance

Readings:

North, D. and Weingast, B. (1989) “Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-century England”, *Journal of Economic History*, 49: 803-32.

*Turner, J. D. and Zhan, W. (2012), “Property Rights and Competing for the Affections of *Demos*: The Impact of the 1867 Reform Act on Stock Prices”, *Public Choice*, forthcoming.

Zhan, W. and Turner, J. D. (2012) “Crossing the River by Touching Stones?: The Reform of Corporate Ownership in China”, *Asia-Pacific Financial Markets*, forthcoming.

WEEK 5

Lecture 13, 14 and 15

Property Rights, Law and Finance (cont.)

Readings:

Acheson, G. G., Hickson, C. R. and Turner, J. D. (2011), “Organizational Flexibility and Governance in a Civil-Law Regime: Scottish Partnership Banks During the Industrial Revolution”, *Business History*, 53: 505-29.

Allen, F., Qian, J. and Qian, M. (2005), “Law, Finance and Economic Growth in China”, *Journal of Financial Economics*, 77: 57-116.

*Campbell, G. and Turner, J. D. (2011), “Substitutes for Legal Protection: Corporate Governance and Dividends in Victorian Britain”, *Economic History Review*, 64: 571-97.

Coyle, C. and Turner, J. D. (2012), “Law, Politics and Financial Development: The Great Reversal of the UK Corporate Debt Market”, *Queen’s University working paper*.

Johnson, S., La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. (2000) “Tunneling”, *American Economic Review Papers and Proceedings*, 90: 22-27.

Dam, K. W. (2006) “Legal Institutions, Legal Origins, and Governance”, *John M. Olin Law and Economics Working Paper*, no.303.

Djankov, S., La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. (2008), “The Law and Economics of Self-Dealing”, *Journal of Financial Economics*, 88: 430-65.

*La Porta, R., Lopez-De-Silanes, F., Shleifer, A. and Vishny, R. W. (2000), “Investor Protection and Corporate Governance”, *Journal of Financial Economics*, 58:3-27.

La Porta, R., Lopez-De-Silanes, F., Shleifer, A., Vishny, R. W. (1998), “Law and Finance”, *Journal of Political Economy*, 106: 1113-1155.

La Porta, R., Lopez-De-Silanes, F. and Shleifer, A. (2008), “The Economic Consequences of Legal Origins”, *Journal of Economic Literature*, 46, 285-332.

Lamoreaux, N. R. and Rosenthal, J-L. (2005) “Legal Regime and Contractual Flexibility: A Comparison of Business’s Organizational Choices in France and the United States during the Era of Industrialisation.” *American Law and Economics Review*, 7: 28-61.

- Musacchio, A. (2008), "Can Civil Law Countries Get Good Institutions? Lessons from the History of Creditor Rights and Bond Markets in Brazil", *Journal of Economic History* 68: 80-108.
- *Rajan, R. G. and Zingales, L. (2003) "The Great Reversals: The Politics of Financial Development in the Twentieth Century", *Journal of Financial Economics*, 69: 5-50.
- Spamann, H. (2010), "The 'Antidirector Rights Index' Revisited", *Review of Financial Studies*, 23:467-86.
- Stulz, R. M and Williamson, R. (2003) "Culture, Openness, and Finance", *Journal of Financial Economics*, 70: 313-349.
- *Xu, G. (2011) "The Role of Law in Economic Growth: A Literature Review", *Journal of Economic Surveys*, 25: 833-871.

WEEK 6

Lectures 16, 17 & 18 Capital Structure

Readings:

- Booth, L., Aivazian, V., Demircuc-Kunt, A., Maksimovic, V. (2001), "Capital Structures in Developing Countries", *Journal of Finance*, 55: 87-132.
- Covas, F. and Den Hann, W. J. (2011), "The Cyclical Behavior of Debt and Equity Finance", *American Economic Review*, 101: 877-99.
- Fama, E. F. and French, K. R. (2005), "Financing Decisions: Who Issues Stock?", *Journal of Financial Economics*, 76: 549-82.
- Graham, J. R. and Leary, M. T. (2011), "A Review of Empirical Capital Structure Research and Directions for the Future", *Annual Review of Financial Economics*, online early.
- Lemmon, M. L., Roberts, M. R. and Zender, J. F. (2008), "Back to the Beginning: Persistence and the Cross-Section of Corporate Capital Structure", *Journal of Finance*, 58: 1575-608.
- Malmendier, U., Tate, G. and Yan, J. (2011), "Overconfidence and Early-Life Experiences: The Effect of Managerial Traits on Corporate Financial Policies", *Journal of Finance*, 66: 1687-733.
- Miller, G. P. (1995), "Das Kapital: Solvency Regulation of the American Business Enterprise", *Chicago Working Paper in Law and Economics*.
- *Myers, S. C. (2001), "Capital Structure", *Journal of Economic Perspectives*, 15: 81-102.
- *Rajan, R. G. and Zingales, L. (1995), "What Do We Know about Capital Structure? Some Evidence from International Data", *Journal of Finance*, 50: 1421-1460.
- *Stiglitz, J. E. (1988), "Why Financial Structure Matters", *Journal of Economic Perspectives*, 2: 121-126.

WEEK 7

Lectures 19, 20 & 21 Payout Policies

Readings:

- *Baker, H., Powell, G. and Veit, E. (2002), “Revisiting the Dividend Puzzle: Do All of the Pieces Now Fit”, *Review of Financial Economics*, 11: 241-261.
- *Campbell, G. and Turner, J. D. (2011), “Substitutes for Legal Protection: Corporate Governance and Dividends in Victorian Britain”, *Economic History Review*, 64: 571-97.
- *Cheffins, B. R. (2006), “Dividends as a Substitute for Corporate Law: The Separation of Ownership and Control in the United Kingdom”, *ECGI Working Paper*, 69.
- Chetty, R. and Saez, E. (2006), “The Effects of the 2003 Dividend Tax Cut on Corporate Behaviour: Interpreting the Evidence”, *American Economic Review Papers and Proceedings*, 96: 124-29.
- DeAngelo, H. and DeAngelo, L. and Skinner, D. J. (2004), “Are Dividends Disappearing? Dividend Concentration and the Consolidation of Earnings”, *Journal of Financial Economics*, 72: 425-56.
- *Denis, D. J. and Osobov, I. (2008), “Why Do Firms Pay Dividends? International Evidence on the Determinants of Dividend Policy”, *Journal of Financial Economics*, 89: 62-82.
- Easterbrook, F. H. (1984), “Two Agency-Cost Explanations of Dividends”, *American Economic Review*, 74: 650-9.
- Fama, E. F. and French, K. R. (2001), “Disappearing Dividends: Changing Firm Characteristics or Lower Propensity to Pay?”, *Journal of Financial Economics*, 60: 3-43.
- Graham, J. R. and Kumar, A. (2006), “Do Dividend Clienteles Exist? Evidence on Dividend Preferences of Retail Investors”, *Journal of Finance*, 61:1305-36.
- La Porta, R., Lopez-De-Silanes, F., Shleifer, A. and Vishny, R. W. (2000), “Agency Problems and Dividend Policies Around the World”, *Journal of Finance*, 55:1-33.
- Pinkowitz, L., Stulz, R. and Williamson, R. (2006), “Does the Contribution of Corporate Cash Holdings and Dividends to Firm Value Depend on Governance? A Cross-country Analysis”, *Journal of Finance*, 61: 2725-51.
- *von Eije, H. and Megginson, W. L. (2008), “Dividends and Share Repurchases in the European Union”, *Journal of Financial Economics*, 89: 347-74.
- *Turner, J. D., Ye, Q. and Zhan, W. “Why do firms pay dividends?: Evidence from an early and unregulated capital market”, *Queen’s University working paper*.

WEEK 8

Lecture 22

Payout Policies

- * Brav, A., Graham, J.R., Campbell, C.R. and Michaely, R. (2005), “Payout Policy in the 21st Century”, *Journal of Financial Economics*, 77: 483-527.
- Fenn, G. W. and Liang, N. (2001), “Corporate Payout Policy and Managerial Stock Incentives”, *Journal of Financial Economics*, 60: 45-72.
- *Skinner, D. J. (2008), “The Evolving Relation Between Earnings, Dividends, and Stock Repurchases”, *Journal of Financial Economics*, 87: 582-609.

Lecture 23

Entrepreneurial Finance

Readings:

- Brennan, M. and Franks, J. (1997), "Underpricing, Ownership and Control in Initial Public Offerings of Equity Securities in the UK", *Journal of Financial Economics*, 45: 391-413.
- *Denis, D. J. (2004), "Entrepreneurial Finance: An Overview of the Issues and Evidence", *Journal of Corporate Finance*, 10: 301-326.
- Gondat-Larralde, C. and James, K. (2008), "IPO Pricing and Share Allocation: The Importance of Being Ignorant", *Journal of Finance*, 63: 449-78.
- Gompers, P. and Lerner, J. (2001), "The Venture Capital Revolution", *Journal of Economic Perspectives*, 15: 145-168.
- *Ritter, J. and Welch, I. (2002), "A Review of IPO Activity, Pricing and Allocations", *Journal of Finance*, 57: 1795-1828.

TUTORIAL PLAN AND RESEARCH PAPERS

Tutorials will be held in my office (old part of Riddel Hall, 02.029). The class will be split up into small groups. Your group will meet with me on the weeks designated below.

The aim of the tutorials is to assist you in developing a major piece of empirical finance research. This project will be something tangible which you can show potential employers. The end-product will be similar to a mini-dissertation or research paper. The research paper is an individual piece of work.

Marking scheme

The projects will be marked as follows:

- 5% 3-minute presentation of thesis statement, research questions, hypotheses, empirical strategy and data collection (Tutorial 2).
- 15% 5-minute presentation of your basic findings and results (Tutorial 3).
- 80% the research paper.

The presentation marks will be based solely on your content and NOT your delivery. For each presentation you will need to prepare a one-page summary of your main points for me and the other members of the tutorial group. We will NOT be using PowerPoint.

Requirements for the research paper

The research paper is to be no more than 25 pages long including title page, tables, figures, references and appendices. Your text should be double-spaced using size 12 Times New Roman font. Standard margins should be used. Research papers which don't meet these requirements will not be accepted. Do not put covers on research papers – a staple will suffice.

Each research paper should have the following:

1. A title page which includes author name and affiliation.
2. An abstract of less than 100 words. This should summarise your paper, and be on the title page.
3. An introduction (1-2 pages) which contains a thesis statement, what the research paper is about, why it is important, your main findings, and a short (one paragraph) overview of what you do in each section.
4. A literature review and theoretical section. (approx. 3-5 pages). This should be critical of the literature. It should also tie in with what you are doing in your empirical work. It shouldn't be a comprehensive literature review of all the major papers!! It should contain your main hypotheses.
5. Data and Methodology section (approx. 2-3 pages) – How are you going to test your hypotheses? Where is your data from? What is your methodology? Any data problems?
6. Results and Analysis section (approx. 10 pages) - Tables and figures of results. State your findings. Explain your findings. How do your results fit in with the literature?
7. Conclusion (approx. 1-2 pages) - summary of findings, weaknesses of your paper, possible future research.
8. References – please note that **all and only** cited papers should be in your references. Please follow the referencing style of the *Journal of Financial Economics*. Failure to reference properly will result in marks being deducted.
9. You should follow the style of the *Journal of Financial Economics*. Pay particular attention to how headings and sub-headings are used. Also note how papers are referenced and cited. Furthermore, make sure your tables and figures follow the style of the *Journal of Financial Economics*, particularly when presenting econometric results.

Data for the projects

I have put the World Bank and Andrei Shleifer's datasets on Queen's Online. Share price data is available for a lot of firms from <http://uk.finance.yahoo.com/> and Datastream.

Thomson One Banker and OSIRIS are available through:

<http://www.qub.ac.uk/directorates/InformationServices/TheLibrary/OnlineResources/OnlineResourcesbySubject/SocialSciencesEducationandLaw/EconomicsFinanceAccounting/>

Possible topics

Within the following five topics, you have the freedom to choose your own project. It is important that you ensure that data is available before you select your topic.

1. Determinants of ownership

You can either test this across industries by looking at the top 500 (for example) firms in a particular country or across countries.

2. Determinants of capital structure

You can either test this across industries by looking at the top 500 (for example) firms in a particular country or across countries.

3. Law and investor protection

How does investor protection vary across countries? Does it affect the value / ownership / dividends of firms?

4. Dividend policy

What determines dividend policy across industries or countries?

5. Corporate governance

Does board size affect performance? Does executive compensation affect performance or dividends?

63. Usselman, Steven W.

Georgia Institute of Technology; Atlanta, Georgia, U.S.A.

Technology and Culture (2009)

HTS 3084, Fall 2009
TTH, 12:05-1:25
304 D. M. Smith

Professor S. W. Usselman
TTH 10-11, and by appt.
137 Old CE

TECHNOLOGY AND CULTURE

Introduction

This course explores how Western cultures incorporated technologies of mass production, mass media, and mass spectacle from the turn of the twentieth century to the Space Age. Through readings, lectures, and media presentations, we examine the ways in which these technologies altered relations among individuals and compelled them to reconsider the roles of nation states in human affairs. Though focused primarily on developments within the United States, the course draws frequent comparisons to Germany, Great Britain, and the Soviet Union as it attempts to sort out similarities and differences among competing systems of governance and alternative political ideologies.

Requirements

Students are expected to attend class regularly. Please arrive promptly with the assigned readings completed. Materials presented in class complement the readings but do not duplicate them. We seek to draw connections among these different sources, and you will miss important cross-references if you do not stay current with the readings. I encourage your active, informed participation in class discussion and will take it into account when determining borderline grades.

Grades are based primarily on two in-class quizzes, each worth 20% of your final grade; a research paper of approximately 2,000-2,500 words (8-10 double-spaced type pages), worth 30% of your final grade; and a final exam worth 30% of your final grade. I will provide detailed information on these assignments in class and separate handouts.

Though I encourage you to form study groups and otherwise discuss course materials with your fellow class members, students should complete the graded assignments independently, free of plagiarism from fellow students or other sources, in full compliance with the Georgia Tech Honor Code.

Office Hours and Communications

I keep office hours as noted above. (Be forewarned that 137 Old CE is hard to find; take the small hallway past the restrooms, turn left at the elevator, and go to the door just past the alcove with the vending machines.) You can usually grab me for a brief chat just after class, and I also make appointments. Though I monitor email fairly closely and usually respond to it within a day and sometimes much faster, my official policy is to respond no later than the end of my next scheduled office hour after receiving the message. I do not maintain an extensive website for the course and prefer to utilize Buzzport for mass emails and posting files. You will find a copy of this syllabus there.

Readings

Though I reserve the right to assign additional brief readings from web-based sources, most of the readings will come from three books available from Engineers Bookstore:

Thomas Hughes, *American Genesis*
 Gualliaume de Syon, *Zeppelin!*
 Susan Douglas, *Listening In*

SCHEDULE*

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
8/18	Introduction	
	Part I. Machines, Marvels, and Madness: To WWI	
8/20-25	Invention and Imperialism I, St. Louis 1904	Hughes, Ch. 1-2
8/27-9/1	Systems	Hughes, Ch. 3-5
9/3	No Class -- President's Inauguration	
9/8-15	Invention and Imperialism II, The Geat War	<i>Zeppelin</i> , Ch. 1-3
9/17	FIRST QUIZ	
	Part II. Masses and Modernity: The Interwar Years	
9/22-10/1	New Age, New Media	Douglas, Ch. 1-5
10/6	No Class – President's Inauguration	
10/8-15	American Technology, European Culture	Hughes, Ch. 6-7 <i>Zeppelin</i> , Ch. 4-5
10/20-27	Watershed: The Thirties	Hughes, pp. 353-381

Zeppelin, Ch. 6
Douglas, Ch. 6

10/29 SECOND QUIZ

Part III. Anxious Affluence: The Forties and Fifties

11/3-10 From Hot War to Cold Douglas, Ch. 7-8
Hughes, pp. 381-441

11/12-24 Spacing Out: Ike, Elvis, and Suburbia Douglas, Ch. 9

11/26 No Class – Thanksgiving

12/1-3 Techno-Skepticism: Glimpsing the 60s and 70s Douglas, Ch. 10
Hughes, Ch. 8

12/10, 11:30 FINAL EXAM

*Though I will do my best to maintain this schedule, deviations will occur.

64. Vacante, Jeffery

University of Western Ontario; London, Ontario, CANADA

**HIST 1803E: Introduction to the History of Business and Commerce
(2011-2012)**

University of Western Ontario
Department of History
2011-2012

**INTRODUCTION TO
THE HISTORY OF BUSINESS AND COMMERCE**
History 1803E

Instructor: Dr. Jeffery Vacante
Email: jvacant2@uwo.ca
Office hours: Tues. 1:30-3:30
in Lawson Hall 2245

Lectures: Tues & Thurs. 12:30-1:30
in SEB 2200
and one tutorial hour

This course explores the history of business since the fifteenth century. In providing an overview of the history of the private accumulation of money under the conditions of capitalism the course also explores how business activity has shaped and been shaped by various social and political forces. A major focus of the course will be on the efforts to reconcile the individual desire to accumulate profit through private business activities and the needs and desires of the larger community. We will look at the efforts of various states to reconcile this tension through regulation. We will also examine the role of private business in such areas as colonization, imperialism, and state formation. The pursuit of private profit has created many important public personalities who exercised considerable influence in their communities. Men such as John D. Rockefeller and Andrew Carnegie, for example, achieved remarkable personal fortunes but did so within a political environment that facilitated their personal success. Their actions, too, affected countless individuals within the community and so their private pursuit of profit must be viewed within the larger social context of the period. This course, then, explores the interplay between the private world of business and the public world of politics to uncover a mutually dependent relationship that has come to define modern Western society.

In this course students will, in addition to learning the broad outline of the history of business and commerce, sharpen their ability to read and think critically, develop their analytical skills, learn to organize and present their thoughts and research in the form of academic essays, and practice the art of expressing their ideas in tutorials in such a manner that demonstrates their respect for the opinions of others as well as their own critical engagement with the course readings and the world around them.

Texts:

Joyce Appleby. *The Relentless Revolution: A History of Capitalism* (New York: W.W. Norton, 2010).

Robert L. Heilbroner. *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers* (New York: Touchstone, 1999).

John Micklethwait and Adrian Wooldridge. *The Company: A Short History of a Revolutionary Idea* (New York: Modern Library, 2003).

Mark Breakdown

First Essay 15%

Midterm 20%

Second Essay 20%

Final Exam 30%

Tutorials 15%

Assignments:

“All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

First Essay: In the first essay (8 pages) students will examine the significance of a particular chartered company in history. Students will select one company from the list below and investigate its impact on the manner in which business was done and on the course of history. The essay should begin with an overview of the idea of chartered companies. It should then move on to include a discussion of the company’s establishment and its organization. Then it should explore the significance of the company in the worlds of business, politics, exploration, and colonization. The purpose of the essay is to have students think about the meaning of chartered companies, explore the manner in which these companies transformed the way that business was performed, and most importantly, explore what these companies tell us about the relationship between the private world of business and the public world of the state. The essay is to have an argument, be well-written, provide sound analysis, follow proper scholarly conventions (including citation style), and draw upon at least six sources. A good place to start your research would be Micklethwait and Wooldridge’s *The Company*. The essay is due in tutorial the week of **November 14**. An identical copy of the essay must be submitted to **turnitin** through the WebCT course page. Essays submitted after the due date will be subject to a late penalty of five percent the first day and one percent for every day thereafter (including weekends).

Choose **one** of the following companies:

- Company of One Hundred Associates
- East India Company
- Virginia Company
- Hudson's Bay Company
- South Sea Company

Second Essay: In the second essay (12 pages) students will research the ideas and influence of a particular business theorist. Business history has benefited from a long tradition of theoretical writings that have contributed to the making of a rigorous academic discipline. Many theorists focus on describing on how business works and some have found that their work has also influenced the way in which business is conducted. For this assignment, students will select a modern (the past century or so) thinker (from a list to be distributed by the instructor) who has theorized about some aspect of business. This individual will be one who has clarified or altered assumptions about the nature of business, influenced government policy toward business, or influenced the manner in which business is conducted. Some of the more significant theorists from the past century include Chester Barnard, Alfred D. Chandler, Jr., Peter Drucker, John Kenneth Galbraith, Frederick Winslow Taylor, James Burnham, and Theodore Levitt. The essay should begin with a general introduction to the individual and his/her theories. It should then examine the significance of his/her theories or ideas in the context of the period as well as the context of the business world at the time that the theorist was working. Good essays will also consider the larger impact that their individual has had on the social, cultural, and political assumptions of the period. In other words students should write a *history essay* that places their subject firmly in the context of their time period. The essay is to have an argument, be well-written, provide sound analysis, follow proper scholarly conventions (including citation style), and draw upon at least eight sources. The essay is due in tutorial the week of **March 12**. An identical copy of the essay must be submitted to **turnitin** through the WebCT course page. Essays submitted after the due date will be subject to a late penalty of five percent the first day and one percent for every day thereafter (including weekends).

Participation:

Students will also be assessed on their **participation** during weekly tutorials. During these tutorials, students will discuss in some detail the assigned readings and will be encouraged to grapple with the larger themes of the course. Students will be assessed on their attendance throughout the year as well as on the basis of their familiarity with the readings and their ability to discuss the broader themes of the course. It should be noted that the quality of one's remarks are very often more valuable than the quantity of one's interventions in a discussion. A student's ability to consider and respect the ideas and opinions of others will also be recognized. ***Please note: Tutorials will begin the week of September 19.***

Exams:

There will also be **two exams** in the course: one during the formal exam period in December and the other during the exam period in April.

Lectures:

Week 1: Sept. 8 • Introduction

Week 2: Sept. 13-15 • The Idea of Business History

- Naomi R. Lamoreaux, Daniel M.G. Raff, and Peter Temin, “Beyond Markets and Hierarchies: Toward a New Synthesis of American Business History,” *American Historical Review* (April 2003): 404-33

Week 3: Sept. 20-22 • The Medieval Economy

Tutorials begin this week

- Appleby, *Relentless Revolution*, 3-26.
- Micklethwait, *The Company*, 3-14.

Week 4: Sept. 27-29 • The Commercial Revolution I

- Appleby, *Relentless Revolution*, 27-55.
- Heilbroner, “Economic Revolution” in *Worldly Philosophers*, 18-41.

Week 5: Oct. 4-6 • The Commercial Revolution II

- Appleby, *Relentless Revolution*, 56-120.
- Micklethwait, *The Company*, 17-36.

Week 6: Oct. 11-13 • The Industrial Revolution

- Appleby, *Relentless Revolution*, 121-162.
- Micklethwait, *The Company*, 39-54
- Heilbroner, “Adam Smith” in *Worldly Philosophers*, 42-74.

Week 7: Oct. 18-20 • Canadian Capitalism I

- Harold Innis, *The Fur Trade in Canada* (Yale 1930): 383-392.
- Mel Watkins, “A Staple Theory of Economic Growth,” *Canadian Journal of Economics and Political Science* 29, no. 2 (May 1963): 141-58

Week 8: Oct. 25-27 • Canadian Capitalism II

- V.C. Fowke, “The National Policy—Old and New,” *Canadian Journal of Economics and Political Science* 18, no. 3 (August 1952): 271-86
- Michael Bliss, “Canadianizing American Business: The Roots of the Branch Plant,” in Ian Lumsden, ed. *Close the 49th Parallel, etc.: The Americanization of Canada* (Toronto: University of Toronto Press, 1970).

Week 9: Nov. 1-3 • American Capitalism I

- Alexander Hamilton, “Report on the Public Credit,” (1790), 145-51
- Alexander Hamilton, “Report on the Subject of Manufactures,” (1791), 171-76
- Thomas Jefferson, “The Importance of Agriculture,” (1784), 169-70

Week 10: Nov. 8-10 • American Capitalism II

- Appleby, *Relentless Revolution*, 163-199.
- Henry Clay, “Speech on the Tariff,” (1824), 271-75
- Andrew Jackson, “Bank Veto Message,” (1832), 291-95

Week 11: Nov. 15-17 • The Rise of Big Business

- Appleby, *Relentless Revolution*, 200-209, 228-247.
- Micklethwait, *The Company*, 57-99.
- Alfred D. Chandler, Jr., “The Beginnings of „Big Business“ in American Industry,” *Business History Review* 33, no. 1 (Spring 1959): 1-31.

Week 12: Nov. 22-24 • The Managerial Revolution

- Alfred D. Chandler, Jr., “The Emergence of Managerial Capitalism,” *Business History Review* 58, no. 4 (Winter 1984): 473-503.

Week 13: Nov. 29-Dec. 1 • The Retail Revolution

- Appleby, *Relentless Revolution*, 221-227.
- T.J. Jackson Lears, “The Rise of American Advertising,” *The Wilson Quarterly* 7, no. 5 (Winter 1983): 156-67.

Week 14: Dec. 6 • Conclusion to First Term

Midterm Exams

Week 15: Jan. 10-12 • Capitalism and its Critics I

- Heilbroner, “Utopian Socialists” and “Malthus” in *Worldly Philosophers*, 75-135.

Week 16: Jan. 17-19 • Capitalism and its Critics II

- Heilbroner, “Karl Marx” in *Worldly Philosophers*, 136-170.

Week 17: Jan. 24-26 • The Rise of Labour Unions

- Appleby, *Relentless Revolution*, 209-221.

Week 18: Jan. 31-Feb. 2 • The Regulation of Business

- Heilbroner, “Victorian Underworld” in *Worldly Philosophers*, 171-212.
- Heilbroner, “Thorstein Veblen,” in *Worldly Philosophers*, 213-248.

Week 19: Feb. 7-9 • The Business of War

- Appleby, *Relentless Revolution*, 228-247, 265-273.
- Kim McQuaid, “Corporate Liberalism in the American Business Community, 1920-1940,” *Business History Review*, 52, no. 3 (Autumn 1978): 342-68

Week 20: Feb. 14-16 • The Twenties

- Appleby, *Relentless Revolution*, 247-64
- Micklethwait, *The Company*, 103-21
- Roland Marchand, “The Corporation Nobody Knew: Bruce Barton, Alfred Sloan, and the Founding of the General Motors Family,” *Business History Review* 65, no. 4 (Winter 1991): 825-75.

Reading Week: Feb. 20-24

Week 21: Feb. 28-Mar. 1 • The Crisis of Capitalism: The Great Depression

- Appleby, *Relentless Revolution*, 273-287.

• Heilbroner, “Keynes” in *Worldly Philosophers*, 249-287.

Week 22: Mar. 6-8 • The Corporate Man

- Appleby, *Relentless Revolution*, 288-325
- William H. Whyte, *The Organization Man*, (1956), 3-24, 36-66, 143-52.
- David Riesman, *The Lonely Crowd* (1950), 3-25.

Week 23: Mar. 13-15 • De-Industrialization

- Appleby, *Relentless Revolution*, 325-330.
- Heilbroner, “Schumpeter,” in *Worldly Philosophers*, 288-310.
- Micklethwait, *The Company*, 125-157.

Week 24: Mar. 20-22 • The De-Regulation of Business

- Appleby, *Relentless Revolution*, 331-334.
- Milton Friedman, “The Social Responsibility of Business is to Increase its Profits,” *New York Times Magazine*, September 13, 1970.

Week 25: Mar. 27-29 • Global Business

- Appleby, *Relentless Revolution*, 334-399.
- Micklethwait, *The Company*, 161-179
- Francis Fukuyama, “The End of History?” *The National Interest* (Summer 1989)
- Samuel P. Huntington, “The Clash of Civilizations?” *Foreign Affairs* 72, no. 3 (Summer 1993):
22-49

Week 26: Apr. 3-5 • The Economic Meltdown

- Appleby, *Relentless Revolution*, 400-436.
- Micklethwait, *The Company*, 181-191.
- Naomi Klein, “Disaster Capitalism: The New Economy of Catastrophe” *Harper’s* (October 2007): 47-58

Week 27: Apr. 10 • Conclusion

65. van der Eng, Pierre

Australian National University; Canberra, AUSTRALIA

BUSI2027: Development of Modern Business

The aim of this course is to examine long run changes in the nature of business enterprises. The major themes to be covered include entrepreneurship, human resources, marketing, production, finance and organisational design. While there is no precise chronological period, the main concentration will be on the growth of largescale corporations since about 1850 to the present day. One of the ideas behind the course is to examine issues in business using the benefit of historical evidence. The emphasis will be on a comparative approach by looking at the experience of individual firms in different industries and the pattern of corporate growth between countries, particularly between the UK, USA, Japan and Australia.

This is an *iLearning* course. It uses an inquiry-based approach to engage students in the process of formulating questions and investigating issues that are relevant to their lives. The course also has a strong skills-based focus, aimed at enhancing the research and communications skills students need in their future careers as researchers and professionals. It draws on the wide variety of resources readily available at the ANU for the study of international business.

Course objectives

Students will be able to demonstrate their understanding of various aspects of the development of modern business discussed in lectures and in the set reading through exam, assignment and tutorial participation.

Course prerequisites

ECON1101 Microeconomics 1 and ECON1102 Macroeconomics 1 or ECON1100 Economics 1 (H); or ECON1001/1011 Economics I [P/H].

Lectures

There are two lectures each week. The lectures will introduce students to the main topics related to the subject of the course. These topics are listed below in Section 6. The lecturer will make use of PowerPoint slides. Students may download these slides in PDF format from the course website and WebCT before the lecture and bring prints into the lectures for further note taking. This material is **not** a substitute for attending lectures. It only contains prompts and cannot be understood without listening to the context of the lecture.

3.5 Tutorials

There are three tutorial time slots in this course.

Each tutorial group will meet for one hour each week beginning in the second week of the semester. You are expected to attend all tutorials and to have done the identified reading for each tutorial. You are also expected to make two presentations. The

organisation of the tutorials is explained in Section 7 of this course outline.

(a) Tutorial attendance and participation

Tutorial presence will not be recorded. Instead, each tutorial will conclude with a quiz which will count towards your final mark. Missing a tutorial will mean missing a mark towards your final mark and an opportunity to test yourself.

(b) Enrolling in tutorials

During the first week you indicate your preference for a tutorial group by filling in a tutorial preference sheet during the second lecture. The sheet contains tutorial times and locations and will also be available from the course website for anyone not able to attend the second lecture. Tute lists will be posted on the course website and WebCT before the first tutorial in Week 2.

Private study

In preparation for the tutorials, students are expected to read chapters from the textbook that accompany the lectures of the previous week. The tutorial schedule (see section 7) lists the exercises students are expected to complete before attending the tutorials.

Textbook

Gordon Boyce and Simon Ville (2002) *The Development of Modern Business*. (Basingstoke/New York: Palgrave) A\$48.95 (less the members' discount at the Coop bookshop on campus).

Course website, WebCT

The School of Business and Information Management uses the Internet to communicate with its students. Information such as assessment details, timetables, examination notices and course materials are posted to the course website for the information of all students. The **course website** can be found at:

<http://ecocomm.anu.edu.au/busi2027>

The slides and other material on the course website will be password protected. The password will be given during the first lecture. The material on WebCT will not be password protected.

It is the responsibility of each individual student in the course to regularly visit the course website in order to remain informed about the current administration of the course. Apart from the above mentioned uses, the website is further utilised to update students on changes to timetables, examinations and assessments as they occur.

This course also uses the ANU's **WebCT** to communicate with students:

<http://webct.anu.edu.au/login>. You can only access WebCT if you are actually enrolled in the course. The material available from WebCT will duplicate what you can find on the course website, with one exception: additional reading material will for copyright reasons only be available from WebCT. The course website will include a link to WebCT.

Assessment

The assessment procedure will be decided after consultation with students in the first tutorial. The lecturer **proposes** assessment on the following basis:

Task Weighting A Weighting B

- a. Weekly tutorial quizzes **5% 5%**
- b. 3 tutorial questions **5% 5%**
- c. 2 document discussions **5% 5%**
- d. Individual assignment **30% 25%**
- e. Mid-semester test **10% -**
- f. Final exam **45% 60%**

TOTAL 100% 100%

Your assessment is either A or B, whichever result is better. **All components of the above assessment, except for the mid-semester test, are compulsory and must be submitted.**

Students are encouraged to become familiar with the policies for 'Examination and Assessment'. These can be found on page 24 of the *ANU Undergraduate Handbook 2005* (<http://www.anu.edu.au/sas/handbook/2005/index.php>) and the policies, procedures and rules referred to in Section 4 of this course outline.

(a, b, c) Tutorial quizzes, questions and document discussion

The assessable work students are expected to do during the tutorials is discussed in Section 7 of this course outline.

(d) Individual assignment

The assignment takes the form of an essay that will have to be based on research involving resources available from or through the ANU library or the Australian National Library. Further details can be found below in Section 8.

(e) Mid-semester test

The mid-semester test is meant to encourage students to keep up with the required reading for the course. The 50-minute test will be conducted in the first week after the semester break and will cover the reading and lectures of weeks 1-7 (inclusive) (see Sections 6 and 7). The test consists of multiple choice questions. You will need a lead pencil (preferably 2B) to enter your answer on the answer sheet. An eraser and a pencil sharpener will be useful. The format of the test will be discussed during the tutorials. The weekly tute questions of weeks 1-7 will be made available via APOLLO (ANU Polling Online). A link to the right poll will be posted on the course website.

(f) Final exam

The final exam covers all the material discussed during the lectures and tutorials, contained in the reading brick, and any distributed additional reading. The format, date and venue of the two-hour exam will be discussed during the last lecture and the last tutorials.

The exam papers of previous years are available from the course website or the ANU

library website: <http://anulib.anu.edu.au/epubs/exams.html> (check also under ECHI2010)

66. Vidal Olivares, Javier

Universidad de Alicante; Alicante, SPAIN

Historia Empresarial
[Business History]

HISTORIA EMPRESARIAL

Asignatura optativa. 4º curso de la licenciatura en Administración y Dirección de Empresas

Course Description [google translate]:

“The program of the History of the Company has several aims. First, it aims to place students in a long term perspective with regard to the study of the basic features of the organization, forms of management and financing as well as the role of the institutional framework in shaping historic businesses. The historical and evolutionary approach whose main virtue is to contrast empirical and theoretical theses highlighted by the business disciplines and the economic theory of the firm. Second, the study of business history, which stresses the regularities observed in the behavior of firms in modern history, both universally and in Spain. This analyzes all the conditions of the company, from the employer to the labor, through the forms of organization, the role of government, institutions, governments or the corporate culture and technological change. Our approach is evolutionary and emphasizes the importance of “path dependence”.”

Objetivos de las asignatura / competencias:

El programa de Historia de la Empresa persigue varios objetivos. En primer término pretende situar a los estudiantes en una perspectiva de largo plazo por lo que se refiere al estudio de los rasgos básicos de la organización, de las formas de gestión y de financiación, así como del papel desempeñado por el marco institucional en la conformación histórica de las empresas. El enfoque histórico y evolutivo tiene como principal virtud el contraste empírico de las tesis y planteamientos teóricos puestos de relieve por las disciplinas empresariales y por la teoría económica de la empresa. En segundo lugar, el estudio de la historia empresarial permite poner el acento en las regularidades observables en el comportamiento de las empresas en la historia contemporánea, tanto universal como de España. Para ello se analizan todos los condicionantes de la empresa, desde el empresario hasta el factor trabajo, pasando por las formas de organización, el papel del Estado, las instituciones, los gobiernos o la cultura empresarial y el cambio tecnológico. Nuestro enfoque es evolutivo y pone el acento en la importancia del "path dependence".

Profesor/a responsable:

VIDAL OLIVARES, JAVIER

Metodología docente:

Clases teóricas y prácticas.

Para la consecución de los objetivos que se plantean, el sistema de organización de la docencia se basa en la lectura del material correspondiente a cada tema. Dichos materiales son discutidos, previa presentación y exposición de sus líneas argumentales básicas, de su contexto y en relación con el conjunto de la literatura relevante sobre el tema, por parte del profesor. Cada uno de estos

temas es sometido a un control de contenidos mediante la redacción de un ensayo por cada uno de los estudiantes a elegir por cada una de las unidades temáticas planteadas. La redacción de dicho ensayo es obligatoria y condición necesaria para obtener la calificación final.

Junto a este trabajo, de carácter individual, la evaluación de la asignatura se lleva a cabo mediante la redacción de un trabajo de grupo, integrado por hasta un máximo de tres personas, confeccionado sobre la base de amplias bibliografías y relativos a una empresa, bien española, bien de ámbito internacional, cuya fundación, proyección y tamaño sea relevante (por sus activos, número de trabajadores o por su importancia estratégica) en los mercados nacionales y/o internacionales. Los trabajos confeccionados serán sometidos a presentación pública, previa aceptación y visto bueno por el profesor, en el ámbito de la clase, siendo debatidos por el conjunto de los estudiantes. La asistencia a las presentaciones será obligatoria para todos los alumnos matriculados en la asignatura.

Instrumentos y criterios de evaluación:

La calificación individual final se obtendrá de la suma de las calificaciones obtenidas en los ensayos temáticos y del trabajo bibliográfico realizado y presentado en público. La proporción será la siguiente:

Ensayos personales: 40% de la calificación final

Presentación de trabajos: 50% de la calificación final

Asistencia y participación en las clases: 10 %

Entre los requisitos previos para el pleno aprovechamiento de los contenidos se requiere unos conocimientos mínimos de lenguas extranjeras, especialmente inglés, en el nivel de lectura, toda vez que una parte significativa de la literatura sobre la cual se trabaja en las clases o en la preparación de los temas está redactada en otros idiomas.

Las calificaciones negativas serán reevaluadas mediante trabajos específicos de recuperación, de carácter individual.

Bibliografía:

Busines and European Integration since 1800. Regional, National and International Perspectives	
Autor(es):	Olsson, (ed).
Edición:	Goteborg : Goteborg University, 1997.

Busines History around the World	
Autor(es):	Amatori, F., Jones, G.
Edición:	Cambridge : Cambridge University Press, 2003.

La nueva historia de empresas en América Latina y España	
Autor(es):	María Inés Barbero and Raúl Jacob .(ed).
Edición:	Buenos Aires: Temas 2008.

The Oxford handbook of business history	
Autor(es):	G. Jones and J. Zeitlin (ed.)
Edición:	Oxford, Oxford University Press, 2008

67. Ville, Simon

University of Wollongong; Wollongong, New South Wales, AUSTRALIA

COMM303: Development of Modern Business

FACULTY OF COMMERCE

creating better futures

<http://www.uow.edu.au/commerce>

School of Economics

COMM303: Development of Modern Business

Subject Outline

Subject Information

Session and Year

Campus Wollongong, Shoalhaven, Bateman's Bay, Bega, Moss Vale, Loftus
On Campus Spring 2008

Lecture Information

Pre-requisites/Co-requisites: 72 credit points including all Commerce core subjects.

Online Subject Material: see eLearning site.

Subject Coordinator/Lecturer

Professor Simon Ville

School of Economics

Telephone: 02 4221 3098

Email: sville@uow.edu.au

Tutor(s)

Mr Jim Warner School of Economics – Moss Vale and Wollongong Telephone: 02 4221-5028 Email: jwarner@uow.edu.au	Mr Chris Keane School of Economics - Loftus Telephone: 042- 524-4271 Email: cjkeane@optusnet.com.au	Mr Peter Boys School of Economics – Bateman's Bay Telephone: 02 4472-2798 Email: boys@uow.edu.au	Ms Joanne Thorpe School of Economics - Bega Telephone: 0427- 656-878 Email: jo.thorpe@bigpond.com	Mr Alan Madge School of Economics - Shoalhaven Telephone: tba Email: amadge@uow.edu.au
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Room: tba
Consultation Times: tba

Room: tba
Consultation Times: tba

Room: tba
Consultation Times: Tuesday 4:00pm-5:00pm

Room: tba
Consultation Times: Wednesday 3:00pm – 4:00pm
Room: tba
Consultation Times: tba

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Table of Contents

Section A: General	
Information.....	4
Learning Outcomes and Graduate	
Qualities.....	4
Student Learning	
Outcomes.....	4
Subject	
Description.....	4
Commerce Purpose and Graduate	
Qualities.....	5
Readings, References and	
Materials.....	6
Major	
Text(s).....	6
Key	

References.....	6
Recommended Background and Further Reading.....	6
Lecture Programme.....	7
Lecture Times.....	7
Lecture Program.....	7
Tutorial Times.....	8
Tutorial Programme.....	9
Attendance Requirements.....	10
Recent Improvements to Subject.....	10
Section B:	
Assessment.....	11
Assessment Summary.....	11
Assessment 1: Form of Assessment.....	11
Assessment 2: Form of Assessment.....	11
Assessment 3: Form of Assessment.....	11
Performance Level.....	12
Types of Assessment and Collaboration.....	12
Submission, Retention and Collection of Written Assessment.....	13
Submitting Assessment Tasks.....	13
Collection.....	13
Retention.....	14
Scaling.....	14
Plagiarism.....	14
Referencing.....	15
Why do you need to reference?.....	15
The Harvard System of Referencing.....	15
Citation of Internet	

Sources.....	15
--------------	----

Section C: University Policies, Procedures and Student Services.....16

University Policies.....	16
Support Services and Facilities.....	17
Learning Resource Centre.....	17
Faculty Librarians.....	17
Centre for Educational Development and Interactive Resources (CEDIR).....	18
Disability Liaison Officer.....	18
Faculty Student Equity & Diversity Liaison Officer (SEDLO).....	18
Woolyungah Indigenous Centre.....	18
Student Representatives.....	18

Section A: General Information

Learning Outcomes and Graduate Qualities

Student Learning Outcomes

On successful completion of this subject, the student should be able to:

- identify and understand complementary and conflicting concepts and theories associated with the different topics included in the development of modern business;
- appreciate the historical, economic, and business realities these concepts and theories have been designed to describe;
- make decisions about - by critically assessing and organising an array of evidence about business, economic and social history - the utility, persuasiveness and plausibility of different concepts and theories in different business and economic historical contexts;
- put forward reasoned arguments in the area of business history through individual written assignments, discussion and examination essays;
- appreciate how your own position in the historical development of business involves reference to choices and decisions of an ethical/moral nature, as well as the more practical

Subject Description

The business enterprise is a highly influential institution playing a major role in our economic and social life. The effectiveness of firms is critical to the opportunities available to us as both consumers and producers. The central purpose of this subject is to investigate how firms operate, what are the choices available to them, and how, in particular, they decide among alternative managerial strategies and different organisational structures. Examining how firms have developed historically and understanding the conditions that have underpinned their decisions arms us with a valuable toolkit of theoretical constructs and empirical experiences through which to understand and anticipate future developments in business. Comparing the experience of firms in different nations adds further to the richness of evidence and complexity of circumstances that drive business behaviour. The focus of the subject is relevant to the development and functioning of other major forms of institution including universities and the public service. More broadly, the subject aims to provide a sharpening of generic human skills, such as judgement and intuitive thinking, valuable for all forms of employment rather than just specific types of occupational training.

The subject, which assumes no prior knowledge of business development, studies the evolution of firms over the last two centuries in Britain, United States, Japan, and Australia. It contrasts the typically small scale, local, privately owned business of 1800 with the global corporations increasingly common by the twentieth century. It examines how this rapid change took place and why it occurred at a different rate along different pathways from nation to nation. The twentieth century sees the maturing of large-scale corporations opting for new growth strategies and designing sophisticated managerial structures. The environmental influences of war, economic depression, and secular boom on the enterprise are unmistakable.

The teaching of this subject consists of lectures, tutorials, reading, and assignment writing. The lectures are semi-formal sessions where the lecturer provides broad coverage of the key topics in the course, summarises much of the central literature including debates, and explains some of the more complex ideas. The lectures also lead the students into more detailed reading and preparation for tutorials and essay writing. Five minutes are allocated at the end of each lecture for individual questions and for students to resolve any problems with the running of the subject. Lecture notes will be presented using PowerPoint, copies of which will be available on the subject website at least one hour prior to the lecture. Students at Bateman's Bay, Bega, Moss Vale, Loftus, and Shoalhaven will be able to access the lectures through Edustream.

Tutorials provide a much more interactive environment for students to debate key ideas and interpret evidence. A series of activities are provided including broad discussion questions designed to prompt wide participation among the group and more focussed analysis of key documents. Reading and writing are more solitary activities designed to provide you with the greater depth of knowledge to inform tutorial discussion and successful completion of essay and examination questions. The writing of an essay enables arguments to be developed in careful and considered detail; full feedback is also provided by the lecturer. Individual contact with the lecturer and tutor, through office visits, phone, or email is also encouraged for students wishing to clarify their progress in the course or seeking guidance with essay and tutorial preparation.

Commerce Purpose and Graduate Qualities

Our Faculty Purpose is to inspire socially innovative commerce through research and teaching.

Based on our purpose, our Faculty has five Graduate Qualities which we aim to progressively develop in our students through learning and teaching.

Graduate Quality Faculty of Commerce Graduates will: Graduate Qualities Taught,
Practiced or Assessed in this Subject

Informed

- have gained appropriate conceptual and applied knowledge that is research-based
- have developed skills for independent thinking and life-long learning
- acknowledge the work and ideas of others

Innovative and Flexible

- be innovative in their thinking and work practices
- be flexible in their approach
- be able to apply creativity and logical analysis to solving business and social issues

Socially Responsible

- appreciate the social and ethical dimensions of business
- be able to make informed choices for the benefit of society

Connected

- be able to work and network effectively with others
- appreciate the links between ideas and practice in domestic and international business, the public sector and community contexts

Communicators

- demonstrate an effective level of interpersonal, written, and verbal communication skills
- show an understanding of intercultural communication practices

These qualities have also been formulated to contribute to the UOW Graduate Qualities. Please note: this subject will not attempt to teach, practice or assess all of the Commerce graduate qualities. You can see how the Commerce and UOW Graduate Qualities are linked at

<http://www.uow.edu.au/commerce/current/UOW044279.html>

Readings, References and Materials

Major Text(s)

*G. Boyce and S. Ville, *The Development of Modern Business* (Palgrave, 2002) c.\$64 (338.7/74)

Textbook details are available online from the University Bookshop at <http://unicentre.uow.edu.au/unishop/UOW031119.htm>
It will also be available in the Reserve Collection of all of the university's libraries

Key References

See recommended readings in tutorial sheet.

Recommended Background and Further Reading

Other comparative studies of note include:

*Thomas K. McCraw ed. *Creating Modern Capitalism: how entrepreneurs, companies, and countries triumphed in three industrial revolutions*. [338.09/41]

*A. D. Chandler, *Scale and Scope* [338.644/7]

The business histories of individual countries include:

M. G. Blackford and K. Austin Kerr, *Business Enterprise in American History* [338.740973/10]

J. F. Wilson, *British Business History, 1720-1990* [338.70941/4]

W. M. Fruin, *The Japanese Enterprise System. Competitive Strategies and Cooperative Structures* (Plenty of important analysis and case studies of modern Japanese corporations). [Access electronically via UoW library catalogue]

*G. Fleming, D. Merrett and S. Ville, *The Big End of Town. Big Business and Corporate Leadership in Twentieth-Century Australia* [338.099409/1]. Available in all campus libraries.

These books are available from the University of Wollongong Library

* asterisked items are in the short loan section of the UOW library at Wollongong

Reading widely is important for success in this subject. Students should use the library catalogue and databases to locate additional resources.

Electronic resources:

There is a rapidly growing volume of *scholarly* business history available on the Web. Try some searches using Google scholar (<http://scholar.google.com/>).

Use the library's databases to find material available through the library's electronic collections

Also see:

H-Business Net (<http://www.h-net.org/%7Ebusiness/index.html>)

WWW Virtual Library for Economic and Business History (<http://www.neha.nl/w3vl/>)

Business History Conference (<http://www.thebhc.org/>)

Economic History Society of Australia and New Zealand
(<http://www.uow.edu.au/commerce/econ/ehsanz/>)

Association of Business Historians (<http://www.busman.qmul.ac.uk/abh/>)

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Lecture Programme

Lecture Times

Lectures will be held on:

Lecture Program

	Date	Topics Covered	Readings
Week1	21 July	<u>Introduction and Overview</u> . Introduction & organisation of subject . Overview of the development of modern business	Boyce & Ville ch. 1
Week 2	28 July	<u>Information, Uncertainty and Corporate Growth</u> . Growth theories of the firm . Information and uncertainty	Boyce & Ville ch. 3
Week 3	4 Augt	<u>Entrepreneurship and Management</u> 5. Entrepreneurship 6. The rise of managerial capitalism	Boyce & Ville ch. 2
Week 4	11 Augt	<u>Corporate Finance</u> 7. Personal and network finance 8. Institutionalised capital markets	Boyce & Ville ch. 4
Week 5	18 Augt	<u>Labour Management</u> 9. Paternalism and Taylorism 10. Personnel to HRM	Boyce & Ville ch. 5
Week 6	25 Augt	<u>Production</u> 11. Mass production systems 12. Alternatives to mass production: craft manufactures and flexible technologies	Boyce & Ville ch. 6
Week 7	1 Sept	<u>Marketing</u> 13. Distribution and retailing 14. Branding and Advertising	Boyce & Ville ch. 7
Week 8	8 Sept	<u>Organisational Structure</u> 15. Personal and functional design 16. Multidivisionals and holding Companies	Boyce & Ville ch. 8
Week 9	15 Sept	<u>Inter-organisational Relations</u> 17. Networks and cooperatives 18. Agents and enterprise groups	Boyce & Ville ch. 9
Week 10	22 Sept	<u>International Business</u> 19. Origins and growth of multinational enterprise 20. Causes, Consequences of international business	Boyce & Ville ch. 10
Week 11	6 Oct	<u>No lecture, tutorials as usual</u>	
Week 12	13 Octr	<u>Government and Business</u> 21. Government and the Facilitation of Business 22. Competition Policy and State- Owned Enterprise	Boyce & Ville ch. 11
Week 13	20 Octr	23. <u>Recap and revision</u>	

Tutorial Times

Will be held on :

Information on these times can also be found at
<http://www.uow.edu.au/student/timetables/index.html>

Tutorial Programme

The organisation of the tutorials will be explained at the first meeting, which will occur in the **second** week of session. Tutorials will consolidate and extend the material covered in the lectures and reading of the previous week. Tutorial work can earn you up to 20% (20 marks) towards your final result through completing any combination of the following activities:

- *discussion questions* – dealing with concepts and historical context. Prepare these beforehand on 1-2 typed pages. You may add extra points in the tutorial and then hand in at the end of the class. You must have made a reasonable attempt at all of the questions before class.

They will be returned to you in the following week's tutorial.

- *primary document analysis* – focussing on specific evidence and circumstances to which broader ideas can be applied. Work on these during the tutorial based on historical documents used in the subject. Documents will be taken from the textbook and other sources – please bring the textbook with you. Copies of the document will also be circulated at the tutorial.

A spreadsheet will be maintained to keep a record of everyone's participation.

While this work will yield a maximum of 20 per cent of your mark directly, it also provides the vital building blocks for handling the examination questions effectively and may assist with the wider reading required for your assignment.

Details of tutorial questions, documents, and further reading will be distributed in tutorials.

1. Introduction

(Week beginning 28 July)

Outline of organisation of tutorials and distribution of topics.

Discussion of assignment topic

2. Growth of the Firm

(Week beginning 4 August)

3. Entrepreneurship and Management

(Week beginning 11 August)

4. Corporate Finance

(Week beginning 18 August)

5. **Essay Assignment preparation week**. No topic this week. Everyone should bring a one-page summary of their progress to present to the group. This is non-assessable but it is strongly in your interests to participate.

(Week beginning 25 August)

6. **Labour Management**

(Week beginning 1 September)

7. **Production**

(Week beginning 8 September)

8. **Marketing** (Week beginning 15 Sept)

You must submit your assignment in this tutorial

9. **Organisational Structure**

(Week beginning 22 Sept)

10. **Inter-organisational Relations**

(Week beginning 6 October)

11. **International Business**

(Week beginning 13 October)

12. **Government and Business**

(Week beginning 20 October)

68. Wadhvani, Daniel

University of the Pacific; Stockton, California, U.S.A.

BUSI 293: Understanding Capitalism

BUSI 293

UNDERSTANDING CAPITALISM

Weber Hall 107

Th 6pm-9pm

Professor R. Daniel Wadhvani

Office 209c Weber Hall

Email: dwadhvani@pacific.edu

The purpose of this course is to introduce students to the role of entrepreneurship and business practice in capitalist economies. Unlike in a traditional entrepreneurship or strategy class, our focus will not be on how to start a new business or position an existing one successfully. Rather it will be on understanding how businesses develop and innovate in different economies around the world as well as in the global economy more generally. Our perspective will hence be fundamentally comparative and historical. The course will be interdisciplinary in that it will integrate traditional business concepts and tools with the theories and histories of entrepreneurship and economic development.

The overarching goal of the course is for students to come away with a broader understanding of how entrepreneurship and business practice works in capitalist economies both in the United States and around the world. Fundamentally, then, this is a course about how capitalism works. The specific learning objectives are that students will:

- 1.) Understand and be able to analyze not only how entrepreneurial activity and business practices differ around the world but also *why* they do.
- 2.) Be able to use common tools and frameworks of analysis for understanding regional and national competitiveness and long-term development.
- 3.) Be able to more effectively conduct business research, writing, and presentations that incorporate issues of global variation and competitiveness.

Course Grade

Your course grade will be comprised of the following:

Weekly Reaction Paper	30%
Class Contribution	30%
Research Presentation & Paper	40%

Course Materials

1. McCraw, ed. *Creating Modern Capitalism*
2. Landes, et al. eds. *The Invention of Enterprise*
3. Case Studies and excerpted readings as noted for each week.

Schedule and Reading by Week

Module I: Key Concepts and Theories

1. ***Markets, Firms, and Strategies***

Reading: Smith, *Wealth of Nations* (excerpt); Munger, “Bosses Don’t Wear Bunny Slippers: If Markets Are So Great, Why Are There Firms?;” Penrose, *Theory of the Growth of the Firm* (excerpt); Chandler, “Some General Propositions.”

2. ***Entrepreneurship, Institutions & Economic Change***

Reading: Schumpeter, “Creative Destruction” in *Capitalism*; Weber, *Protestant Ethic* (excerpt); Baumol, “Entrepreneurship: Productive, Unproductive, and Destructive.”

3. ***Regions, Nations and Comparative Advantage***

Reading: Friedrich List, *The National System* (excerpt); Porter, “The Competitive Advantage of Nations,” Porter, “Nokia and Finland.”

Module II: Entrepreneurship & Strategy in Comparative Perspective

4. ***The Industrial Revolution and British Capitalism***

Reading: Mokyr, “Entrepreneurship and the Industrial Revolution in Britain,” Casson and Godley, “Entrepreneurship in Britain,” in Landes, et al *The Invention*; Koehn, “Wedgwood;” handouts.

5. ***German Capitalism and the Second Industrial Revolution***

Reading: Fear, “German Capitalism;” Fear, “Porsche;” handouts.

6. ***The American Model in Comparative Perspective***

Reading: McCraw, “American Capitalism,” Lamoreaux, “Entrepreneurship in the United States, 1865-1920,” and Graham, “Entrepreneurship in the United States, 1920-2000” in Landes, et al *The Invention*. McCraw & Tedlow, “Henry Ford, Alfred Sloan, and the Three Phases of Marketing,” in *Creating*.

7. ***Japanese Capitalism: A Model for Rapid Development?***

Reading: “Japan: The Miracle Years;” Bernstein, “Japanese Capitalism”(excerpts) and “7-Eleven in America and Japan” in *Creating*.

8. ***The Vicissitudes of Latin America***

Reading: Jones and Bucheli, “The Octopus and the Generals: The United Fruit Company in Guatemala;” Jones, “Brazil at the Wheel.”

9. ***The Ascendance of China and India***

Reading: Khanna, *Billions of Entrepreneurs*

Module III: Entrepreneurship and Globalization

10. ***Globalization: Theory and History***

Reading: Jones, "Globalization, Convergence and History" Jones & Wadhvani, "Creating Global Oil"

11. ***Migration, Entrepreneurship, and Global Cities***

Reading: Simmel, "The Stranger;" Wadhvani, "Jerry Rao: Diaspora and Entrepreneurship in the Global Economy;" "Walking a Tightrope: Maintaining London as a Financial Center;" Saxenian, "Silicon Valley: Competition and Community."

12. ***Financial Interconnectedness & Financial Crisis***

Reading: Jones & Vargas, "Ivar Krueger & the Swedish Match Empire;" Smick, *The World is Curved* (excerpts)

13. ***Selling Culture Globally, Selling Global Culture***

Reading: Deshpande and Hogan, "Kikkoman Corp.," Khaire and Wadhvani, "Saffronart: Bidding for Success," Jones et al, "L'Oreal and the Globalization of American Beauty."

14. ***Globalization and Underdevelopment***

Reading: "Thousand Hills Coffee Co. of Rwanda: Breaking New Grounds;"

15. ***Research Roundtable: Discussion of Student Projects***

69. Walker, James T., Ken Dark & Peter Scott

Henley Business School, University of Reading; Reading, England, UNITED KINGDOM

EC 243: Economic History (Globalisation and Crisis in a Historical Context)

Economic History (Globalisation and Crisis in a Historical Context) (EC243) Course Outline

“The average career of a Wall Street CEO is just over 25 years, which means that first-hand memories at the top of the US banking system do not extend back beyond 1983. That fact alone provides a powerful justification for the study of history.” Niall Ferguson

Lecturers: Dr James T Walker (Convenor), Dr. Ken Dark, Prof. Peter Scott

Course Description:

This module helps explain how the world economy got to be where it is today, focusing on the First Globalization and economic crises. The long run approach is instructive as it covers a period where the first truly global integration occurred, followed by the disintegration after the First World War, the calamitous global Great Depression emanating from the US in the 1930s, and the post-war reconstruction and resurgence.

Since the course is designed to equip you with a series of themes emphasizing important topics at the forefront of economic there is no core text book that will encompass the full scope of the course. Instead, core papers/chapters, which will be reviewed in depth, will provide the backbone of the course. The course will be run in a seminar format. You will therefore need to do the reading. Second, you will be required to provide one page summaries of the reading(s), and where feasible, drawing out the differences between them.

Course Organization:

The course is made up an introductory and ten lecture series in the Spring term and a review lecture in the Summer term. Lectures are held every Friday from 14:00 to 16:00 in URS LLT. Two points concerning the content of the course are worth noting. First, some, but not all, of the academic literature used in the course is quite advanced. What is expected is that you will be able to understand the underlying theoretical point heuristically and be aware of the key empirical findings. Second, the course is integrated by design. Missing a lecture may reduce your knowledge base for topics related to earlier lectures. The ‘Key Questions’ listed under each topic to help you organize your lecture notes and recall the key points of each lecture. As second year students of the School of Economics I would expect you to have a working knowledge of the material before you enter the lecture theatre. In addition, you will have ten articles to review relating to the core reading for the lectures that will be then graded.

Assessment is made up of one essay of 2,000 words which represents 25% of the total grade. The deadline for the essay is Monday 19th March 2011. Essays handed in late without a valid reason (i.e. a medical certificate) will incur penalties for late submission (see UG handbook). 15% will be allocated to article reviews handed in weekly. The final exam will be in

the Summer term. You will answer two questions (from a set of six possibilities) in two hours. This will represent 60% of your final mark. Naturally the exam will be of concern to you. You can use essay topics as a *guide*.

1. Nature as a Historical Protagonist JW Week 20

Bruce Campbell's recent work and James Walker in relation to Domesday England.

Campbell, Bruce (2010), "Nature as Historical Protagonist: Environment and Society in Pre-Industrial England" *The Economic History Review* 63(2), 281–314.

Campbell, Bruce (2010), "Physical Shocks, Biological Hazard, and Human Impact: The Crisis of the Fourteenth Century Revisited." In *Economic and Biological Interactions in Pre-Industrial Europe from the 13th to the 18th Centuries*. Firenze University Press.

Kelly, Morgan and Cormac Ó Gráda (2010). "The Economic Impact of the Little Ice Age," Working Papers 201014, School Of Economics, University College Dublin.

Walker, James T. (2012), "National Income in Domesday England", unpublished mimeo.

Essay Question: Does climate have a substantial impact on economic development?

2. The prehistory of globalization, pre-1500 (City States vs. the Middle East and the rise of Portugese Trade) and the Great Divergence/European Miracle JW Week 20

Greif, Avner (2000), "The Fundamental Problem of Exchange: A Research Agenda in Institutional Analysis", *European Review of Economic History*, 4: 251-284.

Greif, Avner (1989), "Reputation and Coalitions in Medieval Trade: Evidence on the Maghribi Traders", *Journal of Economic History*, 49: 857-82.

Lane, F.C. (1973). *Venice, A Maritime Republic*. John Hopkins University Press.

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb00964>

Broadberry, Stephen, Campbell, Bruce, Klien, Alexander, Overton, Mark and Bas van Leeuwen. "English Gross Domestic Product, 1270-1850: Some Preliminary Estimates." Unpublished mimeo, 2010.

<http://www2.warwick.ac.uk/fac/soc/economics/staff/academic/broadberry/wp/britishgdplongrun8.pdf>

O'Rourke, Kevin H. and Jeffrey G. Williamson, 2009. "Did Vasco da Gama Matter for European Markets?," *Economic History Review*, 62(3): 655-684.

Essay Question: What were some of the key factors underpinning the Great Divergence?

3. The early history and first wave of globalization, 1500-1870 JW Week 21

Acemoglu, D., S. Johnson, and J.A. Robinson (2005), "The Rise of Europe: Atlantic Trade, Institutional Change and Economic Growth," *American Economic Review* 95(3), 546-79.

Allen, Robert (2000) "The Great Divergence in European Wages and Prices from the Middle Ages to the First World War," *Explorations in Economic History* 38, 411–447.

Broadberry, S. and Gupta, B. (2006). "The Early Modern Great Divergence: Wages, Prices and Economic Development in Europe and Asia, 1500-1800", *Economic History Review*, 59: 2-31.

- Flynn and Giraldez (2004), "Path Dependence, Time Lags, and the Birth of Globalization," *European Review of Economic History*, 8: 81-108
- O'Rourke, K.H., and J.G. Williamson (1994), "Late 19th Century Anglo-American Factor Price," *Journal of Economic History*, Vol. 54, No. 4: 892-916.
- O'Rourke, K.H., and J.G. Williamson (2002), "After Columbus: Explaining the Global Trade Boom 1500–1800," *Journal of Economic History* 62(2), 417-56.
- O'Rourke, K.H., and J.G. Williamson (2002), "When Did Globalization Begin?," *European Review of Economic History* 6(1), 23-50.

Essay Question: When did Globalization begin and what forces drove it?

4. Long run growth and the Industrious and Industrial Revolutions JW Week 22

- Clark, Gregory, Kevin H. O'Rourke, and Alan M. Taylor. (2008). "Made in America? The New World, the Old, and the Industrial Revolution," *American Economic Review*, 98(2): 523–28.
- Crafts, N. F. R. (1985), *British Growth during the Industrial Revolution* (Oxford, Clarendon Press).
- Crafts, N.F.R. (1977), "Industrial Revolution in England and France: Some Thoughts on the Question 'Why was England First?'," *Economic History Review* 30(3): 429-441.
- Crafts, N. F. R. (1995), "Exogenous or Endogenous Growth? The Industrial Revolution Reconsidered," *Journal of Economic History*, 55(4): 745-772.
- Crafts, N.F.R. (2004). "Steam as a General Purpose Technology," *Economic Journal*, 114(495): 338-351.
- De Vries, Jan. 1994. "The Industrial Revolution and the Industrious Revolution," *The Journal of Economic History* 54: 249-270.
- Humphries, Jane (2010). *Childhood and Child Labour in the British Industrial Revolution* (Cambridge Studies in Economic History - Second Series)
- O'Brien, Patrick (1996), "Path Dependency, or Why Britain Became an Industrialized and Urbanized Economy Long before France," *Economic History Review*. Vol. 49, No. 2: 213-249.

Essay Question: Why did England Industrialise First?

Class 1: Compare the arguments and issues underlying Crafts seminal 1977 paper with O'Brian 1996.

What is the big question? Why is it interesting?

How does the paper go about answering the question?

Do the models, specification, tests and analytical arguments make sense?

What are the main conclusions/criticisms/extension?

5. Globalization and international trade JW Week 23

- Estevadeordal, Frantz, and Taylor, (2003) "The Rise and Fall of World Trade. 1870-1939," *Quarterly Journal of Economics*, *Quarterly Journal of Economics* 118(2), 359-407.
- Jack. D., Novy, D. and C. Meissner (2010), "Trade Costs in the First Wave of Globalization," *Explorations in Economic History*, 47(2), 2010: 127-141.

McKeown, T.J. (1983), "[Hegemonic Stability Theory and 19th Century Tariff Levels in Europe](#)," *International Organization* 37(1): 73-91.

Kevin O'Rourke and Jeffrey G. Williamson, *Globalization and History: The Evolution of a Nineteenth-century Atlantic Economy*, MIT Press (1999).

Essay Question: What factors drove the First Wave of Globalization?

6. The disintegration of the world economy, 1919-1945 (1) (Real and Nominal Affects) JW Week 24

Bernanke, Ben, and Kevin Carey (1996), "Nominal Wage Stickiness and Aggregate Supply in the Great Depression," *Quarterly Journal of Economics*, 853-83.

Romer, Christina (1990), "The Great Crash and the Onset of the Great Depression," *Quarterly Journal of Economics* 105 (August 1990): 597-624.

Eichengreen, Barry (1992), "The Origins and Nature of the Great Slump Revisited, *The Economic History Review*, New Series, Vol. 45, No. 2 (May, 1992), pp. 213-239

Nicholas, T. (2008). "Does Innovation Cause Stock Market Runups? Evidence from the Great Crash," *American Economic Review* 98(4): 1370-1396.

Richardson, Gary and William Troost, (2009), "Monetary Intervention Mitigated Banking Panics During the Great Depression? Quasi-Experimental Evidence from the Federal Reserve District Border In Mississippi, 1929 to 1933," *Journal of Political Economy*, 117(6):1031-1073.

Temin, P. (1993), "Transmission of the Great Depression," *Journal of Economic Perspectives*, 1993, 7(2): 87-102.

Essay Topic: Was it Real or Nominal Effects Led to the Great Depression?

Class 2: Read Bernanke, Ben, and Kevin Carey and Romer, Christina's accounts of what caused the Great Depression.

What is the big question in each? Why is it interesting?

How do the papers go about answering the question?

How do the papers differ in the explanations they provide.

Do the models, specification, tests and analytical arguments make sense?

What are the main conclusions/criticisms/extension?

7. The family as an economic institution: the household economy in Britain since 1870 (PS) Week 25

Peter Scott, 'The household economy,' draft chapter for R. Floud and P. Johnson (eds), *Cambridge Economic History of Modern Britain*, 2nd edn. Volume 2: 1870-2010 (Cambridge U.P., forthcoming). Copy available via Blackboard.

Jan De Vries, *The Industrious Revolution. Consumer Behaviour and the Household Economy, 1650 to the Present* (Cambridge U.P., 2008).

Joel Mokyr, 'Why "More work for mother?" Knowledge and household behavior, 1870-1945,' *Journal of Economic History*, 60 (2000): 1-41.

Heather E. Joshi, Richard Layard, and Susan J. Owen, 'Why are more women working in Britain', *Journal of Labor Economics*, 3 (1985): S147-S176.

Mike Brewster and Liam Wren-Lewis, 'Why did Britain's Households get Richer? Decomposing UK Household Income Growth between 1968 and 2008-9' (London: IFS, 2011) [web-link available via Blackboard site].

Joanna Bourke, 'Housewifery in working-class England 1860-1914', *Past and Present*, 143 (1994): 167-97.

Paul Johnson, *Saving and Spending. The Working-class Economy in Britain 1870-1939* (Clarendon, 1985).

Essay Question: Why did married women's labour force participation decline sharply from the mid-nineteenth century to 1939, then increase dramatically over the decades since 1945?

Class 3. Read Scott and De Vries's accounts of the factors driving changes in household behaviour over the period **since 1870**.

What factors do these authors identify as the key drivers of changes in the economic behaviour of households over the last 140 years?

To what extent do the two accounts differ?

Do these accounts provide an *accurate* and *comprehensive* explanation of the factors influencing the changing economic behaviour of British households over this period.

8. Creating a mass market for high-value goods in interwar Britain (1) – owner occupation, furniture, and consumer durables (PS) Week 26

Peter Scott, 'Consumption, consumer credit, and the diffusion of consumer durables' in Francesca Carnevali and Julie-Marie Strange (eds), *20th Century Britain. Economic, Social and Cultural Change*, 2nd edn. (Harlow: Pearson, 2007).

Peter Scott, 'Marketing mass home ownership and the creation of the modern working class consumer in interwar Britain,' *Business History*, **50** (2008): 4-25.

Peter Scott, 'Did owner-occupation lead to smaller families for interwar working-class households?' *Economic History Review*, **61**, 1 (2008): 99-124

Peter Scott, 'Mr Drage, Mr Everyman, and the creation of a mass market for domestic furniture in interwar Britain,' *Economic History Review*, **62** (2009), 802-27.

Sue Bowden and Avner Offer, 'Household appliances and the use of time: the United States and Britain since the 1920s', *Economic History Review*, XLVII (1994), pp. 725-48.

Peter Scott, 'Managing door-to-door sales of vacuum cleaners in interwar Britain,' *Business History Review*, **82**, 4 (2008): 761-88.

Essay Question: What marketing techniques did developers of new housing and durable goods use to create a mass market for their products? How successful were they in achieving their objectives?

9. Creating a mass market for semi-durables and fast-moving goods, the interwar retail revolution Week 27

Katrina Honeyman, Style monotony and the business of fashion: the marketing of menswear in interwar England. *Textile History*, 34(2) (2003):171-191.

Goronwy Rees, *St. Michael. A History of Marks & Spencer* (London: Pan, 1969).

Peter Scott and James Walker, 'Advertising, promotion, and the competitive advantage of interwar UK department stores' *Economic History Review* 63(4): 1105-1128..

Scott, Peter and James T. Walker (2012), 'That's the way the money goes: expenditure smoothing and household budgeting in interwar Britain', forthcoming at *Journal of Economic History*

R. Fitzgerald, 'Products, firms and consumption: Cadbury and the development of marketing,

1900–1939,' *Business History*, 47 (2005), pp. 511-31.

J.B. Jefferys, *Retail Trading in Britain 1850-1950* (Cambridge: CUP, 1954).

Essay topic: What were the main changes in the branding and retailing of fast-moving and semi-durable goods in interwar Britain? To what extent did they contribute to rising consumption levels?

10. 'The origins of the UN, NATO and other international political institutions (KD) Week 28

Hewson, TM. (2005), 'The UN After Sixty Years: Progress Or Recurrence?' *Journal of Military and Strategic Studies*, 8 (2005)

A. Thompson and D. Snidal (2000), 'International Organization' *Encyclopedia of Law and Economics*, 5: 692-722.

Essay

Discuss whether the existence of a greatly increased number of international political organisations since 1945 has changed the conduct of international politics for the better.

Essay readings: Choose from the list below (NB. You are not expected to read all of the works listed, just a few of them):

Clive Archer, *International Organizations*, London: Routledge, 2001

Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics*, Ithaca: Cornell University Press, 2004

Mats Berdal, 'The United Nations Security Council: Ineffective but Indispensable', *Survival*, 45 (2003), 2: 7-31

Joseph Grieco, 'Anarchy and the Limits of Cooperation', *International Organization*, 42 (1988), 3: 485-450

Peter Haas and Ernst Hass, 'Pragmatic Constructivism and the Study of International Institutions', *Millennium*, 31 (2002): 3, 573-601

Robert Keohane, 'International Institutions: Two Approaches', *International Studies Quarterly*, 32 (1988), 4: 379-396

Amrita Narlikar, *The World Trade Organization: A Very Short Introduction*, Oxford: Oxford University Press, 2005

Bob Reinalda, *Routledge History of International Organizations From 1815 to the Present Day* London: Routledge,

Adam Roberts and Benedict Kingsbury, (eds.), *United Nations, Divided World: The UN's Role in International Relations*, Oxford: Oxford University Press, 1993

John Ruggie, 'International Regimes, Transactions and Change: Embedded Liberalism in the Post-War Economic Order', *International Organization*, 36 (1982), 2: 379-415

11. Theories of post-1945 Globalization (KD) Week 29

W. I. Robinson, 'Theories of Globalization' in George Ritzer (ed.) *Blackwell Companion to Globalization*, Oxford: Blackwell, 2007:125-143

K. H. O'Rourke, Globalization and Inequality: Historical Trends (= Trinity Economics Papers 20019) Trinity College Dublin: Dublin, 2007 (This paper was later published as: K. H. O'Rourke, 2001 'Globalization and Inequality: Historical Trends' *Aussenwirtschaft* V.57-165-101)

Essay: Evaluate the extent to which 'globalization' rather than 'fragmentation' characterises the contemporary world?

Essay reading: (NB. You are not expected to read all of the works listed, just a few of them):

Manuel Castells, *The Rise of Network Society*, Oxford: Blackwell, 1996.

Ian Clark, *Globalization and Fragmentation: International Relations in the Twentieth Century*, Oxford: OUP, 1997.

Peter Dicken, *Global Shift: The Internationalization of Economic Activity*, (3rd edition). New York and London: Routledge, 1998.

David Held, Anthony McGrew, David Goldblatt and Jonathan Perraton, *Global Transformations: Politics, Economics and Culture*, Stanford: Stanford University Press, 1999.

Paul Hirst and Grahame Thompson, *Globalization in Question*, Cambridge: Polity Press, 1999.

Samuel Huntington, *The Clash of Civilizations and the Remaking of World Order*, New York: Touchstone, 1998.

R.J. Barry Jones, *Globalization and Interdependence in the International Political Economy*. London: Frances Pinter, 1995.

Eleonore Kofman and Gillian Youngs, (eds.), *Globalization: Theory and Practice*. New York: Frances Pinter, 1996.

Jan Aart Scholte, *Globalization: A Critical Introduction*, New York: St. Martin's Press, 2000

Susan Strange, *Casino Capitalism*. London: Blackwell, 1986.

Class 4. Has globalization befitted humanity?

Reading

W. I. Robinson, 'Theories of Globalization' in George Ritzer (ed.) Blackwell Companion to Globalization, Oxford: Blackwell, 2007, 125-143
K. H. O'Rourke, Globalization and Inequality: Historical Trends (= Trinity Economics Papers 20019) Trinity College Dublin: Dublin, 2007

A Guide to Article Review

The reviews should be clearly organized to summarise the central arguments of the paper and any concerns about it. Some questions to be answered are:

What is the big question? Why is it interesting?

How does the paper go about answering the question?

Do the models, specification, tests and analytical arguments make sense?

What are the main conclusions/criticisms/extension?

NB. What you should *not* do is provide a blow-by-blow summary of the paper. Try and illustrate the above and integrate readings into your work.

70. 1. Wright, Robert E.

Augustana College; Sioux Falls, South Dakota, U.S.A.

**BSAD 297/ CIVT [Honors] 202: Financial Crises: A Global Perspective
(2011)**

Financial Crises: A Global Perspective: BSAD 297, CIVT 202

J-Term 2011

MTWRF, 12:30 to 3:45 PM, MC 103

PROFESSOR: Robert E. Wright

OFFICE: Madsen Center 111

OFFICE PHONE: 605-274-5312

OFFICE HOURS: 10:00 to 11:30 am or by appointment (check my online calendar at <http://faculty.augie.edu/~rwright/> first).

E-MAIL: robert.wright@augie.edu

COURSE WEBSITE: Moodle

Course Description:

In this seminar, students will explore the **causes** and **consequences** of financial panics and crashes, including the one that struck in 2008 and the *pressing immediate* question of whether another financial crisis may be looming on the horizon. No prior knowledge of financial institutions or markets is required.

Class sessions will involve the discussion of the common readings listed below as well as in-class *laboratory experiments*, simulations, group projects, and role playing games. Guest speakers will also be invited to speak to the class on selected topics.

Attendance AND active participation are key, required components of the course. Students will also complete the individual project described below. Grades will be a function of attendance, participation, and the project.

Course Objectives:

By the end of this course, students *will demonstrate critical thinking skills that are specific to the disciplines* of history, economics, and finance. Specifically, they should be able to **critique** financial crisis-related articles and segments in major newspapers, general periodicals, and television and to **comprehend** narrative (non-mathematical) financial crisis-related debates in policy books and scholarly journals and working papers (such as those posted on SSRN) by *recognizing key theoretical concepts and underlying assumptions in an argument*.

To achieve those overall objectives, students will need to master the daily session objectives listed below.

Required Reading List:

Robert E. Wright and Vincenzo Quadrini, *Money and Banking* (Flat World Knowledge, 2009). 978-0-9820430-8-0 b&w or 978-1-936126-14-9 color

Please note that the entire book is also available, *gratis* and in color, here:

<http://www.flatworldknowledge.com/rewright/financial-crises-global-perspe>

Carmen Reinhart and Kenneth Rogoff, *This Time Is Different: Eight Centuries of Financial Folly* (Princeton: Princeton University Press, 2009). 978-0-691-14216-6

Supplementary readings available on Moodle.

Daily Schedule:

Monday, 3 January: Overview of the Course, the Financial System, and Money

Read: *Money and Banking* chapters 1, 2, and 3

By the end of this session, students should be able to **describe** the major economic functions performed by financial firms and markets as well as those performed by money. They should also be able to **explain** the importance of a well-functioning financial system to economic growth and human welfare.

Tuesday, 4 January: Pricing Bonds and Stocks

Read: *Money and Banking* chapters 4, 5, 6, and 7

Given appropriate inputs like interest rates, students should be able to **calculate** the prices of major debt and equity instruments and to **graph** how changes in supply and demand would affect equilibrium prices and quantities.

Wednesday, 5 January: Intermediaries

Read: *Money and Banking* chapters 8, 9, 10, 11

Students should be able to **list, define, and provide** examples of all three major types of asymmetric information. They should also be able to **describe** the recent history of financial sector innovation, structure, and regulation.

Thursday, 6 January: Domestic Macroeconomic Policy

Read: *Money and Banking* chapters 13, 14, 15, 16, 17

Students should be able to **explain** how and why the central bank determines the domestic money supply and to **describe** the effects of its policy actions.

Friday, 7 January: The International Financial System

Read: *Money and Banking* chapters 18 and 19

Students should be able to **define** foreign exchange and **list** and **explain** the major variables that explain short and long term fluctuations in exchange rates. They should also be able to **describe** the trilemma of international monetary regimes and **explain** its significance.

Monday, 10 January: Financial Crises

Read: *Money and Banking* chapter 12 and chapter 23 (section 5 only); *This Time is Different*, chapters 1, 2, 3, and 4

Students should be able to list **four** different types of financial crises and **describe** the typical sequence of events in each.

Tuesday, 11 January: Sovereign Debt Crises

Read: *This Time is Different*, chapters 5, 6, 7, 8, and 9

Students should be able to **compare and contrast** external and domestic sovereign debt crises.

Wednesday, 12 January: Banking and Currency Crises

Read: *This Time is Different*, chapters 10, 11, 12

Students should be able to **describe** the causes and consequences of banking and currency crises.

Thursday, 13 January: The Subprime Mortgage Crisis and the Panic of 2008

Read: Museum of American Finance Timeline (Moodle and posters)

Students should be able to **narrate** and **explain** the major events leading up to the crisis of fall 2008.

Students will also orally present their S.I.I.P. proposals at the beginning of class.

Friday, 14 January: Hybrid Failures and the Panic of 2008

Read: Wright, *Fubarnomics*, chapter 2 (Moodle)

Students should be able to **define** hybrid failure, **list** five major market and five major government failures, and **explain** how specific failures led to the financial crisis of 2007-8.

Monday, 17 January: Economic Consequences

Read: *This Time Is Different*, Chapters 13, 14, 15, 16, 17

Students should be able to **describe** the consequences of financial crises in general and the 2008 crisis in particular and to **differentiate** between shared shocks and contagion effects.

Tuesday, 18 January: Local and Global Impact

Read: Moodle readings

By the end of this session, students should be able to **describe** and **assess** the economic impact of the panic on financial markets and economies across the globe, including Sioux Falls and the Upper Midwest.

Wednesday, 19 January: A Short History of Bailouts

Read: Wright, *Bailouts* (Moodle)

Students should be able to **define** bailout, **list** and **briefly describe** five major examples of bailouts, **describe** their goals and stated rationale, and **discuss** their overall pros and cons.

Thursday, 20 January: The Great Bailouts of 2008-2009

Read: Moodle readings

Students should be able to **describe** the bailout activities undertaken by at least five governments worldwide and **assess** their net effectiveness to date.

Friday, 21 January: Looking Forward

Read: Moodle readings

Students should be able to **describe** and **assess** at least two recent policy reforms and at least two pending financial policy recommendations. They should also be able to **discuss** the possibility of another crisis striking soon.

Monday, 24 January: Student S.I.I.P. presentations

Tuesday, 25 January: Student S.I.I.P. presentations

Wednesday, 26 January: Student S.I.I.P. presentations

S.I.I.P. (Student Initiated Individual Project):

On Thursday, 13 January each student will propose (orally, in class) an original individual project related to the course and its objectives. The project may provide a general overview of the causes and consequences of financial crises or it may explore a single aspect of crises (e.g. bubbles or bailouts) in detail. It may consist of a traditional term paper and presentation; written or video blog; video game or Xtranormal animated movie; survey or experiment (and statistical

analysis and write up of results); song or other musical composition, poem, or short story; white paper or policy recommendation; business, investment, or lesson plan; grant or book proposal; book, article, or television review; documentary, movie, play, or script; and/or any other original, creative endeavor approved by the instructor and other students. Students should see the instructor on or before his office hours on Wednesday, 12 January if they have any questions about acceptable project forms.

Students will present their S.I.I.P.s during the final 3 days of class in random order so all S.I.I.P.s must be completed before class on Monday, 24 January. Five students will present each day for approximately 35 minutes each. Presentations must be extemporaneous (In other words, students may not read them verbatim but they may use note cards or PowerPoint slides.) and should describe or summarize the project and its major findings or output.

As detailed below, the S.I.I.P. and its presentation will account for almost half of the course grade and must demonstrate mastery of the course and daily session objectives. Students should put the appropriate time and effort into the project. There will be no makeups or do overs so students should seek the instructor's advice if they have any questions or concerns regarding the quantity or quality of their project BEFORE it is due.

The instructor will provide a S.I.I.P./presentation grade and feedback. Students will also anonymously grade and comment upon other students' projects and presentations.

Grading Guidelines:

Grades will be a function of:

- Attendance (body in class, hourly increments, 100 – no. hours missed²): 20%
- Participation: 20%
- S.I.I.P. (professor): 40%
- S.I.I.P. (peer): 20%

A+ > 97.5; A > 95; A- > 90; B+ > 87.5; B > 85; B- > 80 and so forth ...

70. 2. Wright, Robert E.

Augustana College; Sioux Falls, South Dakota, U.S.A.

Money and Power in the Western World, 1700-2010
(Draft: Summer 2012)

Money and Power in the Western World, 1700-2010
ECON-GB.2391.S.60.SU12, Summer I 2012

PROFESSOR: Robert E. Wright
OFFICE: KMEC TBA
CELL PHONE: 267-934-0101
OFFICE FAX: 212-995-4218
OFFICE HOURS: By appointment
E-MAIL: robert.wright@augie.edu
COURSE WEBSITE: Blackboard

Course Description and Objectives:

This course examines the interaction of financial markets and institutions (money), governments (power), economic growth, and financial crises in the Western World since about AD 1700. Lectures, readings, and student presentations will explore how government regulation of money and monetary systems; money, capital, and derivatives markets; and intermediaries including banks and insurers interacts with markets to foment financial crises that stymie growth and create demand for additional regulation.

The intellectual goals of the course are to impart a long-term perspective on business and economic policies and government involvement in the financial system and economy and to cultivate thinking in time and context. Students are urged to read for comprehension, not detail. They should stay focused on the big picture and not lose sight of the forest for the trees. The course readings and discussions should be probed for areas of intellectual interest and career relevance, not memorized.

The first nine class meetings will provide background information on the history of the key components of financial systems delivered primarily by lecture. The final three class meetings will be devoted to student presentations.

Required Text (in the bookstore):

Roberts, Alasdair. *America's First Great Depression: Economic Crisis and Political Disorder After the Panic of 1837* (Cornell: Cornell University Press, 2012).

Recommended Additional Readings (obtain on your own, at your discretion):

Acemoglu, Daron and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty* (New York: Crown, 2012). Certainly the latest and maybe the greatest

exposition of the institutional theory of economic growth. Very similar in thrust to the Stern School's Growth Diamond framework discussed in this elective and developed more fully in most sections of the *Global Perspectives* required course.

Hetzl, Robert. *The Great Recession: Market Failure or Policy Failure?* (New York: Cambridge University Press, 2012). Definitely a policy failure, Hetzel argues. The Fed should have slashed interest rates in early 2008, before the big boys began to fall.

Kindleberger, Charles. *Manias, Panics, and Crashes: A History of Financial Crises* 5e (New York: Wiley, 2005). A qualitative look at financial crises, their causes, and effects. Any edition of this classic will do.

Moss, David and John Cisternino, eds. *New Perspectives on Regulation* (Cambridge, Mass.: The Tobin Project, 2009). (Available free at <http://www.tobinproject.org/books-papers/new-perspectives-regulation>.) Most of this book argues that market failures are more pervasive and damaging than government failures.

Reinhart, Carmen and Kenneth Rogoff. *This Time Is Different: Eight Centuries of Financial Folly* (Princeton: Princeton University Press, 2009). A quantitative look at financial crises, their causes, and their effects.

Winston, Clifford. *Government Failure Versus Market Failure: Microeconomic Policy Research and Government Performance* (Washington, DC: AEI-Brookings, 2006). (Available free at http://www.brookings.edu/papers/2006/09monetarypolicy_winston.aspx.) This book argues that government failures are more pervasive and damaging than market failures.

Wright, Robert E., ed. *Bailouts: Public Money, Private Profit* (New York: Columbia University Press/SSRC, 2010). This book describes several major bailouts and explores my concept of hybrid failure. I also have a draft of a chapter on the history of bailouts that I can share. Email me for a copy.

_____. *Fubarnomics: A Lighthearted, Serious Look at America's Economic Ills* (Amherst, N.Y.: Prometheus, 2010). This book explores my concept of hybrid failure in more depth and overviews my initial thoughts on the Panic of 2008.

_____. *Money and Banking* 2e (Nyack, N.Y.: Flat World Knowledge, 2012). (Available free at: <http://catalog.flatworldknowledge.com/catalog/editions/2087>.) This book will primarily aid students who are not conversant with the basics of finance or who could use a brush up.

Assessment:

Grades will mostly be a function of final presentations, but attendance and class participation are also required and will affect grades at the margin. A fifty-fifty curve (give or take) will be employed (50% As, 50% Bs -- or lower for slackers, if any should be so daft).

Student Group Presentations:

Students need to form their own groups, which may have from **one** to **three** members.

Presentations should be based on the required readings, class discussions, and additional readings or resources, as necessary, and should **demonstrate a clear understanding of key course concepts**.

Groups may examine **any financial panic or crisis after 1900 in any nation or region**. A by no means exhaustive list of possible topics includes the Panic of 1907, the stock market crash of 1929, the banking panics (in the U.S. and/or Europe) of the early 1930s, the S&L Crisis, the Asian currency crisis of the late 1990s, the corporate accounting scandals of the early 2000s, and, of course, the Panic of 2008.

Presentations should cover the:

- ✓ pre-crisis regulatory environment;
- ✓ pre-crisis market and macroeconomic environments;
- ✓ crisis itself: timing, duration, socioeconomic and political effects;
- ✓ post-crisis regulatory responses;
- ✓ post-crisis market and macroeconomic environments.

Presentation length should be in the range of 45 minutes to 1 hour. That is not much time, so presenters should strive to be as clear and concise as possible. Out of fairness, the order will be randomly determined on the fly so that all groups have to be prepared to present at any time.

Students may obtain help from each other, the instructor, or others but should be careful to cite their sources on the final slide(s) of their slide deck. Plagiarism and other forms of cheating will not be tolerated.

If you need assistance with the presentation, or any other part of the course, feel free to contact the instructor via e-mail or to arrange a phone or face-to-face meeting.

Course Outline

Meeting 1 – Thursday, 17 May: Course Overview; Theories of Economic Growth and Regulation

Reading due: None. Hard copies of the course syllabus and slide deck will be distributed at the beginning of class.

Meeting 2 – Tuesday, 22 May: Money, Monetary Systems, and Central Banks

Reading due: Familiarize yourself with the syllabus and the basic organization of the slide deck. Read *America's First Great Depression* and any of the recommended readings at your own pace but try to finish the required text by 14 June and the suggested readings by 19 June.

Meeting 3 – Thursday, 24 May: Corporations and Their Governance

Meeting 4 – Tuesday, 29 May: Commercial Banking

Meeting 5 – Thursday, 31 May: Insurance and ARTM

PRESENTATION TOPICS DUE VIA EMAIL BEFORE CLASS

Meeting 6 – Tuesday, 5 June: Credit Markets (Money and Capital -- Bond and Mortgage)

Meeting 7 – Thursday, 7 June: Equities, Hybrids, and Derivatives Markets

Meeting 8 – Tuesday, 12 June: Investment Funds (Savings, Mutual, Hedge, Equity, Retirement)

Meeting 9 – Thursday, 14 June: Discuss *America's First Great Depression* and Other Early Crises and Panics, e.g., 1764, 1792, 1819, 1873, 1893-95

Reading due: Read any/all slides that we did not cover in class up to the “Financial Crises” section and come to class with questions about any points that are not clear.

Meeting 10 – Tuesday, 19 June: Student Presentations

ALL GROUPS MUST BE PREPARED TO PRESENT

Meeting 11 – Thursday, 21 June: Student Presentations

Meeting 12 – Tuesday, 26 June: Student Presentations

Instructor's Biographical Information

Robert E. Wright taught Global Perspectives on Enterprise Systems and several electives for the economics department at Stern from 2003 until 2009 before moving to South Dakota to serve as Nef Family Chair of Political Economy and Director of the Thomas Willing Institute for the Study of Financial Markets, Institutions, and Regulations at Augustana College. He holds a Ph.D. in history (SUNY Buffalo, 1997) and is affiliated with the Museum of American Finance. His most significant publications include:

Banking and Politics in New York, 1784-1829 (Ann Arbor, Mich: University Microfilms, 1997).

Origins of Commercial Banking in America, 1750-1800 (Lanham, Md.: Rowman and Littlefield, 2001).

Hamilton Unbound: Finance and the Creation of the American Republic (Westport, Conn.: Greenwood, 2002).

The Wealth of Nations Rediscovered: Integration and Expansion in American Financial Markets, 1780-1850 (New York: Cambridge University Press, 2002).

The History of Corporate Finance: Development of Anglo-American Securities Markets, Financial Practices, Theories and Laws 6 vols. (London: Pickering and Chatto, 2003).
With Richard Sylla.

A History of Corporate Governance: The Importance of Stakeholder Activism 6 vols. (London: Pickering and Chatto, 2004). With Wray Barber, Matthew Crafton, and Anand Jain.

Mutually Beneficial: The Guardian and Life Insurance in America (New York: New York University Press, 2004). With George D. Smith.

The First Wall Street: Chestnut Street, Philadelphia, and the Birth of American Finance (Chicago: University of Chicago Press, 2005).

The U.S. National Debt, 1785-1900 4 vols. (London: Pickering and Chatto, 2005).

Financial Founding Fathers: The Men Who Made America Rich (Chicago: University of Chicago Press, 2006). With David Jack Cowen.

Broken Buildings, Busted Budgets: How to Fix America's Trillion-Dollar Construction Industry (Chicago: University of Chicago Press, 2007). With Barry LePatner and Timothy Jacobson.

Knowledge for Generations: Wiley and the Global Publishing Industry, 1807-2007 (Hoboken: John Wiley & Sons, 2007). With Timothy Jacobson, George D. Smith, and others.

One Nation Under Debt: Hamilton, Jefferson, and the History of What We Owe (New York: McGraw-Hill, 2008).

Bailouts: Public Money, Private Profit (New York: Columbia University Press/SSRC, 2010).

Higher Education and the Common Weal: Protecting Economic Growth and Political Stability with Professional Partnerships (Hyderabad, India: ICFAI, 2010).

Fubarnomics: A Lighthearted, Serious Look at America's Economic Ills (Amherst, N.Y.: Prometheus, 2010).

The Wall Street Journal Guide to the 50 Economic Indicators That Really Matter: From Big Macs to "Zombie Banks," the Indicators Smart Investors Watch to Beat the Market (New York: HarperCollins, 2011). With Simon Constable.

Money and Banking 2e (Nyack, N.Y.: Flat World Knowledge, 2012).

Corporation Nation: Rise and Demise of the American Economic Juggernaut (University of Pennsylvania Press, 2012 or 2013).

Control of the Purse: Money, Politics, and the Imperial Crisis in New York [tentative title] (New Haven: Yale University Press, forthcoming). With Ron Michener.

70. 3. Wright, Robert E.

Augustana College; Sioux Falls, South Dakota, U.S.A.

**BSAD/HIST 297: Entrepreneurship Around the World
(Spring 2012)**

**Entrepreneurship Around the World: BSAD/HIST 297
Spring 2012 11:00 am to 12:20 pm, Tues. and Thurs., Madsen Center 157**

PROFESSOR: Robert E. Wright

OFFICE: Madsen Center 111

OFFICE PHONE: 605-274-5312

E-MAIL: robert.wright@augie.edu

Course Description:

In this elective, students will explore the **history** and **economic consequences** of entrepreneurship worldwide from the dawn of recorded history to the present.

The class will be a seminar in format so attendance is important. Students will be expected to complete the assigned readings **before** class and to participate in each class session by asking or answering questions or making comments. Students will also complete the individual project described below. Grades will be a function of attendance, class discussion/participation, a mandatory project draft, and the final project.

Course Objectives:

By the end of this course, students should be able to **describe** at least three different entrepreneurial systems and to **explain** their economic effects. To achieve those overall objectives, students will need to master the daily session objectives listed below.

Required Reading List:

Landes, David, Joel Mokyr, and Will Baumol, eds. *The Invention of Enterprise: Entrepreneurship from Ancient Mesopotamia to Modern Times* (Princeton: Princeton University Press, 2010). ISBN: 978-0-6911-4370-5

Powell, Benjamin, ed. *Making Poor Nations Rich: Entrepreneurship and the Process of Economic Development*. (Stanford: Stanford University Press, 2008). ISBN: 978-0-8047-5732-4

And a few other short readings on Moodle listed below.

Supplemental Reading List (on reserve in the library):

Baumol, William J., Robert E. Litan, and Carl J. Schramm. *Good Capitalism, Bad Capitalism and the Economics of Growth and Prosperity* (2007).

Huang, Yasheng. *Capitalism with Chinese Characteristics: Entrepreneurship and the State* (2008).

Light, Paul C. *Driving Social Change: How to Solve the World's Toughest Problems* (2011).

Senor, Dan and Saul Singer. *Start-Up Nation: The Story of Israel's Economic Miracle* (2009).

Shane, Scott A. *The Illusions of Entrepreneurship: The Costly Myths that Entrepreneurs, Investors, and Policy Makers Live By* (2008).

Wills, Jocelyn. *Boosters, Hustlers, and Speculators: Entrepreneurial Culture and the Rise of Minneapolis and St. Paul, 1849-1883* (2005).

Daily Schedule:

Thursday, 2 February: Entrepreneurship Overview

READ: Nothing.

DO: Attend class and ask questions.

LEARN: About the course.

Tuesday, 7 February: Entrepreneurship and Economic Growth, Overview

READ: *Making Poor Nations Rich*, chapter 1; "Entrepreneurship in South Dakota" (on Moodle).

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Overview entrepreneurship's influence on economic growth.

Thursday, 9 February: Entrepreneurship and Economic Growth, Olson's View

READ: *Making Poor Nations Rich*, chapter 2.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Olson's view of entrepreneurship's influence on economic growth.

Tuesday, 14 February: Entrepreneurship and Economic Growth, The views of Landes and Shane

READ: *Invention of Enterprise*, introduction; Shane, *Illusions of Entrepreneurship* excerpt (on Moodle).

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Landes's and Shane's view of entrepreneurship's influence on economic growth.

Thursday, 16 February: Entrepreneurship and Economic Growth, Holcombe's view

READ: *Making Poor Nations Rich*, chapter 3.

DO: Attend class and be prepared to discuss the assigned readings; **propose S.I.I.P orally in class and in writing on Moodle.**

LEARN: Holcombe's view of entrepreneurship's influence on economic growth.

Tuesday, 21 February: Entrepreneurship and Economic Growth, Lawson's view

READ: *Making Poor Nations Rich*, chapter 5.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Lawson's view of entrepreneurship's influence on economic growth.

Thursday, 23 February: Entrepreneurship, Economic Growth, and Beyond: Baumol's view

READ: *Making Poor Nations Rich*, chapter 4; *Invention of Enterprise*, chapter 18.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: Baumol's view of entrepreneurship's influence on economic growth and its implications for theory, teaching, and policy.

Tuesday, 28 February: Entrepreneurship in Antiquity

READ: *Invention of Enterprise*, chapters 1 and 2.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The characteristics of entrepreneurship in antiquity.

Thursday, 1 March: Islam and Entrepreneurship

READ: *Invention of Enterprise*, chapter 3.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Islam promoted and stymied entrepreneurship.

Tuesday, 6 March: Entrepreneurship in Medieval Europe

READ: *Invention of Enterprise*, chapter 4.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which feudalism promoted and stymied entrepreneurship.

Thursday, 8 March: The Roots of Modern Capitalist Entrepreneurship

READ: *Invention of Enterprise*, chapter 5.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The characteristics of entrepreneurship in Renaissance Europe.

Tuesday, 13 March: The Netherlands

READ: *Invention of Enterprise*, chapter 6.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the Dutch Republic promoted and stymied entrepreneurship.

Thursday, 15 March: Britain During Its Three Industrial Revolutions

READ: *Invention of Enterprise*, chapters 7 and 8.

DO: Attend class and be prepared to discuss the assigned readings; **draft S.I.I.P. due (Moodle)**.
LEARN: The ways in which pre-World War I Britain promoted and stymied entrepreneurship.

~~~~~SPRING BREAK~~~~~

Tuesday, 27 March: Britain Since the Great War

READ: *Invention of Enterprise*, chapter 9.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which post-World War I Britain promoted and stymied entrepreneurship.

Thursday, 29 March: Germany

READ: *Invention of Enterprise*, chapter 10.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which Germany promoted and stymied entrepreneurship.

Tuesday, 3 April: France

READ: *Invention of Enterprise*, chapter 11.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which France promoted and stymied entrepreneurship.

Thursday, 5 April: Antebellum America

READ: *Invention of Enterprise*, chapter 12.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the pre-Civil War U.S.A. promoted and stymied entrepreneurship.

Tuesday, 10 April: Postbellum America

READ: *Invention of Enterprise*, chapter 13.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which America promoted and stymied entrepreneurship in the Gilded and Progressive eras.

Thursday, 12 April: Twentieth Century U.S.A.

READ: *Invention of Enterprise*, chapter 14.

DO: Attend class and be prepared to discuss the assigned readings.

LEARN: The ways in which the U.S.A. promoted and stymied entrepreneurship in the twentieth century.

Tuesday, 17 April: India

READ: *Invention of Enterprise*, chapter 15; *Making Poor Nations Rich*, chapter 11.



DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which India promoted and stymied entrepreneurship.

Thursday, 19 April: China

READ: *Invention of Enterprise*, chapter 16; *Making Poor Nations Rich*, chapter 10.  
DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which China promoted and stymied entrepreneurship.

Tuesday, 24 April: Japan

READ: *Invention of Enterprise*, chapter 17.  
DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which Japan promoted and stymied entrepreneurship.

Thursday, 26 April: Africa and Latin America

READ: *Making Poor Nations Rich*, chapters 6 and 7.  
DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which African and Latin American nations promoted and stymied entrepreneurship.

Tuesday, 1 May: Eastern Europe and Scandinavia

READ: *Making Poor Nations Rich*, chapters 8 and 9.  
DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which Germany promoted and stymied entrepreneurship.

Thursday, 3 May: Ireland

READ: *Making Poor Nations Rich*, chapter 12.  
DO: Attend class and be prepared to discuss the assigned readings; **final day to submit voluntary S.I.I.P. drafts (email)**.  
LEARN: The ways in which Ireland promoted and stymied entrepreneurship.

Tuesday, 8 May: New Zealand

READ: *Making Poor Nations Rich*, chapter 13.  
DO: Attend class and be prepared to discuss the assigned readings.  
LEARN: The ways in which New Zealand promoted and stymied entrepreneurship.

Thursday, 10 May: Botswana

READ: *Making Poor Nations Rich*, chapter 14.  
DO: Attend class and be prepared to discuss the assigned readings; **final S.I.I.P. due (Moodle)**.  
LEARN: The ways in which Botswana promoted and stymied entrepreneurship.

### **S.I.I.P. (Student Initiated Individual Project):**

On Thursday, 16 February each student will propose (orally, in class, and in writing on Moodle) an original individual project related to the course and its objectives. **It must entail an analysis of the entrepreneurial system of a political entity (nation, state or province, municipality), past and/or present (as applicable).** (For hints, see the supplemental readings on reserve.) It may consist of a traditional term paper; written or video blog; video game; survey or experiment (and statistical analysis and write up of results); song or other musical composition, poem, or short story; white paper or policy recommendation; lesson plan; grant or book proposal; book, article, or television review; documentary, movie, play, or script; and/or any other original, creative endeavor approved by the instructor and other students. Students should see the instructor on or before his office hours on Tuesday, 14 February if they have any questions about acceptable project forms or topics.

Mandatory draft S.I.I.P.s are due Thursday, 15 March and will be returned electronically with instructor comments before 26 March (i.e., over Spring Break). Full credit (10%, as below) will be given if the proposal and the draft are submitted on or before the due date and show reasonable effort. Proposals or drafts submitted late or that were obviously dashed off at the last minute will receive no credit (i.e., the student's final grade will be one letter lower – so do it, and do it on time!).

Subsequent drafts are voluntary and will not be graded. They will be accepted and promptly returned with instructor comments through Thursday, 3 May but not thereafter. Why submit a voluntary draft? As detailed below, the final version of the S.I.I.P. -- due at midnight on Thursday, 10 May -- will account for precisely half of the course grade **and must demonstrate mastery of the course and appropriate daily session objectives.** Students should put the appropriate time and effort into the project. There will be no makeups or do overs at the end of the semester *so students should take full advantage of the draft process.*

### **Grading Guidelines:**

Grades will be a function of:

- Attendance (body in class, 100 – no. classes missed<sup>2</sup>): weighted 20%
- Participation (asking relevant questions, offering comments related to the readings in class, and leading classroom discussions when asked): 20%
- S.I.I.P. proposal and mandatory draft: 10%
- S.I.I.P. final: 50%