




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|--------------------|-------------------------------------|-------------|----------|
| Module Title | International Business in Emerging Markets | | | | |
| Module Code | UMSD7W-15-3 | Level | 3 | Version | 1 |
| Owning Faculty | FBL | Field | Strategy and International Business | | |
| Contributes towards | BA (Hons) International Business; BA (Hons) Business and Management | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | | |
| Valid From | September 2012 | | Valid to | | |

| | |
|--------------------------|-------------|
| CAP Approval Date | QMAC Dec 11 |
|--------------------------|-------------|

| Part 2: Learning and Teaching | |
|-------------------------------|---|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> - Critically explain and evaluate the process of political and economic reform in emerging markets (A and B) - Compare the transition/emergence process between countries and regions (A and B) - Explain the linkages between international business and the emergence process (A and B) - Evaluate the importance and impact of MNEs on emerging markets (A and B) - Evaluate business organisation in emerging markets (A and B) - Extract and manipulate data on national economic performance, international trade and Foreign Direct Investment (A and B) - Synthesise and evaluate information and analysis (sometimes contradictory) from multiple sources (A and B) - Debate and defend contentious issues (A and B) - Use the Internet for the capture of statistics and documentation (A and B) - Structure, communicate and defend analysis effectively (orally, visually and in writing) (A and B) - Interpret contested quantitative and qualitative data (A and B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following</p> <ul style="list-style-type: none"> - Participate constructively in groups and value the contribution of others - Take responsibility for personal and professional learning and |

| | development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-----------------------|---|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|--|--|--|--|---|
| Syllabus Outline | <ol style="list-style-type: none"> 1. Introduction. 2. What are emerging markets? 3. Institutions: laws, governance, and culture 4. Mode of Entry 5. Trade 6. FDI strategies 7. Innovation 8. Global Production Networks 9. Latin American Financial Crisis 10. Chinese Stock Market 11. Indian Labour Market 12. African Food Markets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours/Scheduled Hours | <p>Contact time is 3 hours per week.</p> <p>Students can expect direct contact with the module leaders and members of his/her teaching team who have in-depth understanding of the material to be discussed. Academic members combine extensive personal experience in some of the countries in question and through their research on matters directly relevant to the module content itself, students are presented with a rich and intellectually rewarding learning opportunity.</p> <p>In tutorials, through the use of key academic readings and case studies, students will be presented the opportunity to learn alone and in conjunction with other students led by academics.</p> <p>Regular office hours offer students an opportunity to clarify and further explore issues directly related to the material presented in the module and, potentially, further afield.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>This module will be taught by lectures, class exercises and through discussion of case studies.</p> <p>Learning strategy – Students will need to complete the necessary preparatory reading and exercises prior to class, along with studying any set case material (essential reading).</p> <p>On the notional basis of a 10:1 ratio of student study hours to credit value, students should be engaged in the learning process for 150 hours. Of this, 36 hours will take place in lectures and seminars, the remaining will take place outside of these contexts and involve independent learning activities such as essential reading, case study preparation, assignment preparation and completion etc.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="448 1677 1361 2065"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | | | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 | | | | |  |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Number of credits for this module</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 150 | 36 | 114 | 0 | 150 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| | | | |
|--------------------------------------|--|-----|------|
| Total assessment of the module: | | | |
| Written exam assessment percentage | | 50% | |
| Coursework assessment percentage | | 50% | |
| Practical exam assessment percentage | | | |
| | | | 100% |

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.

Students will be directed towards the university study skills website, mySkills, as appropriate. Students will be encouraged to use Blackboard resources referred to in the module handbook. Students are not expected to purchase a core text for this module.

The following list is provided for validation panels/accrediting bodies as an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on what to read will be available via other, more frequently updated mechanisms.

Essential reading

While there is no set textbook, there are some specific books that the students will find of particular value. For an introductory survey to emerging markets students are recommended:

Pelle, S. (2007) *Understanding Emerging Markets: Building Business BRIC by Brick*. London: Sage. [isbn 0761935576].

Further reading

Further reading will be required to ensure students are familiar with current research, classic works and others matters specific to their interests. This reading will be found in the module handbook provided at the outset of the module. One important source of literature is academic journals such as *Harvard Business Review*, *Journal of International Business Studies*, *Journal of World Business*, *Management International Review*, and *Financial Times*. Access to these journals is available through the library and most available electronically.

Indicative Reading List

Dicken, P. (2007) *Global Shift*, fifth edition, London: Sage.
 Enderwick, P. (2007) *Understanding Emerging Markets: China and India*, Routledge.
 Friedman, T. (2000) *The Lexus and the Olive Tree: Understanding Globalization*, Anchor.
 Gilpin, R. (2002) *The Challenge of Global Capitalism: The World Economy in the*

| | |
|--|---|
| | <p>21st Century, Princeton: Princeton University Press</p> <p>Gilpin, R. (2001) <i>Global Political Economy: Understanding the International Economic Order</i>, Princeton: Princeton University Press.</p> <p>Hertz, N. (2001) <i>The Silent Takeover</i>, William Heinemann.</p> <p>Hill, C. (2003) <i>International Business</i>, fourth edition, London: McGraw-Hill.</p> <p>Klein, N. (2001) <i>No Logo</i>, Flaming.</p> <p>Landes, D. (1999) <i>The Wealth and Poverty of Nations</i>, Abacus.</p> <p>Marber, P. (1998) <i>From Third World to World Class</i>. Perseus.</p> <p>O'Rourke's, P.J. (1999) <i>Eat the Rich: A treatise on economics</i>, Picador.</p> <p>Prahalad.C. (2004) <i>The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profit</i>, Wharton School Publishing.</p> <p>Sklair, L. (2002), <i>Globalization: capitalism & its alternatives</i>, Oxford: Oxford University Press.</p> <p>Todaro, M. and Smith, S. (2003). <i>Economic Development</i> eighth edition Addison Wesley.</p> <p>van Agtmael, A. (2007) <i>The Emerging Markets Century: How a New Breed of World-class Companies Is Overtaking the World</i>, Simon & Schuster.</p> <p>Wolf, M. (2005) <i>Why Globalization Works</i>, Yale Nota Bene.</p> |
|--|---|

| |
|---------------------------|
| Part 3: Assessment |
|---------------------------|

| | |
|-----------------------------------|--|
| <p>Assessment Strategy</p> | <p>Controlled Conditions: A written exam (2 hours) has been selected as the preferred means of assessing student depth and breadth of understanding of the material. The primary reason for this is that the module covers a wide scope of theories and case studies. In order to ensure that students have a firm grasp of the topics covered, a written exam is preferred.</p> <p>Coursework: A 2000 word essay is also selected on the grounds that it provides students with an opportunity to delve into a particular aspect of the module in depth. Essays afford students the opportunity to improve their writing skills which is essential for management career progression.</p> |
|-----------------------------------|--|

| | | |
|---|--------------------|-----------|
| Identify final assessment component and element | Component A | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 50% | 50% |

| | |
|--|--------------------------|
| First Sit | |
| Component A (controlled conditions) Description of each element | Element weighting |
| 1. 2 hour exam | 100% |
| Component B Description of each element | Element weighting |
| 1. 2000 word essay | 100% |

| | |
|--|--------------------------|
| Resit (further attendance at taught classes is not required) | |
| Component A (controlled conditions) Description of each element | Element weighting |
| 1. 2 hour exam | 100% |
| Component B Description of each element | Element weighting |
| 1. 2000 word essay | 100% |

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.