

Graduate Council Meeting

October 13, 2009 @ 3 pm

Present: Drs. Sustich, Traylor, Owen, Miao, McDaniel, Armah, Clifft, Jones, Risch and McLean. Also present Ms. Finch and Mr. Scott Chiavacci.

1. New Emphasis Area
Business
MBA-International Business **TABLED**

2. New Courses
Business
IBS 6143 Seminar in International Human Resource Management **TABLED**
IBS 6293 Seminar in International Corporate Social Responsibility **TABLED**
IBS 6323 Emerging Markets **APPROVED**
Radio/Television
RTV 5303 Multimedia Reporting **APPROVED**
RTV 5573 Sportscasting **APPROVED**
Communication Disorders
CD 5873 Research Problems in Communication Disorders **TABLED**

3. GPA requirements for graduation-tabled from September 30. **UPDATE MONTHLY**

4. Accelerated Masters degree-update from committee **UPDATE MONTHLY**

5. Graduate catalog-tabled from September 30-reformatting and cleaning up

6. Thesis/Dissertation title page signatures **TABLED**

New/Special Course Proposal-Bulletin Change Transmittal Form

Graduate Council - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) IBS 6323
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Emerging Markets
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
1. Is this course dual listed (undergraduate/graduate)? No
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No
7. Brief course description (40 words or less) as it should appear in the bulletin. Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions are well-developed. This course is designed to train future managers to successfully recognize and contend with the unique emerging market country environment.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Admission to the MBA program
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses.
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Sarath Nonis, College of Business, Arkansas State University, Box 59, State University, AR 72467; snonis@astate.edu
11. Proposed Starting Term/Year Spring 10
12. Is this course in support of a new program? If yes, what program? Concentration in International Business

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past?

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

By the end of the course, student should be able to...

1. Define the term "institution" and explain how the word has been defined and used in various fields,
2. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,
3. Identify the "ideal" roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,
4. Explain why "sector blurring" often occurs in emerging market countries (e.g., why does the private and/or citizen sector often play the roles and fulfill the functions that the public sector typically performs in a more developed context?),
5. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.),
6. Explain and provide detailed examples of how institutions in emerging market countries both constrain and provide opportunities for organizations and managers,
7. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and
8. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

B. **How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.**

This course supports the mission of the College of Business and the mandate by AACSB to internationalize the Business School curriculum.

C. **Student population served.**
Graduate Business Students

D. **Rationale for the level of the course (lower, upper, or graduate).**

It will be a graduate level course designed solely to provide a course appropriate to the concentration in International Business.

16. **Outline** (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

Week 1 Introduction: Institutions in Emerging Market Countries

1. Anonymous. 2002. "Building Institutions: Complement, Innovate, Connect, and Compete," *Building Institutions for Markets*, Washington, DC: World Bank: pp. 3-27.
2. Prahalad, C.K & Hart, Stuart L. 2002. "The Fortune at the Bottom of the Pyramid," *Strategy+Business* 26: 2-14.
3. Anonymous. 2008. "Constraints Standing in the Way," Pp. 29-37 in *Creating Value For All: Strategies for Doing Business with the Poor*, NY: United Nations Development Program.
4. AUDIO – Listen to 15 February 2008 *Marketplace* segment, "A New Version of Capitalism," here <http://www.npr.org/templates/story/story.php?storyId=19082543>.
5. AUDIO – Listen to 9 January 2003 All Things Considered segment, "Russian Consumers Learn about Credit," here <http://www.npr.org/templates/story/story.php?storyId=911152>.

Week 2 How Historical Legacies Shape Institutions

1. Hausmann, Ricardo. 2001. "Prisoners of Geography." *Foreign Policy* 122 (Jan-Feb): 45-53.

2. Diamond, Jared. 2005. "One Island, Two Peoples, Two Histories: The Dominican Republic and Haiti," (Chapter 11) in *Collapase: How Societies Choose to Fail or Succeed*. New York: Viking Press: pp. 329-357.
3. Fukuyama, Francis. 1995. *Trust: Social Virtues and the Creation of Prosperity*. New York: The Free Press: pp. 61-67 & 83-95.
4. Riddle, Liesl. 2006. "Differences in Values among Managers in the Middle East." Invited contribution to the Women in International Trade quarterly newsletter, <http://www.wiit.org/news/Spring2006/Spring2006.htm>.
5. CASE - Pill, Huw and Courtenay Sprague. 1998. "Uganda and the Washington Consensus," Harvard Business Case 798047: 1-28.

Week 3 Sector Actors: The Roles of the Public, Private, and Third Sector in Emerging Market Countries

1. Visit Foreign Policy's web site on the Failed States index (http://www.foreignpolicy.com/story/cms.php?story_id=3865&page=0). Make sure to scroll through and read all 9 pages of the article.
2. Yergin, Daniel and Stanislaw, Joseph. 2000. "The Commanding Heights: The Battle Between Government and the Marketplace that is Remaking the Modern World," in Frank J. Lechner and John Boli (Eds.) *The Globalization Reader*. NY: Blackwell Publishers: pp. 212-220.
3. Riddle, Liesl and Gillespie, Kate. 2001. "Information Sources for New Ventures in the Turkish Clothing Export Industry," *Small Business Economics Journal* 20: 105-120.
4. Doh, Jonathan P. 2003. "Nongovernmental Organizations, Corporate Strategy, and Public Policy: NGOs as Agents of Change. (Chapter 1) in Teegen, Hildy and Doh, Jonathan P. (Eds.), *Globalization and NGOs: Transforming Business, Government, and Society*. New York: Praeger Publishers, pp. 1-18.
5. Emerson, Jed. 2003. "The Blended Value Proposition: Integrating Social and Financial Returns" *California Management Review* 45(4): 35-51.
6. CASE – Quelch, John A. and Nathalie Laidler. 2003. "BRAC and Aarong Commercial Brands," Harvard Business School Case 9-504-0103: 1-22.*
7. AUDIO - Listen to the August 25, 2006 NPR *Morning Edition* segment, "Business, Politics Merge in Chinese Villages," at: <http://www.npr.org/templates/story/story.php?storyId=5705167>

Week 4 Governance

1. Baruch, Hurd. 1979. "Foreign Corrupt Practices Act," *Harvard Business Review* (Jan-Feb): 1-9.*
2. Rachami, Jawad. 2003. "Institutionalized Corruption: An Instrument of Governance in the Middle East North Africa Region?" Washington, DC: Center for International Private Enterprise. 31 July: 1-5.
3. Saffu, Yaw. 2003. "Who is for a Leadership Code with Teeth?" Washington, DC: Center for International Private Enterprise. 30 August: 1-6.
4. Anonymous. 2002. "Brazilian Boardrooms," *McKinsey Quarterly*, 2:6.
5. Handout. "Who Controls the World's Great Corporations."
6. "Dealing with Bribery and Corruption: A Management Primer" Shell Oil Publication. – *Skim as example of management training material*.
7. MINI-CASE - Barnes, Louis B. and Sukhtian, Muna. 1997. "Khalil Abdo Group," Cambridge: Harvard Business Publishing: 1-6.*
8. CASE - Bodrock, Paul. 2005. "The Shakedown," *Harvard Business Review* 83(3): 31-36.*
9. WEB SITE - Visit Transparency International's web site at <http://www.transparency.org>. Surf the site for information about your assigned country. Where does your country stand on the Bribe Payers' Index? The Corruption Perceptions Index? etc.
10. VIDEO – View October 2005 *Frontline World* video, "Peru –The Curse of Inca Gold," at <http://www.pbs.org/frontlineworld/stories/peru404/>

Week 5 Political & Economic Risk (Setting the Stage Reflection Paper Due)

POLITICAL RISK

1. Bremmer, Ian. 2005. "Managing Risk in an Unstable World," *Harvard Business Review* 83(6): 51-59.*
2. Banerjee, Neela. 1995. "Ben & Jerry's Is Trying to Smooth Out Distribution in Russia as It Expands," *The Wall Street Journal*, 19 September: A18.
3. (SKIM BUT MAKE SURE TO GET THE MAIN IDEA) Melahi, Kamel and Wood, Geoffrey T. 2003. "From Kinship to Trust: Changing Recruitment Practices in Unstable Environments," *International Journal of Cross-Cultural Management* 3(3): 369-382.
4. Sullivan, K. 2002. "Kidnapping is Growth Industry in Mexico," *The Washington Post*, 17 September: A1.
5. WEB SITES - Visit the web site of Control Risks Group International at <http://www.crg.com>. What services does CRG offer? How might these services help foreign investors and local companies mitigate political risk in emerging countries? Does CRG offer services for companies in your assigned country? Check out the Overseas Private Investment Corporation's web site here: <http://www.opic.gov/>. What services do they offer US businesses to protect them from risk in emerging countries?

ECONOMIC RISK

6. Barton, Dominic et al. 2002. "Surviving an Economic Crisis," *McKinsey Quarterly* 4: 48-63.
7. Currie, DM. 2002. "Thailand – 1997" London, Ontario: Ivey Business School Publishing.*

Setting the Stage Reflection Paper Due (COMPLETED BY ALL STUDENTS). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.

Week 6 Human-Capital Risk

1. Amnesty International. 2000. "Amnesty International on Human Rights and Labor Rights" in Frank J. Lechner and John Boli (Eds.) *The Globalization Reader*. New York: Blackwell Publishers, pp. 126-133.
2. Gillespie, Kate. 2004. "Ethical Products," in Kate Gillespie, Jean-Pierre Jeannot & David H. Hennessey (Eds.) *Global Marketing an Interactive Approach*. Boston: Houghton Mifflin, pp. 292-293.
3. Pietra, Rivoli. 2005. "Sisters in Time," in *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Market, Power & Politics of World Trade*. Hoboken, NJ: John Wiley & Sons, pp. 86-107.
4. Brown, Joshua Samuel. 2004. "Confessions of a Sweatshop Monitor," in Jill Esbenshade (Ed.) *Monitoring Sweatshops: Workers, Consumers, and the Global Apparel Industry*. Philadelphia: Temple University Press, pp. 209-213.
5. Huang, Yasheng. 2002. "Note on Conflict Diamonds: Why are Civil Wars Like Diamonds—Forever?" Harvard Business School Publishing Note 9-702-027: 1-7.*
6. CASE - De Bettignies, Henri-Claude; Downey, Liana. 2002. "Mobil in Ache, Indonesia (A)" Harvard Business School Publications Case IB40A: 1-15.*
7. VIDEO – View February 2006 *Frontline World Fellows* video, "Colombia: The Coca-Cola Controversy," at <http://www.pbs.org/frontlineworld/fellows/colombia0106/>

Week 7 Property-Right Risk Topic Reflection #1 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).

1. Li, Shaomin. 2004. "Why is Property Right Protection Lacking in China?: An Institutional Explanation" *California Management Review* 46(3): 100-115.
2. Pomerantz, William. 2004. "Whither Russian Property Rights," Center for International Private Enterprise Feature Report. Washington DC: CIPE: 1-3.
3. De Soto, Hernando. 2000. "The Mystery of Missing Information," (Charts 2.2-2.4) in *The Mystery of Capital*. New York: Perseus Books Group, pp. 22-27. **Note the number of steps required to accomplish each goal stated at the top of each chart; skim the specifics in the charts.
4. Guest, Robert. 2004. "No Title," (Chapter 3) in *The Shackled Continent: Power, Corruption, and African Lives*. Washington: Smithsonian Books, pp. 73-86.
5. Dufield, Graham. 2004. "Does One Size Fit All? The International Patent Regime," *Harvard International Review* 26(2): 50-54.
6. WEB SITE: Read about the TRIPS Agreement on the WTO website. Information can be accessed here: http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm
7. AUDIO - Listen to the August 23, 2006 NPR *Morning Edition* segment, "Chinese Crackdown Fails to Stem Counterfeit Goods," at: <http://www.npr.org/templates/story/story.php?storyId=5693207>
8. CASE - Quelch, John A. 1995. "Astra Sports (A)" Cambridge: Harvard Business School Publishing Case 595007: 1-3.*

Topic Reflection #1 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).

Week 8 Physical and Natural Infrastructure

PHYSICAL INFRASTRUCTURE

1. Kessides, Ioannis N. 2004. *Reforming Infrastructure: Privatization, Regulation, and Competition*. Washington DC: World Bank, pp. 1-27.
2. Gooley, Toby B. 2002. "Stranger in a Strange Land," *Logistics Management and Distribution Report* 41(2): 47-50.
3. Anonymous. 2005. "Calling across the Divide," *Economist*, 10 March.
4. Samor, Geraldo. 2005. "Brazil is Driven to Bad Roads; Austerity to Woo Foreign Investors Hobbles Essential Services," *Wall Street Journal*, 25 May: A10.
5. Listen to the June 9, 2004, *Morning Edition* segment, "Rebuilding Congo's Railroad." Also view the Photo Gallery, showing pictures of the rebuilding effort. Available at <http://www.npr.org/templates/story/story.php?storyId=1950413>.

NATURAL INFRASTRUCTURE

6. Millennium Ecosystems Assessment, 2005. *Ecosystems and Human Well-Being: Opportunities and Challenges for Business and Industry*. World Resources Institute, Washington, DC, pp. 24-29 (REQUIRED) & pp. 1-23 (OPTIONAL).
7. Anonymous. 2004. "Chile Cuts Emissions, Helps Japan, Canada" *ABCNews.com* article, 3 January.
8. AUDIO - Listen to the August 10, 2005 NPR *Morning Edition* segment, "Fisherman, Conservationists at Odds in Galapagos," at: <http://www.npr.org/templates/story/story.php?storyId=4793575>.
9. AUDIO - Listen to the March 28, 2004, NPR *Weekend Edition* segment, "Latin American Cities: Santiago" available at <http://www.npr.org/templates/story/story.php?storyId=1796810>.
10. CASE - Austin, James E. 2004. "Starbucks and Conservation International" Harvard Business School Publishing Case 303055: 1-28.*

Week 9 Commercial Infrastructure Topic Reflection #2 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION)

1. Freedman, Paul L and Click, Reid W. 2006. "Banks That Don't Lend? Unlocking Credit to Spur Growth in Emerging Countries," *Development Policy Review* 24(3): 279-302.
2. Chhetri, Ram B. 1995. "Rotating Credit Associations in Nepal: Dhikuri as Capital, Credit, Saving, and Investment," *Human Organization* 54(4): 449-453.
3. Center for International Private Enterprise. 2006. "Believe in the Poor: The Future of Microfinance," Interview with Santiago Ribadeneira, Executive President of Banco Solidario, August 18, 2006.
4. Chen, Raymond S. 2003. "Development of the Accounting Profession in Taiwan," *Journal of the American Academy of Business* 2(2): 288-292.
5. CASE - Sahlman, William and Roberts, Michael J. 2003. "Endeavor: Determining a Growth Strategy" Harvard Business School Publishing Case 803126: 1-34.*
6. WEB-SITES - View the World Bank's "Doing Business In" interactive map (<http://www.doingbusiness.org/map/>). How does your assigned country measure up on the World Bank's "Doing Business In" survey? Also check out the World Bank's Logistics Performance Index here: <http://www.worldbank.org/lpi>. How does your assigned country fare on this ranking?

Week 10 Social Divisions

1. VIDEO - View October 2003 *Frontline* video, "Rich in Russia," at <http://www.pbs.org/frontlineworld/stories/moscow/index.html>
2. Baser, Didem Dincer; Farrell, Diana; and Meen, David E. 2003. "Turkey's Quest for Stable Growth," *McKinsey Quarterly* (Special Edition): 74-95.
3. Ayyagari, Meghana; Riddle, Liesl. In Review. "Contemporary Cleopatras: The Business Ethics of Egyptian Female Managers" *Middle East Journal*.
4. Tzemach, Gayle. 2007. "Overcoming Obstacles: How Women are Rebuilding Bosnia," Washington, DC: Center for International Private Enterprise. 15 March: 1-8.
5. Green, Matthew. 2005. "Mauritian Hopeful Vows to End 'Tyranny of History,'" *Reuters News* 9 June: 1.
6. Solomon, Jay. 2002. "Muslims, Jews, Rebels Cooperate to Grow Bananas in Philippines," *Wall Street Journal*, 21 March: A1.
7. MINI-CASE - "The Case of the Untouchable Water Carrier." 2002, in Austin and Kohn, *Strategic Management in Emerging Countries*. New York: The Free Press, pp. 563-569.
8. VIDEO - View August 16, 2005 *Frontline World* video, "This Land is Ours: Who Should Own Namibia's Farms," at http://www.pbs.org/frontlineworld/rough/2005/08/this_land_is_ou.html

Week 11 Education & Health Challenges Topic Reflection #3 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).

EDUCATION

1. Robertson, Paul L. 2003. "The Role of Training and Skilled Labor in the Success of SMEs in Emerging Economies," *Education and Training*, 45(8/9): 461-474.
2. Cassidy, Thomas J. 2003. "Education in the Arab States: Preparing to Compete in the Global Economy," in Klaus Schwab & Peter Cornelius (Eds.), *The Arab World Competitiveness Report*. Geneva: World Economic Forum, pp. 218-234.
3. Murray, Sarah. 2004. "Schools on a Mission to Teach," *Financial Times*, 11 December: D1.
4. AUDIO - Listen to the February 22, 2005, NPR *All Things Considered* segment, "Egyptian Graduates Face Dim Job Prospects" available at: <http://www.npr.org/templates/story/story.php?storyId=4508948>

HEALTH

5. Perlman, Daniel, May 2004. "Casting a Wide Net: How NGOs Promote Insecticide-Treated Bed Nets," *USAID Global Development Alliance*, pp. 1-22.
6. Anonymous. 2004. "HIV/AIDS & Work: Global Estimates, Impact, and Response," in *Global Estimates on the Impact of HIV/AIDS on the World of Work*, Geneva: International Labor Organization, pp. 16-28.
7. CASE - Barrett, Diana; Ballou, Daniella. 2003. "Heineken NV: Workplace HIV AIDS Programs in Africa (A)" Harvard Business School Publications Case 303063: 1-14.*

Week 12 Business Groups National Institutional Analysis Outline & Bibliography Due (COMPLETED BY ALL STUDENTS).

1. Khanna, Tarun and Palepu, Krishna G. 1997. "Why a Focused Strategy May be Wrong for Emerging Markets," *Harvard Business Review*, (July-August).*
2. Mahapatra, Rajesh. 2006. "Wal-Mart to Open Retail Stores in India," *Yahoo! News*, November 27, 2006.
3. Gibson, Ken. 2002. A Case for the Family-Owned Conglomerate," *McKinsey Quarterly* 4.
4. CASE- Khanna, Tarun; Palepu, Krishna G.; and Wu, Melito Danielle. 1998. "The House of Tata—1995: The Next Generation (A)," Harvard Business School Case 798037: 1-18.*

5. WEB SITE – Look at the web site of Koç Holding Company, one of the biggest conglomerates in Turkey, here: http://www.koc.com.tr/User/Default.aspx?LANGUAGE_CODE=EN

Week 13 Diaspora Involvement in Economy & Society

1. Riddle, Liesl in-press. "Diasporas: Exploring Their Development Potential" Economic Self-Reliance Review.
2. Migration Remittances, Vol.4, No.5: [Migrant Remittances--NOV 2007.pdf](#) - Please read all articles in the issue.
2. Riddle, Liesl; Brinkerhoff, Jennifer; Nielsen, Tjai. 2008. "Partnering to Beckon Them Home: Public-Sector Innovation for Diaspora Homeland Investment Promotion" Public Administration & Development. 28: 54-66.
4. Michaels, Daniel. 2007. "Growth Market for Airlines: Cheap Travel for Immigrants," *The Wall Street Journal*, 7 March: A1
5. CASE – Marano, Valentina; Riddle, Liesl. 2007. "Investors Without Borders: Diaspora Homeland Economic Contributions through Online Lending," Washington DC: GW-Center for International Business Education and Research Case Collection.
6. CASE – Nielsen, Tjai; Riddle, Liesl. 2007. "IntEnt: Bridging the Divide between Diaspora Investment Interest and Action," Washington DC: GW-Center for International Business Education and Research Case Collection.
7. AUDIO - Listen to five NPR segments, "Global Returns: US Immigrants Giving Back to their Homelands" here: <http://www.npr.org/templates/story/story.php?storyId=5074138>.

Week 14 Social Entrepreneurship & Conclusion Topic Reflection #4 DUE (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION).

1. Bornstein, David. 2004. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford: Oxford University Press, pp. 1-10; 20-39; 126-145; 280-282.
2. WEB SITE – Look at the web site of Ashoka, an NGO that develops and supports social entrepreneurs <http://www.ashoka.org/>. Under "Regions of Work," look to see if Ashoka is operating in your assigned country.
3. Brinkerhoff, Derik W.; Brinkerhoff, Jennifer. 2005. *Working for Change: Making a Career in International Public Service*. West Hartford: Kumarian Press, Pp. 83-136 (two chapters).
4. Anonymous. 2005. "Beyond Grey Pinstripes 2005." World Resources Institute & The Aspen Institute's Business and Society Program.

Week 15 NATIONAL INSTITUTIONAL ANALYSIS PAPER DUE

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Setting the Stage Reflection Paper	20%
Topic Reflection Paper	25%
National Institutional Analysis Report Outline & Bibliography	15%
National Institutional Analysis Report	30%
Participation	10%

More details about each requirement is provided in the attached syllabus

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Required reading

Listed in the Syllabus

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Not at this time

21. What is the primary goal of this course?

To support the concentration in International Business and to prepare students

22. If this proposal is for a general education course, please check the primary goal this course addresses: - NA-

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Emerging a life-long appreciation of the arts and humanities | <input type="checkbox"/> Emerging a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Goal Outcomes

1. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,
2. Identify the "ideal" roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,
3. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.),
4. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and
5. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture, readings, videos, case analyses, etc.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Class participation and completion of individual assignments based on level of quality of output.

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**IBS 6323 (CRN# xxx) EMERGING MARKETS
SPRING 2010**

PROFESSOR:	<u>Sarath Nonis, PhD</u>
OFFICE HOURS:	xx
OFFICE:	BA 402E
PHONE:	870-972-3430
EMAIL:	snonis@astate.edu

CLASS MEETINGS:

LOCATION: BA Room xxx

COURSE DESCRIPTION & OBJECTIVES

The majority of traditional Western business curriculum is founded on theory and research generated in developed countries, where political, economic, legal, and social institutions generally are formalized, well-developed, and stable. This course is designed to fill the gap that often exists between Western business education and managerial practice in developing countries, where institutions are often informal, weakly formalized, in transition—or even non-existent. The historical legacies of developing countries—their political, economic, legal, and social experiences—have given rise to these institutional forms. These institutions shape the strategies that firms employ and the actions that managers take in these environments.

This course is designed to train future managers to successfully recognize and contend with the emerging market country institutional environment. First, the “stage is set” by defining institutions and legacy issues. We will then discuss the roles played in society by the public, private, and third sectors in emerging country institutions. Next, we turn to the managerial challenges posed by the institutional environments of emerging market countries. Specifically we will examine firm strategy and managerial action in response to risk and crisis; weak natural, physical, and commercial infrastructure; and social challenges and social innovations in emerging market countries. We will also address how the institutional environment impacts multinational enterprises and local firms in similar and different ways.

In this intensive seminar, significant student learning is garnered via careful preparation of outside reading materials drawn from a wide variety of academic disciplines, including anthropology, economics, finance, management, marketing, political science, and sociology. The instructor will facilitate in-class discussion and will provide seminar participants with an array of learning exercises including case discussions, role plays, and other experiential exercises to foster the application of course concepts.

COURSE OBJECTIVES

By the end of the course, student should be able to...

1. Define the term “institution” and explain how the word has been defined and used in various fields,
2. Describe how history shapes the scope, nature, and efficacy of institutions in emerging market countries,
3. Identify the “ideal” roles of the public, private, and citizen sectors and the reasons why these sector actors often are weak or fail in emerging market countries,
4. Explain why “sector blurring” often occurs in emerging market countries (e.g., why does the private and/or citizen sector often play the roles and fulfill the functions that the public sector typically performs in a more developed context?),
5. Identify the root institutional causes of the various topics addressed in the course (e.g., governance, political risk, economic risk, etc.),
6. Explain and provide detailed examples of how institutions in emerging market countries both constrain and provide opportunities for organizations and managers,
7. Apply the theoretical concepts discussed in class (e.g., institutional theory) to real problems plaguing organizations and managers operating in emerging market countries through the analysis of data, business cases, and other experiential exercises, and
8. Collect and synthesize secondary data from a wide variety of academic disciplines and media to generate an in-depth written institutional analysis of a particular emerging market country.

REQUIRED MATERIALS

Course materials are available on the class Blackboard web site.

Some class materials will require the student have access to an electronic media player, such as RealPlayer (free download available at <http://www.real.com/>). Make sure you get access to this early in the semester so that you can access the radio and video segments that are required class preparation materials.

COURSE REQUIREMENTS

Setting the Stage Reflection Paper	100 points (20%)
Topic Reflection Paper	125 points (25%)
National Institutional Analysis Report Outline & Bibliography	75 points (15%)
National Institutional Analysis Report	150 points (30%)
Participation	<u>50 points (10%)</u>
TOTAL POSSIBLE POINTS	500 POINTS

OVERVIEW OF COURSE REQUIREMENTS

Managers are able to successfully navigate the challenges and opportunities in emerging market countries if they have an in-depth, multifaceted understanding of the business environment. Three key skills are necessary for achieving this success; they include:

- *Data Collection Skills* – gathering resources from a wide variety of disciplines and perspectives,
- *Data Synthesis Skills* – triangulating and integrating data from diverse resources to generate a coherent and concise description of the business environment, and
- *Application Analytic Skills* – applying knowledge gleaned from data collection and synthesis to real-world business situations and outlining actionable recommendations for managers.

The written assignments in this course offer the student the opportunity to cultivate these important international business skills. The assignments are progressive in nature. The first assignment, the “Setting the Stage Reflection Paper,” allows the student to integrate assigned readings concerning core class concepts. In the second assignment, the “Topic Reflection Paper,” the student applies core class theoretical concepts to a set of readings regarding business-environment challenges in emerging market countries. The final assignments enable the student to comprehensively apply class content to an emerging market country of the student’s choice, creating a national institutional analysis for that country.

Setting the Stage Reflection Paper (20%)

All students are required to submit this assignment. Reflecting on **ALL** of the assigned preparation materials (including readings, cases, web sites, videos, audio segments, and lecture material) regarding institutions, historical legacies, sector actors, and governance issues in emerging countries, students should answer the following questions:

1. What are institutions, and why are they important for emerging countries?
2. How do legacy issues (geographic, political, economic, and social historical experience) shape institutions in emerging market countries?
3. How do legacy issues determine the roles that the public, private, and third sectors play in a emerging market country’s institutional environment?
4. How do legacy issues affect how firms are governed in emerging market countries?

Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be approximately 10 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>).

All reflections should be posted to Blackboard Assignments before class begins on the assignment due date.

Topic Reflection Paper (25%)

Students will be randomly assigned ***ONE OF FOUR*** topic reflections to complete during the first class. Students who add the course after the first class must request a reflection topic assignment from the professor. Students must include responses to each of the questions listed under each reflection assignment. Strong assignments will make at least a brief reference to EACH of the assigned preparation materials (including readings, cases, web sites, videos, audio segments, and lecture material) for the assigned reflection.

Reflection questions are as follows:

Topic Reflection #1:

1. How do institutional weaknesses create or exacerbate political and economic risk in emerging market countries?
2. How do institutional weaknesses create or exacerbate risks to human rights in emerging market countries?
3. How do institutional weaknesses create or exacerbate property right risk in emerging market countries?
4. How can political, economic, human-right, and property-right risks affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Topic Reflection #2:

1. How do institutions cause or exacerbate weak physical infrastructure in emerging market countries?
2. How do institutions cause or exacerbate weak commercial infrastructure in emerging market countries?
3. How do institutions cause or exacerbate weak natural infrastructure in emerging market countries?
4. How can weak physical, commercial, and natural infrastructure affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Topic Reflection #3:

1. How do weak institutions cause or exacerbate social divisions in emerging market countries?
2. How do weak institutions cause or exacerbate education challenges in emerging market countries?
3. How do weak institutions cause or exacerbate health challenges in emerging market countries?
4. How can social divisions and education & health challenges affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Topic Reflection #4:

1. How do business groups fill institutional voids and weaknesses in emerging market countries?
2. How do diaspora groups fill institutional voids and weaknesses in emerging market countries?
3. How do social entrepreneurs fill institutional voids and weaknesses in emerging market countries?
4. How can business groups, the diaspora, and social entrepreneurs affect firm strategies and/or managerial actions in emerging market countries? How do they create opportunities? How do they create threats?

Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be approximately 10 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here <http://owl.english.purdue.edu/owl/resource/560/01/>).

All reflections should be posted to Blackboard Assignments before class begins on the assignment due date.

National Institutional Analysis Paper Outline & Bibliography (15%)

All students are required to submit this assignment. Students select a emerging country at the beginning of the semester (PROFESSOR MUST APPROVE OF COUNTRY SELECTION BEFORE THIS ASSIGNMENT IS BEGUN). First, the student should read the National Institutional Analysis assignment description below and start thinking about the paper. We encourage students to meet with us to discuss this assignment. Our goal is to provide early feedback so that this project will be a rewarding learning experience.

Students collect bibliographical information related to the chosen country and the topics covered in the course. Each reference list should be multi-disciplinary and include the following AT MINIMUM:

- 1 personal interview with a person with expertise on your country
- 10 web sites
- 10 academic journal articles or policy publications (e.g. World Bank, think tank publications, etc).

- 15 business news articles (e.g. from Lexis Nexis, etc.)
- Books, book chapters, video, and NPR segments wherever possible

After reading the collected material, students develop a full-sentence outline of the National Institutional Analysis paper. Outlines should be organized using the following format:

- I. This is the main idea of this major section of the paper.
 - A. This is the main idea of this subsection of the paper.
 1. This is the topic sentence for this paragraph in this subsection.

All outline-bibliographies should be posted to Blackboard Assignments before class begins on the assignment due date.

National Institutional Analysis Report (30%)

All students are required to submit this assignment. Early in the semester, students will select a country that will become the focus of this comprehensive paper. (PROFESSOR MUST APPROVE OF COUNTRY SELECTION BEFORE THIS ASSIGNMENT IS BEGUN). In this assignment, the student examines how the institutional environment of their chosen country has given rise to the particular business-environment challenges we address in the course. Students will discuss how these business-environment challenges might affect firms and managers operating in that environment and outline a series of strategic recommendations for managers.

Every effort should be made to incorporate class concepts into your write-up. Students should think of this assignment as an applied comprehensive final exam. The final paper should be organized into the following five main sections:

- I. **Introduction** – Summarize major course concepts; end with a thesis statement about how weak institutions and legacy issues have given rise to particular business-environment challenges in your assigned country. (approximately ½ page)
- II. **Major Historical Legacies** – Briefly describe the major historical legacies that have affected the development of institutions in your assigned country. (approximately 3 pages)
- III. **Sector Roles** – Briefly describe how historical legacies have affected the relative roles of the public, private, and third sector in your assigned country’s economy and society. (approximately 3 pages)

- IV. **Institutional Analysis**-Explain how institutional weaknesses and legacy issues have given rise to:
- A. (Pick a type of Risk and Crisis from the bulleted topics below – approximately 4 pages)
 - B. (Pick a type of Infrastructure Weakness from the bulleted topics below – approximately 4 pages)
 - C. (Pick a type of Social Challenge from the bulleted topics below – approximately 4 pages)
 - D. (Pick a type of Social Innovation from the bulleted topics below – approximately 4 pages)

<p><u>Risk and Crisis</u></p> <ul style="list-style-type: none"> • Political Risk • Economic Risk • Property-Right Risk • Human-Capital Risk 	<p><u>Infrastructure Weaknesses</u></p> <ul style="list-style-type: none"> • Physical Infrastructure • Natural Infrastructure • Commercial Infrastructure 	<p><u>Social Challenges</u></p> <ul style="list-style-type: none"> • Social Divisions • Education Challenges • Health Challenges 	<p><u>Social Innovations</u></p> <ul style="list-style-type: none"> • Business Groups • Diaspora • Social Entrepreneurship
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- V. **Conclusions & Implications** – Summarize the thesis statement. Provide general recommendations for managers to help them cope with the challenges and leverage the opportunities of your country’s institutional environment. (approximately 5 pages)

Please use 12-point font and double spacing in this assignment. Margins should be no less than one inch on all sides. Assignments should be 25-30 pages in length. All in-text citations should use parenthetical endnotes; a full references list should be attached at the end of the assignment. Use the APA style guide to cite the sources (a good APA online guide can be found here <http://owl.english.purdue.edu/owl/resource/560/01/>).

All papers should be posted to Blackboard Assignments by 12 midnight on the assigned due date.

Participation (10%)

The material presented in this course is additive in nature; each topic builds on the next. To insure that you are building a strong foundation throughout the course, we have very high expectations for your level of preparation for class. You are strongly encouraged to ATTEND ALL CLASSES. You are expected to have done more than just skim the reading for the day. We will call on students to provide an overview summary, critique, or analyze what you have been assigned to read for the day (articles, activities, and/or cases). We will score each of you individually after each class based on your participation for the day.

PROFESSOR'S POLICIES

Academic Integrity. The professor will strictly abide by the academic integrity policies as stated at <http://studentconduct.astate.edu/AcademicIntegrity.html>. Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. **ANY ASSIGNMENT INCLUDING PLAGIARIZED MATERIAL (see Academic Integrity Code for definition) WILL RECEIVE AN F. NO EXCEPTIONS WILL BE MADE.**

Late Assignments. **NO LATE ASSIGNMENTS WILL BE ACCEPTED (NOTE: 5 MINUTES LATE CONSTITUTES A LATE ASSIGNMENT – PLEASE MAKE ARRANGEMENTS TO TURN YOUR ASSIGNMENTS IN BEFORE THE DEADLINE TIME).** If you know you will be absent in class the day an assignment is due, you should plan on doing the work ahead of time and turning in the assignment early via email or fax. **THESE ALTERNATIVE METHODS OF TURNING IN ASSIGNMENTS SHOULD BE DONE BEFORE THE CLASS PERIOD.** Failure to turn in assignments before class will result in a zero for the assignment.

Final Grades. Final grades will reflect the student's total points earned in the course. You will be able to track your points on the Blackboard gradebook. All grades are final. **THERE WILL BE NO EXTRA CREDIT OFFERED IN THIS COURSE.**

Grading Disputes. Mistakes in grading can happen. I will do my best to grade very carefully. However, if you believe that an error has been made in the grading of your work, you should submit a **WRITTEN REQUEST** for a grade change. This report should include a discussion of what you got wrong and why you believe you should have gotten credit for your work. Wherever possible, provide citations from the textbook or lectures. Attach this report to the original copy of your assignment or exam, and turn it in to the professor. I will try to give you a response as soon as possible.

CLASS OUTLINE

DATE	TOPIC	PREPARATION MATERIALS	ASSIGNMENT
SETTING THE STAGE			
Week 1	Introduction: Institutions in Emerging Market Countries	<ol style="list-style-type: none"> 1. Anonymous. 2002. "Building Institutions: Complement, Innovate, Connect, and Compete," <i>Building Institutions for Markets</i>, Washington, DC: World Bank: pp. 3-27. 2. Prahalad, C.K & Hart, Stuart L. 2002. "The Fortune at the Bottom of the Pyramid," <i>Strategy+Business</i> 26: 2-14. 3. Anonymous. 2008. "Constraints Standing in the Way," Pp. 29-37 in <i>Creating Value For All: Strategies for Doing Business with the Poor</i>," NY: United Nations Development Program. 4. AUDIO – Listen to 15 February 2008 <i>Marketplace</i> segment, "A New Version of Capitalism," here http://www.npr.org/templates/story/story.php?storyId=19082543. 5. AUDIO – Listen to 9 January 2003 All Things Considered segment, "Russian Consumers Learn about Credit," here http://www.npr.org/templates/story/story.php?storyId=911152. 	None
Week 2	How Historical Legacies Shape Institutions	<ol style="list-style-type: none"> 1. Hausmann, Ricardo. 2001. "Prisoners of Geography." <i>Foreign Policy</i> 122 (Jan-Feb): 45-53. 2. Diamond, Jared. 2005. "One Island, Two Peoples, Two Histories: The Dominican Republic and Haiti," (Chapter 11) in <i>Collapse: How Societies Choose to Fail or Succeed</i>. New York: Viking Press: pp. 329-357. 3. Fukuyama, Francis. 1995. <i>Trust: Social Virtues and the Creation of Prosperity</i>. New York: The Free Press: pp. 61-67 & 83-95. 4. Riddle, Liesl. 2006. "Differences in Values among Managers in the Middle East." Invited contribution to the Women in International Trade quarterly newsletter, http://www.wiit.org/news/Spring2006/Spring2006.htm. 5. CASE - Pill, Huw and Courtenay Sprague. 1998. "Uganda and the Washington Consensus," Harvard Business Case 798047: 1-28.* 	None
Week 3	Sector Actors: The Roles of the Public, Private, and Third Sector in Emerging Market Countries	<ol style="list-style-type: none"> 1. Visit Foreign Policy's web site on the Failed States index (http://www.foreignpolicy.com/story/cms.php?story_id=3865&page=0). Make sure to scroll through and read all 9 pages of the article. 2. Yergin, Daniel and Stanislaw, Joseph. 2000. "The Commanding Heights: The Battle Between Government and the Marketplace that is Remaking the Modern World," in Frank J. Lechner and John Boli (Eds.) <i>The Globalization Reader</i>. NY: Blackwell Publishers: pp. 212-220. 	None

		<p>3. Riddle, Liesl and Gillespie, Kate. 2001. "Information Sources for New Ventures in the Turkish Clothing Export Industry," <i>Small Business Economics Journal</i> 20: 105-120.</p> <p>4. Doh, Jonathan P. 2003. "Nongovernmental Organizations, Corporate Strategy, and Public Policy: NGOs as Agents of Change. (Chapter 1) in Teegeen, Hildy and Doh, Jonathan P. (Eds.), <i>Globalization and NGOs: Transforming Business, Government, and Society</i>. New York: Praeger Publishers, pp. 1-18.</p> <p>5. Emerson, Jed. 2003. "The Blended Value Proposition: Integrating Social and Financial Returns" <i>California Management Review</i> 45(4): 35-51.</p> <p>6. CASE – Quelch, John A. and Nathalie Laidler. 2003. "BRAC and Aarong Commercial Brands," Harvard Business School Case 9-504-0103: 1-22.*</p> <p>7. AUDIO - Listen to the August 25, 2006 NPR <i>Morning Edition</i> segment, "Business, Politics Merge in Chinese Villages," at: http://www.npr.org/templates/story/story.php?storyId=5705167</p>	
Week 4	Governance	<p>1. Baruch, Hurd. 1979. "Foreign Corrupt Practices Act," <i>Harvard Business Review</i> (Jan-Feb): 1-9.*</p> <p>2. Rachami, Jawad. 2003. "Institutionalized Corruption: An Instrument of Governance in the Middle East North Africa Region?" Washington, DC: Center for International Private Enterprise. 31 July: 1-5.</p> <p>3. Saffu, Yaw. 2003. "Who is for a Leadership Code with Teeth?" Washington, DC: Center for International Private Enterprise. 30 August: 1-6.</p> <p>4. Anonymous. 2002. "Brazilian Boardrooms," <i>McKinsey Quarterly</i>, 2:6.</p> <p>5. Handout. "Who Controls the World's Great Corporations."</p> <p>6. "Dealing with Bribery and Corruption: A Management Primer" Shell Oil Publication. – <i>Skim as example of management training material.</i></p> <p>7. MINI-CASE - Barnes, Louis B. and Sukhtian, Muna. 1997. "Khalil Abdo Group," Cambridge: Harvard Business Publishing: 1-6.*</p> <p>8. CASE - Bodrock, Paul. 2005. "The Shakedown," <i>Harvard Business Review</i> 83(3): 31-36.*</p> <p>9. WEB SITE - Visit Transparency International's web site at http://www.transparency.org. Surf the site for information about your assigned country. Where does your country stand on the Bribe Payers' Index? The Corruption Perceptions Index? etc.</p> <p>10. VIDEO – View October 2005 <i>Frontline World</i> video, "Peru –The Curse of Inca Gold," at http://www.pbs.org/frontlineworld/stories/peru404/</p>	

RISK & CRISIS			
Week 5	Political & Economic Risk	<p><u>POLITICAL RISK</u></p> <p>1. Bremmer, Ian. 2005. "Managing Risk in an Unstable World," <i>Harvard Business Review</i> 83(6): 51-59.*</p> <p>2. Banerjee, Neela. 1995. "Ben & Jerry's Is Trying to Smooth Out Distribution in Russia as It Expands," <i>The Wall Street Journal</i>, 19 September: A18.</p> <p>3. (SKIM BUT MAKE SURE TO GET THE MAIN IDEA) Melahi, Kamel and Wood, Geoffrey T. 2003. "From Kinship to Trust: Changing Recruitment Practices in Unstable Environments," <i>International Journal of Cross-Cultural Management</i> 3(3): 369-382.</p> <p>4. Sullivan, K. 2002. "Kidnapping is Growth Industry in Mexico," <i>The Washington Post</i>, 17 September: A1.</p> <p>5. WEB SITES - Visit the web site of Control Risks Group International at http://www.crg.com. What services does CRG offer? How might these services help foreign investors and local companies mitigate political risk in emerging countries? Does CRG offer services for companies in your assigned country? Check out the Overseas Private Investment Corporation's web site here: http://www.opic.gov/. What services do they offer US businesses to protect them from risk in emerging countries?</p> <p><u>ECONOMIC RISK</u></p> <p>6. Barton, Dominic et al. 2002. "Surviving an Economic Crisis," <i>McKinsey Quarterly</i> 4: 48-63.</p> <p>7. Currie, DM. 2002. "Thailand – 1997" London, Ontario: Ivey Business School Publishing.*</p>	Setting the Stage Reflection Paper Due (COMPLETED BY ALL STUDENTS). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.
Week 6	Human-Capital Risk	<p>1. Amnesty International. 2000. "Amnesty International on Human Rights and Labor Rights" in Frank J. Lechner and John Boli (Eds.) <i>The Globalization Reader</i>. New York: Blackwell Publishers, pp. 126-133.</p> <p>2. Gillespie, Kate. 2004. "Ethical Products," in Kate Gillespie, Jean-Pierre Jeannot & David H. Hennessey (Eds.) <i>Global Marketing an Interactive Approach</i>. Boston: Houghton Mifflin, pp. 292-293.</p> <p>3. Pietra, Rivoli. 2005. "Sisters in Time," in <i>The Travels of a T-Shirt in the Global Economy: An Economist Examines the Market, Power & Politics of World Trade</i>. Hoboken, NJ: John Wiley & Sons, pp. 86-107.</p> <p>4. Brown, Joshua Samuel. 2004. "Confessions of a Sweatshop Monitor," in Jill Esbenshade (Ed.) <i>Monitoring Sweatshops: Workers, Consumers, and the Global Apparel Industry</i>. Philadelphia: Temple University Press, pp. 209-213.</p>	

		<p>5. Huang, Yasheng. 2002. "Note on Conflict Diamonds: Why are Civil Wars Like Diamonds—Forever?" Harvard Business School Publishing Note 9-702-027: 1-7.*</p> <p>6. CASE - De Bettignies, Henri-Claude; Downey, Liana. 2002. "Mobil in Ache, Indonesia (A)" Harvard Business School Publications Case IB40A: 1-15.*</p> <p>7. VIDEO – View February 2006 <i>Frontline World Fellows</i> video, "Colombia: The Coca-Cola Controversy," at http://www.pbs.org/frontlineworld/fellows/colombia0106/</p>	
Week 7	Property-Right Risk	<p>1. Li, Shaomin. 2004. "Why is Property Right Protection Lacking in China?: An Institutional Explanation" <i>California Management Review</i> 46(3): 100-115.</p> <p>2. Pomerantz, William. 2004. "Whither Russian Property Rights," Center for International Private Enterprise Feature Report. Washington DC: CIPE: 1-3.</p> <p>3. De Soto, Hernando. 2000. "The Mystery of Missing Information," (Charts 2.2-2.4) in <i>The Mystery of Capital</i>. New York: Perseus Books Group, pp. 22-27. **Note the number of steps required to accomplish each goal stated at the top of each chart; skim the specifics in the charts.</p> <p>4. Guest, Robert. 2004. "No Title," (Chapter 3) in <i>The Shackled Continent: Power, Corruption, and African Lives</i>. Washington: Smithsonian Books, pp. 73-86.</p> <p>5. Dufield, Graham. 2004. "Does One Size Fit All? The International Patent Regime," <i>Harvard International Review</i> 26(2): 50-54.</p> <p>6. WEB SITE: Read about the TRIPS Agreement on the WTO website. Information can be accessed here: http://www.wto.org/english/thewto_e/whatis_e/tif_e/agrm7_e.htm</p> <p>7. AUDIO - Listen to the August 23, 2006 NPR <i>Morning Edition</i> segment, "Chinese Crackdown Fails to Stem Counterfeit Goods," at: http://www.npr.org/templates/story/story.php?storyId=5693207</p> <p>8. CASE - Quelch, John A. 1995. "Astra Sports (A)" Cambridge: Harvard Business School Publishing Case 595007: 1-3.*</p>	Topic Reflection #1 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.
INFRASTRUCTURE CHALLENGES			
Week 8	Physical and Natural Infrastructure	<p><u>PHYSICAL INFRASTRUCTURE</u></p> <p>1. Kessides, Ioannis N. 2004. <i>Reforming Infrastructure: Privatization, Regulation, and Competition</i>. Washington DC: World Bank, pp. 1-27.</p> <p>2. Gooley, Toby B. 2002. "Stranger in a Strange Land," <i>Logistics Management and Distribution Report</i> 41(2): 47-50.</p> <p>3. Anonymous. 2005. "Calling across the Divide," <i>Economist</i>, 10 March.</p>	None

		<p>4. Samor, Geraldo. 2005. "Brazil is Driven to Bad Roads; Austerity to Woo Foreign Investors Hobbles Essential Services," <i>Wall Street Journal</i>, 25 May: A10.</p> <p>5. Listen to the June 9, 2004, <i>Morning Edition</i> segment, "Rebuilding Congo's Railroad." Also view the Photo Gallery, showing pictures of the rebuilding effort. Available at http://www.npr.org/templates/story/story.php?storyId=1950413.</p> <p><u>NATURAL INFRASTRUCTURE</u></p> <p>6. Millennium Ecosystems Assessment, 2005. <i>Ecosystems and Human Well-Being: Opportunities and Challenges for Business and Industry</i>. World Resources Institute, Washington, DC, pp. 24-29 (REQUIRED) & pp. 1-23 (OPTIONAL).</p> <p>7. Anonymous. 2004. "Chile Cuts Emissions, Helps Japan, Canada" <i>ABCNews.com</i> article, 3 January.</p> <p>8. AUDIO - Listen to the August 10, 2005 NPR <i>Morning Edition</i> segment, "Fisherman, Conservationists at Odds in Galapagos," at: http://www.npr.org/templates/story/story.php?storyId=4793575.</p> <p>9. AUDIO - Listen to the March 28, 2004, NPR <i>Weekend Edition</i> segment, "Latin American Cities: Santiago" available at http://www.npr.org/templates/story/story.php?storyId=1796810.</p> <p>10. CASE - Austin, James E. 2004. "Starbucks and Conservation International" Harvard Business School Publishing Case 303055: 1-28.*</p>	
Week 9	Commercial Infrastructure	<p>1. Freedman, Paul L and Click, Reid W. 2006. "Banks That Don't Lend? Unlocking Credit to Spur Growth in Emerging Countries," <i>Development Policy Review</i> 24(3): 279-302.</p> <p>2. Chhetri, Ram B. 1995. "Rotating Credit Associations in Nepal: Dhikuri as Capital, Credit, Saving, and Investment," <i>Human Organization</i> 54(4): 449-453.</p> <p>3. Center for International Private Enterprise. 2006. "Believe in the Poor: The Future of Microfinance," Interview with Santiago Ribadeneira, Executive President of Banco Solidario, August 18, 2006.</p> <p>4. Chen, Raymond S. 2003. "Development of the Accounting Profession in Taiwan," <i>Journal of the American Academy of Business</i> 2(2): 288-292.</p> <p>5. CASE - Sahlman, William and Roberts, Michael J. 2003. "Endeavor: Determining a Growth Strategy" Harvard Business School Publishing Case 803126: 1-34.*</p> <p>6. WEB-SITES - View the World Bank's "Doing Business In" interactive map (http://www.doingbusiness.org/map/). How does your assigned country measure up on the World Bank's "Doing Business In" survey? Also check out the World Bank's Logistics</p>	Topic Reflection #2 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION) SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.

		Performance Index here: http://www.worldbank.org/pi . How does your assigned country fare on this ranking?	
SOCIAL CHALLENGES			
Week 10	Social Divisions	<p>1. VIDEO - View October 2003 <i>Frontline</i> video, "Rich in Russia," at http://www.pbs.org/frontlineworld/stories/moscow/index.html</p> <p>2. Baser, Didem Dincer; Farrell, Diana; and Meen, David E. 2003. "Turkey's Quest for Stable Growth," <i>McKinsey Quarterly</i> (Special Edition): 74-95.</p> <p>3. Ayyagari, Meghana; Riddle, Liesl. In Review. "Contemporary Cleopatras: The Business Ethics of Egyptian Female Managers" <i>Middle East Journal</i>.</p> <p>4. Tzemach, Gayle. 2007. "Overcoming Obstacles: How Women are Rebuilding Bosnia," Washington, DC: Center for International Private Enterprise. 15 March: 1-8.</p> <p>5. Green, Matthew. 2005. "Mauritian Hopeful Vows to End 'Tyranny of History,'" <i>Reuters News</i> 9 June: 1.</p> <p>6. Solomon, Jay. 2002. "Muslims, Jews, Rebels Cooperate to Grow Bananas in Philippines," <i>Wall Street Journal</i>, 21 March: A1.</p> <p>7. MINI-CASE - "The Case of the Untouchable Water Carrier." 2002, in Austin and Kohn, <i>Strategic Management in Emerging Countries</i>. New York: The Free Press, pp. 563-569.</p> <p>8. VIDEO - View August 16, 2005 <i>Frontline World</i> video, "This Land is Ours: Who Should Own Namibia's Farms," at http://www.pbs.org/frontlineworld/rough/2005/08/this_land_is_ou.html</p>	
Week 11	Education & Health Challenges	<p><u>EDUCATION</u></p> <p>1. Robertson, Paul L. 2003. "The Role of Training and Skilled Labor in the Success of SMEs in Emerging Economies," <i>Education and Training</i>, 45(8/9): 461-474.</p> <p>2. Cassidy, Thomas J. 2003. "Education in the Arab States: Preparing to Compete in the Global Economy," in Klaus Schwab & Peter Cornelius (Eds.), <i>The Arab World Competitiveness Report</i>. Geneva: World Economic Forum, pp. 218-234.</p> <p>3. Murray, Sarah. 2004. "Schools on a Mission to Teach," <i>Financial Times</i>, 11 December: D1.</p> <p>4. AUDIO - Listen to the February 22, 2005, NPR <i>All Things Considered</i> segment, "Egyptian Graduates Face Dim Job Prospects" available at: http://www.npr.org/templates/story/story.php?storyId=4508948</p> <p><u>HEALTH</u></p> <p>5. Perlman, Daniel, May 2004. "Casting a Wide Net: How NGOs Promote Insecticide-Treated</p>	<p>Topic Reflection #3 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.</p>

		<p>Bed Nets," <i>USAID Global Development Alliance</i>, pp. 1-22.</p> <p>6. Anonymous. 2004. "HIV/AIDS & Work: Global Estimates, Impact, and Response," in <i>Global Estimates on the Impact of HIV/AIDS on the World of Work</i>, Geneva: International Labor Organization, pp. 16-28.</p> <p>7. CASE - Barrett, Diana; Ballou, Daniella. 2003. "Heineken NV: Workplace HIV AIDS Programs in Africa (A)" Harvard Business School Publications Case 303063: 1-14.*</p>	
SOCIAL INNOVATIONS			
Week 12	Business Groups	<p>1. Khanna, Tarun and Palepu, Krishna G. 1997. "Why a Focused Strategy May be Wrong for Emerging Markets," <i>Harvard Business Review</i>, (July-August).*</p> <p>2. Mahapatra, Rajesh. 2006. "Wal-Mart to Open Retail Stores in India," <i>Yahoo! News</i>, November 27, 2006.</p> <p>3. Gibson, Ken. 2002. A Case for the Family-Owned Conglomerate," <i>McKinsey Quarterly</i> 4.</p> <p>4. CASE- Khanna, Tarun; Palepu, Krishna G.; and Wu, Melito Danielle. 1998. "The House of Tata—1995: The Next Generation (A)," Harvard Business School Case 798037: 1-18.*</p> <p>5. WEB SITE – Look at the web site of Koç Holding Company, one of the biggest conglomerates in Turkey, here: http://www.koc.com.tr/User/Default.aspx?LANGUAGE_CODE=EN</p>	National Institutional Analysis Outline & Bibliography Due (COMPLETED BY ALL STUDENTS). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.
Week 13	Diaspora Involvement in Economy & Society	<p>1. Riddle, Liesl in-press. "Diasporas: Exploring Their Development Potential" <i>Economic Self-Reliance Review</i>.</p> <p>2. Migration Remittances, Vol.4, No.5: Migrant Remittances--NOV 2007.pdf - Please read all articles in the issue.</p> <p>2. Riddle, Liesl; Brinkerhoff, Jennifer; Nielsen, Tjai. 2008. "Partnering to Beckon Them Home: Public-Sector Innovation for Diaspora Homeland Investment Promotion" <i>Public Administration & Development</i>. 28: 54-66.</p> <p>4. Michaels, Daniel. 2007. "Growth Market for Airlines: Cheap Travel for Immigrants," <i>The Wall Street Journal</i>, 7 March: A1</p> <p>5. CASE – Marano, Valentina; Riddle, Liesl. 2007. "Investors Without Borders: Diaspora Homeland Economic Contributions through Online Lending," Washington DC: GW-Center for International Business Education and Research Case Collection.</p> <p>6. CASE – Nielsen, Tjai; Riddle, Liesl. 2007. "IntEnt: Bridging the Divide between Diaspora Investment Interest and Action," Washington DC: GW-Center for International Business Education and Research Case Collection.</p>	

		7. AUDIO - Listen to five NPR segments, "Global Returns: US Immigrants Giving Back to their Homelands" here: http://www.npr.org/templates/story/story.php?storyId=5074138 .	
Week 14	Social Entrepreneurship & Conclusion	<p>1. Bornstein, David. 2004. <i>How to Change the World: Social Entrepreneurs and the Power of New Ideas</i>. Oxford: Oxford University Press, pp. 1-10; 20-39; 126-145; 280-282.</p> <p>2. WEB SITE – Look at the web site of Ashoka, an NGO that develops and supports social entrepreneurs http://www.ashoka.org/. Under "Regions of Work," look to see if Ashoka is operating in your assigned country.</p> <p>3. Brinkerhoff, Derik W.; Brinkerhoff, Jennifer. 2005. <i>Working for Change: Making a Career in International Public Service</i>. West Hartford: Kumarian Press, Pp. 83-136 (two chapters).</p> <p>4. Anonymous. 2005. "Beyond Grey Pinstripes 2005." World Resources Institute & The Aspen Institute's Business and Society Program.</p>	Topic Reflection #4 (COMPLETED BY ONLY THOSE STUDENTS ASSIGNED THIS REFLECTION). SEE COURSE REQUIREMENTS SECTION ABOVE FOR DETAILS.
Day of Final	NATIONAL INSTITUTIONAL ANALYSIS PAPER DUE	Papers must be submitted to the Assignments section of Blackboard on finals day by 9AM. No late papers will be accepted.	

New/Special Course Proposal-Bulletin Change Transmittal Form

Graduate Curriculum Council - Print 1 copy for signatures and save 1 electronic copy

New Course or **Special Course (Check one box)**

Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RTV 5303
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Multimedia Reporting
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and lab activity
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
5. Is this course dual listed (undergraduate/graduate)? Yes.
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No.
7. Brief course description (40 words or less) as it should appear in the bulletin. Apply the basics of traditional journalism skills in the digital media practice and develop the abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). Prerequisite: Basic computer competency
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Spring
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Po-Lin Pan, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467 870-972-3070 ppan@astate.edu
11. Proposed Starting Term/Year Spring 2010
12. Is this course in support of a new program? If yes, what program?

No.

13. Does this course replace a course being deleted? Yes

b. If yes, what course?
Public Affair Reporting

c. Has this course number been used in the past?
Yes

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Yes. It affects the journalism program. Please contact Dr. Joel Gambill, Chair of Journalism Department

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;
2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;
3. Understand concepts and apply theories in the use and presentation of images and information for the web;
4. Work ethically in pursuit of truth, accuracy, fairness and diversity in a digital environment.
5. Apply tools and technologies appropriate for the digital media professionals in which they work.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) requires accredited programs to provide a curriculum that enables students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

C. Student population served.

Undergraduate and graduate students

D. Rationale for the level of the course (lower, upper, or graduate).

Upper.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

See attached outline.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Exams, essay, and projects.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Examination of existing Web sites. Guest speakers.

19. Required reading

Foust, J. C. (2009). *Online journalism: Principles and practices of news for the web* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

None required.

21. What is the primary goal of this course?

Introduce students the use of the multimedia skills as online reporting tools.

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Develop students' abilities of integrating audio, photographs, graphics and video as multimedia storytelling tools to enrich online news coverage

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lectures, assigned readings, Web examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Essays and multimedia project

Primary Goal Outcome #2: Apply skills using appropriate technologies and design theories for online news reporting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Lectures, assigned readings and examination of online examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Examination of news websites and other class assignments

Primary Goal Outcome #3: Understand the ethical and legal issues as they apply to online news reporting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Assigned reading and case studies.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Written exam.

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

RTV 4303/5303 Multimedia Reporting

Spring 2010

Instructor:

Dr. Po-Lin Pan

Office: Communications 362

Email: ppan@astate.edu

Office Phone:

Office Hours:

9:30am-11:00am, Monday & Wednesday

or By Appointment

Class Time:

TBA

Overview:

This course is designed to help you strengthen your reporting, writing and editing abilities in storytelling for the web, and enable you to combine your traditional media production skills with the digital media tools of the 21st Century. The class will be a hands-on class where you will be using your basic journalism skills as well as learn the basics of integrating audio, photographs, graphics and video to enhance your articles. There will be regular and timely assignments where you will analyze, criticize and discuss current practices of interactive tools on media websites. All students will be required to post their entries on the current issues on blog. The final project will include reporting an online story with picture, audio, or video on the web page you build. Graduate students in this class need to individually review a book that explores the role of digital media in our society and their influences on our everyday life. Finally, graduate students will have an oral as well as written report of their book review in the end of this semester.

Objectives:

1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;
2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;
3. Understand concepts and apply theories in the use and presentation of images and information for the web;

4. Work ethically in pursuit of truth, accuracy, fairness and diversity in a digital environment.
5. Apply tools and technologies appropriate for the digital media professionals in which they work.

Textbooks:

Required Book:

Foust, J. C. (2009). *Online journalism: Principles and practices of news for the web* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

****Additional Readings will be announced and delivered in class or by email.**

Selected Books for Graduate Students:

Barlow, A. (2007). *The rise of the blogosphere*. Westport, CT: Praeger Publishers.

Cooper, S. D. (2006). *Watching the watchdog*. Spokane, WA: Marquette Books.

Gillmor, D. (2004). *We the media: Grassroots journalism by the people for the people*. Sebastopol, CA: O'Reilly Media.

Howard, P. N. & Jones, S. (Eds.). (2004). *Society online: The Internet in context*. Thousand Oak, CA: Sage Publication.

Li, X. (Ed.). (2006). *Internet newspapers: The making of a mainstream medium*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lin, C. A. & Atkin, D. J. (Eds.). (2007). *Communication technology and social change: Theory and implications*. Mahwah, NJ: Lawrence Erlbaum Associates.

Pavlik, J. V. (2008). *Media in the digital age*. New York: Columbia University Press.

Attendance:

A critical component of this course is regular attendance. Thus, after two FREE absences (meaning that they don't count against the final grade), attendance constitutes 10% or 10 POINTS in the final grade. Students are encouraged to save those two free absences for family emergencies or unforeseen events. There are **NO EXCUSED absences in this course**, which means students need not bring doctor's notes and other documentation for their absences.

Grading:

For **Undergraduate Students**, grades in this course will be based on the following grading scale:

90-100	A
80-89	B

70-79	C
60-69	D
Below 60	F

Here's how the points awarded for each element of the final grade will be weighted:

Entries in Digital Media	5
Attendance	10
One-page Resume (HTML File)	10
Two-page Resume with Picture & Links	15
Mid-term Exam	20
Text-only Version of Feature Story	5
Multimedia Project	15
Final Paper: News Website Analysis	20
Total	<u>100</u>

For **Graduate Students**, reviewing a selected book is an additional work.

Additionally, they must individually finish a book review by the Week 13 of the semester, orally report it to us, and submit me at least 5-page written report. The grades will be based on the following grading scale.

108-120	A
96-107	B
84-95	C
72-83	D
Below 72	F

The points will be awarded for each element of the final graded in the following.

Entries in Digital Media	5
One-page Resume (HTML File)	10
Two-page Resume with Picture & Links	15
Mid-term Exam	20
Text-only Version of Feature Story	5
Multimedia Project	15
Book Review Report (Oral and Written)	20
Final Paper: News Website Analysis	20
Total	<u>120</u>

Honesty:

Cheating, plagiarism and falsification represent violations of the fundamental ethic that underlies communication and information profession. Information is expected to be as complete, accurate, fair and original as it is possible for the communication professional to make it. Full credit or attribution will be made for any information or insight that did not originate with the author. Any evidence that this ethic has been violated will be turned over the university for appropriate action. Except for group assignments, where collaboration is required, all assignments should be completed independently

Notice for Students with Special Needs:

Any student who is working with The Office of Disability Services (ODS) and who needs special consideration in assignments should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available to him/her in a format other than a standard printed format—such as Braille or on tape—should also inform the instructor.

Tentative Class Schedule, Readings, and Assignments Due Dates:

WEEK 1:

Introduction to Course & What is Online News?

Assignment Due: Student Profile

**Reading Assignment: OJ, Chapter 1 (pp. 1-17)

WEEK2:

A Brief History of the Internet & Type of Digital Media, Hardware & Software

**Reading Assignment: OJ, Chapter 2 (pp. 19-38)

Assignment Due: Select a book for reviewing (Graduate Students)

WEEK 3:

Characteristics of Online News

**Reading Assignment: OJ, Chapter 4 (pp. 61-82)

Assignment Due: The First Entry in Digital Media

WEEK 4:

Legal and Ethical Issues of Multimedia Storytelling

**Reading Assignment: OJ, Chapter 11 (pp. 217-236)

WEEK 5

An Introduction to Basic HTML and Concepts of CSS

**Reading Assignment: OJ, Chapter 3 (pp. 39-60)

Assignment Due: The Second Entry in Digital Media

WEEK 6

Writing and Editing for the Web

**Reading Assignment: OJ, Chapter 7 (pp. 133-154)

Assignment Due: One-page Resume posted on the website

WEEK 7

Online Reporting Sources & Review for Mid-term Exam

**Reading Assignment: OJ, Chapter 5 (pp. 83-104)

Assignment Due: The Third Entry in Digital Media

WEEK 8

Mid-term Exam

Using Links in Online Stories

**Reading Assignment: OJ, Chapter 6 (pp. 155-170)

Assignment Due: Text-only version of feature story

WEEK 9

Editing Image, Audio and Video for the web

**Reading Assignment: OJ, Chapter 10 (pp.193-215)

WEEK 10

No Class—Spring Break

WEEK 11

An Overview of Web Page Design

**Reading Assignment: OJ, Chapter 6 (pp. 105-132)

Assignment Due: Two-page Resume with Photo posted on the website

WEEK 12

User-Generated Content on the Web

**Reading Assignment: OJ, Chapter 10 (pp. 171-191)

WEEK 13

Workshop on Multimedia Storytelling Project (Informal Class)

Assignment Due: Multimedia Storytelling Project

WEEK 14

Book Review Seminar (Oral Report of Book Review)

****Undergraduate Students are required to attend****

Assignment Due for Graduate Students: Report of Book Review

WEEK 15

Future of Multimedia Storytelling

****Reading Assignment: OJ, Chapter 12 (pp. 239-250)**

Assignment Due: Final Paper—Analysis for News Website

WEEK 16

No Final Exam

Final Grade Reported Online

New/Special Course Proposal-Bulletin Change Transmittal Form

- Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.
 Graduate Council - Print 1 copy for signatures and save 1 electronic copy.

New Course or **Special Course (Check one box)**
 Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.

Department Curriculum Committee Chair	Date	COPE Chair (if applicable)	Date
Department Chair	Date	General Education Committee Chair (if applicable)	Date
College Curriculum Committee Chair	Date	Undergraduate Curriculum Council Chair	Date
College Dean	Date	Graduate Curriculum Committee Chair	Date
		Vice Chancellor for Academic Affairs	Date

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.) RTV 5573
2. Course Title – if title is more than 30 character (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics). Sportscasting
3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one. Lecture and (TBA) Lab
4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)? Standard Letter
1. Is this course dual listed (undergraduate/graduate)? Yes.
6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No.
7. Brief course description (40 words or less) as it should appear in the bulletin. Theory and practical application of sportscasting for radio and television.
8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, they will not be allowed to register). None.
9. Course frequency (e.g. Fall, Spring, Summer, or Demand). Not applicable to Graduate courses. Fall
10. Contact Person (Name, Name of Institution, Address, Email Address, Phone Number) Dr. Osa' Amienyi, ASU Radio-TV Department, P.O. Box 2160, State University, AR 72467 870-972-3070 osami@astate.edu
11. Proposed Starting Term/Year Fall 2010
12. Is this course in support of a new program? If yes, what program?

No

13. Does this course replace a course being deleted? No

b. If yes, what course?

c. Has this course number been used in the past? No

Attach Course Deletion Proposal-Bulletin Change Transmittal Form.

14. Does this course affect another program? If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

No

15. Justification should include:

A. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain).

1. Apply basic numerical and statistical concepts as they relate to sports broadcasting.
2. Understand concepts and apply theories in the use and presentation of sports information to an audience.
3. Conduct research and evaluate information by methods appropriate to the sports communications profession.
4. Apply tools and technologies appropriate for sports communications.

B. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) requires accredited programs to provide a curriculum that enables students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

C. Student population served.

Graduate students

D. Rationale for the level of the course (lower, upper, or graduate).

Graduate.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail as to allow for judgment of the content of the course.)

See attached outline.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Exams, written critiques, practical lab assignments, and projects

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Examination of existing Web sites. Guest speakers.

19. Required reading

Fuller, Linda K. (2008). Sportscasters/Sportscasting: Principles and Practices (1st Ed.). Taylor and Francis. ISBN: 0-7890-1826-8. Other relevant materials available online.

20. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

None required.

21. What is the primary goal of this course?

Theoretical and practical application of sports broadcasting (sportscasting).

22. If this proposal is for a general education course, please check the primary goal this course addresses:

- | | |
|---|---|
| <input type="checkbox"/> Communicating effectively | <input type="checkbox"/> Thinking Critically |
| <input type="checkbox"/> Using mathematics | <input type="checkbox"/> Using Technology |
| <input type="checkbox"/> Understanding global issues | <input type="checkbox"/> Understanding interdependence |
| <input type="checkbox"/> Developing a life-long appreciation of the arts and humanities | <input type="checkbox"/> Developing a strong foundation in the social sciences |
| <input type="checkbox"/> Using science to accomplish common goals | <input type="checkbox"/> Providing foundations necessary to achieve health and wellness |

23. Considering the indicated primary goal, provide up to three outcomes that you expect of students after completion of this course. For example, what will students who meet this goal know or be able to do as a result of this course?

Primary Goal Outcome #1: Apply basic numerical and statistical concepts as they relate to sports broadcasting.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)

Lectures, assigned readings, Web examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Sporting event statistics, recorded sportscasting presentations, and Written Exams

Primary Goal Outcome #2: Understand concepts and apply theories in the use and presentation of sports information to an audience.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Assignments and projects.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Evaluation of assignments and projects.

Primary Goal Outcome #3: Conduct research and evaluate information by methods appropriate to the sports communications profession.

Learning Activity: (For example, what instructional processes do you plan to use to help students reach this outcome?)
Assigned readings and examination of recorded and online examples.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)
Written critiques, recorded sportscasting events, and Written Exams

(Repeat if needed for additional outcomes 2 and 3.)

From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.

To copy from the bulletin:

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the "select" button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on "copy".
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose "paste".
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

RTV 4303/5303 Multimedia Reporting

Spring 2010

Instructor:

Dr. Po-Lin Pan

Office: Communications 362

Email: ppan@astate.edu

Office Phone:

Office Hours:

9:30am-11:00am, Monday & Wednesday

or By Appointment

Class Time:

TBA

Overview:

This course is designed to help you strengthen your reporting, writing and editing abilities in storytelling for the web, and enable you to combine your traditional media production skills with the digital media tools of the 21st Century. The class will be a hands-on class where you will be using your basic journalism skills as well as learn the basics of integrating audio, photographs, graphics and video to enhance your articles. There will be regular and timely assignments where you will analyze, criticize and discuss current practices of interactive tools on media websites. All students will be required to post their entries on the current issues on blog. The final project will include reporting an online story with picture, audio, or video on the web page you build. Graduate students in this class need to individually review a book that explores the role of digital media in our society and their influences on our everyday life. Finally, graduate students will have an oral as well as written report of their book review in the end of this semester.

Objectives:

1. Understand and apply First Amendment principles and the law appropriate to multimedia reporting;
2. Demonstrate an understanding of the history and role of digital media in developing multimedia reporting techniques;
3. Understand concepts and apply theories in the use and presentation of images and information for the web;

4. Work ethically in pursuit of truth, accuracy, fairness and diversity in a digital environment.
5. Apply tools and technologies appropriate for the digital media professionals in which they work.

Textbooks:

Required Book:

Foust, J. C. (2009). *Online journalism: Principles and practices of news for the web* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers.

****Additional Readings will be announced and delivered in class or by email.**

Selected Books for Graduate Students:

Barlow, A. (2007). *The rise of the blogosphere*. Westport, CT: Praeger Publishers.

Cooper, S. D. (2006). *Watching the watchdog*. Spokane, WA: Marquette Books.

Gillmor, D. (2004). *We the media: Grassroots journalism by the people for the people*. Sebastopol, CA: O'Reilly Media.

Howard, P. N. & Jones, S. (Eds.). (2004). *Society online: The Internet in context*. Thousand Oak, CA: Sage Publication.

Li, X. (Ed.). (2006). *Internet newspapers: The making of a mainstream medium*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lin, C. A. & Atkin, D. J. (Eds.). (2007). *Communication technology and social change: Theory and implications*. Mahwah, NJ: Lawrence Erlbaum Associates.

Pavlik, J. V. (2008). *Media in the digital age*. New York: Columbia University Press.

Attendance:

A critical component of this course is regular attendance. Thus, after two FREE absences (meaning that they don't count against the final grade), attendance constitutes 10% or 10 POINTS in the final grade. Students are encouraged to save those two free absences for family emergencies or unforeseen events. There are **NO EXCUSED absences in this course**, which means students need not bring doctor's notes and other documentation for their absences.

Grading:

For **Undergraduate Students**, grades in this course will be based on the following grading scale:

90-100	A
80-89	B

70-79	C
60-69	D
Below 60	F

Here's how the points awarded for each element of the final grade will be weighted:

Entries in Digital Media	5
Attendance	10
One-page Resume (HTML File)	10
Two-page Resume with Picture & Links	15
Mid-term Exam	20
Text-only Version of Feature Story	5
Multimedia Project	15
Final Paper: News Website Analysis	20
Total	<u>100</u>

For **Graduate Students**, reviewing a selected book is an additional work.

Additionally, they must individually finish a book review by the Week 13 of the semester, orally report it to us, and submit me at least 5-page written report. The grades will be based on the following grading scale.

108-120	A
96-107	B
84-95	C
72-83	D
Below 72	F

The points will be awarded for each element of the final graded in the following.

Entries in Digital Media	5
One-page Resume (HTML File)	10
Two-page Resume with Picture & Links	15
Mid-term Exam	20
Text-only Version of Feature Story	5
Multimedia Project	15
Book Review Report (Oral and Written)	20
Final Paper: News Website Analysis	20
Total	<u>120</u>

Honesty:

Cheating, plagiarism and falsification represent violations of the fundamental ethic that underlies communication and information profession. Information is expected to be as complete, accurate, fair and original as it is possible for the communication professional to make it. Full credit or attribution will be made for any information or insight that did not originate with the author. Any evidence that this ethic has been violated will be turned over the university for appropriate action. Except for group assignments, where collaboration is required, all assignments should be completed independently

Notice for Students with Special Needs:

Any student who is working with The Office of Disability Services (ODS) and who needs special consideration in assignments should let the instructor know as soon as possible. Additionally, any student who needs this syllabus and/or other materials made available to him/her in a format other than a standard printed format—such as Braille or on tape—should also inform the instructor.

Tentative Class Schedule, Readings, and Assignments Due Dates:

WEEK 1:

Introduction to Course & What is Online News?

Assignment Due: Student Profile

**Reading Assignment: OJ, Chapter 1 (pp. 1-17)

WEEK2:

A Brief History of the Internet & Type of Digital Media, Hardware & Software

**Reading Assignment: OJ, Chapter 2 (pp. 19-38)

Assignment Due: Select a book for reviewing (Graduate Students)

WEEK 3:

Characteristics of Online News

**Reading Assignment: OJ, Chapter 4 (pp. 61-82)

Assignment Due: The First Entry in Digital Media

WEEK 4:

Legal and Ethical Issues of Multimedia Storytelling

**Reading Assignment: OJ, Chapter 11 (pp. 217-236)

WEEK 5

An Introduction to Basic HTML and Concepts of CSS

**Reading Assignment: OJ, Chapter 3 (pp. 39-60)

Assignment Due: The Second Entry in Digital Media

WEEK 6

Writing and Editing for the Web

**Reading Assignment: OJ, Chapter 7 (pp. 133-154)

Assignment Due: One-page Resume posted on the website

WEEK 7

Online Reporting Sources & Review for Mid-term Exam

**Reading Assignment: OJ, Chapter 5 (pp. 83-104)

Assignment Due: The Third Entry in Digital Media

WEEK 8

Mid-term Exam

Using Links in Online Stories

**Reading Assignment: OJ, Chapter 6 (pp. 155-170)

Assignment Due: Text-only version of feature story

WEEK 9

Editing Image, Audio and Video for the web

**Reading Assignment: OJ, Chapter 10 (pp.193-215)

WEEK 10

No Class—Spring Break

WEEK 11

An Overview of Web Page Design

**Reading Assignment: OJ, Chapter 6 (pp. 105-132)

Assignment Due: Two-page Resume with Photo posted on the website

WEEK 12

User-Generated Content on the Web

**Reading Assignment: OJ, Chapter 10 (pp. 171-191)

WEEK 13

Workshop on Multimedia Storytelling Project (Informal Class)

Assignment Due: Multimedia Storytelling Project

WEEK 14

Book Review Seminar (Oral Report of Book Review)

****Undergraduate Students are required to attend****

Assignment Due for Graduate Students: Report of Book Review

WEEK 15

Future of Multimedia Storytelling

****Reading Assignment: OJ, Chapter 12 (pp. 239-250)**

Assignment Due: Final Paper—Analysis for News Website

WEEK 16

No Final Exam

Final Grade Reported Online