

Note: This is a draft syllabus. Session order, readings, speakers etc. remain subject to change.

Branding the Nation: how do countries market themselves? (GIM Colombia & Cuba 2016)

Winter 2016

Thursday, 6:30 – 9:30 PM

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Course Description and Objectives

In an increasingly globalized world, the importance of managing country reputations and international images has risen exponentially in recent years. More than ever, governments must take pains to message diverse sets of key stakeholder groups –often with contradictory interests--including potential investors and tourists (both foreign and domestic), the global press, bond markets, and international watchdog NGOs, to say nothing of domestic elites and national populations. This course will explore the strategies they use to do so.

A broad array of international examples may be discussed in class within thematic context, or else included in readings, albeit with a particular regional focus on Latin American region (which is, after all, where we will be traveling.) Despite being a diverse region, rich in resources and human capital, many Latin American countries routinely rank near the bottom of the World Bank's Annual Ease of Doing Business Index. Understanding the region will require us to challenge many of the assumptions of a traditional business education in the United States – that markets are free, corruption is minimal, infrastructure extant, and direct government intervention rare – with very different national realities prevalent in an emerging markets context, the same challenges that countries must convince potential investors to face. Indeed for Latin American countries, given history proclivities towards drastic political swings from left to right, these challenges are of particular salience.

Each session will hone in upon a specific messaging challenge or constituency including tourism development, bondholders and equity markets. The classroom experience will include lectures, case studies and interactive exercises, as well as drawing upon the unique perspectives and applied experiences of world class guest speakers from across the globe.

The travel portion of the course will immerse students into two very different national arenas. Colombia is a country that has managed, despite numerous internal problems, to reinvent itself globally: from its Escobar era nadir as practically a failed narco-state into a tourism and investment powerhouse. Meanwhile, Cuba today, is potentially poised on the brink of global integration and attempting to define itself within the global community following decades of political and market isolation.

Attendance Policy

Due to the nature of the GIM program, attendance for all GIM classes is mandatory as is participation in the two-week field trip. Attendance on the first day of class is also mandatory. If a student misses more than one class throughout the term, one letter grade will be deducted from his or her final grade. Individual exceptions may be made in cases of extreme circumstances, subject to professorial approval.

Note on Participation

This course utilizes the case method and practical examples of real situations will be discussed each week. For students to benefit from the course, they must prepare thoroughly for, and actively participate in, each class. Class participation and contribution represent an important part of the grade and each student should aim to make at least one substantive contribution for each class.

10% of overall grades will likewise be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. In order to achieve a high grade, students are expected not only to attend all plenary meetings but also to actively engage during those meetings as well as all other learning opportunities in the host country.

The class participation grade will reflect the timeliness of email responses, and class polls or responses, as well as punctuality to meetings with faculty or advisors.

Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Christine Dunn, who is the GIM program manager at Kellogg. The in-country advisor is the faculty member's representative while in-country. Among other logistical roles during the trip, she will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of the students' overall grade.

Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

Course Materials

Required reading materials:

GIM Branding the Nation Course Pack.

Tentative Guest Speakers:

Tomas Bilbao, Director of the Cuba Study Group

Dennis Chookaszian, UChicago Booth Corporate Governance Professor, International Investor, former CEO of CNA

Course Schedule and Assignments

Session 1	January 7, 2016
<i>Topics:</i>	Introduction to GIM and thematic overview:
<i>Speaker:</i>	
<i>Assignments:</i>	<p><u>Readings:</u> CFR Report: Nation Branding Explained http://www.cfr.org/diplomacy-and-statecraft/nation-branding-explained/p14776</p> <p>The Economist: Guide to Emerging Markets pp. 120-124, 200-209</p> <p>CSM: Rebranding 'Hotel Rwanda' into tourist destination, 1/27/2012</p>

Week 2	January 21, 2016
<i>Topics:</i>	History in context – Cuba, Colombia and the Latin American Region
<i>Speaker:</i>	
<i>Assignments:</i>	<p><u>Readings:</u> PDM: 2014 FIFA World Cup and 2016 Olympic Games: Brazil’s Strategy ‘to Win Hearts and minds’ Through Sports and Football</p> <p>Latin America’s Cold War, Hal Brand, Chapter 1: Convergent Conflicts</p>

	<p>Robert Kaplan - The Revenge of Geography pp. 29-30, 91-95</p> <p>“La United Fruit”, Pablo Neruda (available in English, Spanish)</p> <p>Wall Street Journal, Mexico Strains to Lure World’s Oil Giants - 2/29/15</p> <p>World Bank Report: The Impact of Intel in Costa Rica</p>
<i>Additional:</i>	All project teams meet with faculty to discuss project proposals

Week 3	January 28, 2016
<i>Topics:</i>	Ease of Doing Business, Tourism and FDI
<i>Speaker:</i>	Commissioner Guillermo Zúñiga Martínez - Mexico’s chief energy regulator.\
<i>Assignments:</i>	<p><u>Readings:</u></p> <p>Jorge Dominguez, Harvard Business Review, What you might not know about the Cuban Economy</p> <p>China and the Commodity Boom, K. Gallagher, PERI Report, 2009</p> <p>Intel Outside, The Economist, 4/19/2014</p> <p><u>Case Study:</u> HBS: Incredible India: Evolution of Brand India</p> <p><i>Project proposals and Background Research Review due</i></p>

Week 4	February 4, 2016
<i>Topics:</i>	Propaganda: Foreign and Domestic
<i>Speaker:</i>	Christian Caryl, Senior Fellow at Legatum Institute, Contributing Editor at Foreign Policy Magazine and Former Bureau Chief for Newsweek in USSR
<i>Assignments:</i>	<p><u>Readings:</u></p> <p>Legatum Institute Propaganda Report 2015</p> <p>Christian Caryl, Strange Rebels, Chapter 24: Socialism with Chinese Characteristics</p> <p>Adam Przeworski, Democracy and Economic Development, in Political Science and the Public Interest Journal</p> <p><u>Case Study</u></p>

Week 5	February 11, 2016
<i>Topics:</i>	Risks and rewards: bond markets, international credit and investor protections
<i>Speaker:</i>	Tom Ginsburg, Leo Spitz Professor of International Law, University of Chicago
<i>Assignments:</i>	<p>Argentina's Rational Default, Dan Rosenheck, the New Yorker, August 2014</p> <p>Bretton Woods report: ICSID and Latin America, December 2013 http://www.brettonwoodsproject.org/wp-content/uploads/2013/12/At-Issue-ICSID.pdf</p> <p>National Bureau of Economic Research Report: Country Histories on Debt Default and Financial Crises</p> <p><u>Case study:</u> Barber of Buenos Aires: Argentina's Debt Renegotiation</p>

Week 6	February 18, 2016
<i>Topics:</i>	Exporting THE National Brand and national brands
<i>Speaker:</i>	Adam Hitchcock, Managing Director at Guggenheim Partners, Former chief of staff at the Council of Economic Advisers
<i>Assignments:</i>	<p><u>Readings:</u> LAN: When One Business, Model Isn't Enough</p> <p>Tyler Cowen, Some Countries Remain Resistant to American Cultural Exports, NYT 2/22/2007</p> <p>Bloomberg: Juan Valdez Goes After Starbucks With New Cafes in Florida</p> <p>South Korean Cultural diplomacy and Efforts to Promote the RoK's Brand Image in the United: SAIS</p> <p>India wants to turn 25 million in the diaspora into global ambassadors, Washington Post, 2/18/2015</p>
<i>Additional:</i>	<i>In-Country Plan due</i> , all project teams meet with faculty to discuss in-country plan

Week 7	February 25, 2016
<i>Topics:</i>	Promoting innovation and investment
<i>Speaker:</i>	Nicolas Shea, founder, Startup Chile
<i>Assignments:</i>	<u>Readings:</u>

	<p>Samba in the valley, Belo Horizonte, The Economist, 20 Apr. 2013</p> <p>The Lure of Chilecon Valley, The Economist, 13 Oct. 2012</p> <p>Daniel Lansberg-Rodriguez, Financial Times, Latin America swaps its populists for apparatchiks, 8/19/2014</p> <p>Innovation and Productivity: Evidence from Six Latin American Countries, Gustavo Crespi, Pluvia Zuñiga, InterAmerican Development Bank Report, 2012</p> <p>Intel Outside, The Economist,</p> <p><u>Case study:</u> HBS: Startup Chile 2012</p>
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Week 8	March 3, 2015
<i>Topics:</i>	How do countries win over foreign businesses? Deep dives Colombia and Cuba.
<i>Speaker:</i>	Thomas Bilbao
<i>Assignments:</i>	<p><u>Readings:</u></p> <p>Cuba Study Group Report: Supplying Growth: Purchasing Challenges and Opportunities for Cuban Entrepreneurs</p> <p>Richard Feinberg, Cuba’s Foreign Investment Invitation: Insights into Internal Struggles, Brookings report available here</p> <p>Control Risks Report: Colombia’s Lasting Burden of a Bad Reputation</p> <p>The Economist special report: Colombia, Half way to Success</p> <p><i>All project teams meet with faculty to discuss final presentations and reports.</i></p>

Week 9	
<i>Topics:</i>	Final Presentations and Conclusions
<i>Speaker:</i>	
<i>Assignments:</i>	Final project presentations; written report and peer evaluations due to faculty at 6 PM

Assessment

Research Project	70%
Background Report and in-Country Research Plan	10%
Map assignments	10%
In-Class Presentation	20%
Written Report	20%
Peer Evaluation	10% (optional)
Participation	30%
In-Class Participation (attendance, discussion, engagement)	20%
In-Country Participation (plenary meetings; determined by GIM advisor)	10%

Map Assignments

Most weeks, each student group will be given a printout of an un-keyed colored map and challenged to discern what it is that the map is showing. The goal will be to challenge students on both their internet research skills, global knowledge and creativity. Unsuccessful guesses will receive half credit, provided they are well thought out and explained, and bonus points will be awarded successfully discerning the map's meaning while adjusting for difficulty -- the fewer the groups who guess correctly, the greater the prize.

GIM Research Project

The core of the GIM class is an independent research project. Groups of 4 to 6 students will select an international business, economic or management issue to study in depth. The students begin secondary research after week 2, incorporating perspectives from the class readings and speakers, and spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field.

Students must conduct interviews for their projects in every city that they visit throughout the trip.

Research Topics

Student teams typically develop their own research project, though they refine their topics with the help and advice of their faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research questions. Weak GIM projects have often been lengthy and unfocused industry descriptions, e.g., "An Overview of the Brazilian Beverage Industry," or "Challenges and Opportunities in Japanese Real Estate."

Project Report Structure

Results of the research must be presented in a report of approximately 20-25 pages in length before

exhibits. Students, in consultation with their professor, may choose from the following report formats:

- A targeted reputation management plan presented the government of a country of your choice.
- A simulated boardroom pitch for a company looking to enter the market in a country or industry of your choice.
- A simulated boardroom pitch to a company looking to market a foreign product of your choice in one of the countries we visit.

Project Deliverables

- **Research Project Proposal** – Each project group will submit a 2-page description of their proposed research topic, including:
 - A description of the specific and focused research queries to be addressed
 - Description of the topic's importance, timeliness, economic, or social significance
 - Identification of possible in-country visits with companies, governmental agencies, NGOs, etc.
- **Background Research Review** – Before departing for the in-country portion of the class, each project team must submit a review examining secondary information relevant to its research topic. This review may serve as a first draft of the background section of the final project report.
- **In-Country Plan** – This is a detailed matrix of five or more investigative research meetings arranged in country. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **In-Class Presentation** – During the final class, each project group will make a presentation in class summarizing their research findings. The purpose of this deliverable is to allow faculty members and students to learn about and provide feedback on the project groups' final findings. It is suggested that each team be given 15 minutes to present and 5 minutes for audience questions and suggestions. Presentations will be assessed and graded by peers on a series of specific rubrics, and the class response to each presentations will be taken into account for grading.
- **Written Report** – The final report, maximum 20 pages, before exhibits and appendices, should be prepared according to one of the formats discussed above. In addition to turning in their papers to their professors, students should submit an electronic copy to the Global Programs Office on the agreed upon date.

- **Peer Evaluation** –Each group can choose among the following options:
 - 1) *The Neoliberal Option*: Each member within the IPG will assess every other member's contributions to the project, including their own, with a confidential peer review form that takes into account each member's intellectual contribution, initiative and organization, workload contribution and overall contribution.
 - 2) *The Socialist Option*: Peer reviews will be submitted but will not affect individual grading.
 - Choose your path...

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