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GIM Branding the Nation Syllabus

Draft Syllabus (as of 9/15/19)

Winter 2020

Saturdays: 1/11, 2/15, 2/29

10:00 AM-1:00 PM and 3:00 PM-6:00 PM

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GIM Program Purpose and Objectives

GIM Purpose:

- For students to develop a foundation of knowledge about global sectors and economies through classroom learning and in-country immersion.

GIM Objectives:

- To gain a foundational understanding of the macroeconomic trends, politics, history and culture of a country or region outside the United States.
- To experience firsthand through meetings with government officials and company representatives the economic ecosystems, business practices, market dynamics, and future opportunities and challenges of a particular country or region.
- To understand the framework of a particular business topic or issue through the lens of a specific country or region, including any challenges, opportunities, and strategies used to address it, and then apply the framework to other countries and regions throughout the world.
- To develop the skills necessary to collaborate with peers on a project that analyzes and proposes solutions to a particular problem within a sector of industry, including the skills required to set up and conduct independent business meetings abroad.

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Course Description and Objectives

In an increasingly globalized world, the importance of managing country reputations and international image has risen exponentially for world leaders. More than ever, governments take pains to control messaging toward diverse stakeholder groups including potential investors and tourists, the global press, bondholders, multinationals and international watchdog NGOs, to say nothing of domestic elites and national populations. This course will explore the sometimes tangled dynamic between governments and the private sector (particularly within emerging markets), with an eye towards better understanding the geopolitical and macroeconomic risks facing entrepreneurs and investors. A deeper understanding of the most salient country risks and of how local governments market around them -- what do they share? what do they spin? what do they hide? (and why?) -- will prepare students embarking on a career in international business or entrepreneurship, marketing, tourism, consulting or investment, to better discern the risks and rewards, and to better straddle the chasm between how countries present themselves and how they function in practice.

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. Better understanding the region will require us to challenge many of the contextual assumptions of business

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education in the United States, which has tended to focus on best practices for markets that are relatively free, where corruption is comparatively minimal, infrastructure extant, and direct government interventions are rare. Given 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 and back, these challenges are of particular salience.

The classroom experience in Branding the Nation 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 first two class sessions will usually not have guest speakers, but most or all of the latter ones will. In past years, this course's guest lecturers and plenary meeting speakers have included former and sitting heads of state, ministers, diplomats, celebrated authors and journalists, as well as founders and C-suite officers of marquee national and multinational companies.

While Latin America be a key area of focus for this course, a broad array of international examples from Europe, Asia and Africa will be discussed in class and included in readings for comparative and illustrative purposes and within thematic context.

This class offers Kellogg students unique access and networking opportunities to the highest levels of business and government in Latin America as well as an opportunity to strengthen their own global networks in the LatAm region (and elsewhere).

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The travel portion of the course will immerse students into two very different national arenas:

- 1) **Colombia** (Bogota) is a country that micromanages its international reputation like few others, and its rehabilitation of its international image over the past three decades – from its Escobar-era nadir, when it was essentially a failed state, into a tourism, innovation and investment powerhouse today— has been nothing short of remarkable. Culturally vibrant (a longstanding leader in Hispanic music, art and literature) but cursed with a tricky geography and entrenched social inequalities, it has established itself as a bastion of measured pro-market conservatism in a famously difficult region. Today it finds itself under threat from multiple sides: including a weakening currency, a teetering peace with its Marxist insurgency, and an unprecedented refugee crisis from neighboring Venezuela.
- 2) **Second Country**--TBD

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Attendance Policy

Due to the nature of the GIM program, attendance for all GIM classes is mandatory, as is participation in the 10--day 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. Exceptions may be made by the faculty member in cases of extreme circumstances.

Role of the In-Country Advisor

Throughout your GIM trip, you will be accompanied by an in-country advisor, Christine Post, who is a staff member at Kellogg. The in-country advisor is responsible for the integrity and quality of the in-country experience. 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.

Accommodations

Kellogg Academic Advisors and the Student Life Office work with students with disabilities to ensure that they receive the resources and assistance that they need. These offices contact the faculty member for each class in which a student is enrolled to make sure that the student receives the required accommodations. Please contact your Academic Advisor or the Student Life Office with any questions and to discuss how accommodations can best be implemented throughout the course.

Course Materials

GIM Branding the Nation Course Pack

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Course Schedule and Assignments

11 Jan - AM	
<i>Topics:</i>	<i>Thematic overview: Nation branding</i>
<i>Assignments:</i>	<p><u>Individual Assignment:</u> Complete GIM Nation Branding pre-class survey prior to 12PM on Friday, January 10</p> <p>Assigned readings:</p> <p>Foreign Affairs: The Rise of the Brand State, Peter van Ham, September 1, 2001</p> <p>CFR Report: Nation Branding Explained</p> <p>The Atlantic, Daniel Lansberg-Rodríguez, The Key Thing Missing from Narcos, 11/9/2015</p> <p>Case Study I: COUNTERFEITING THE NATION? Skopje 2014 and the Politics of Nation Branding in Macedonia</p> <p>Case Study II: Spain - a success story of Country Branding</p>

11 Jan - PM	
<i>Topics:</i>	<p><i>It's a rough neighborhood...</i></p> <p>LatAm history in context; Regional Macroeconomic and political cycles, The role and makeup of private sectors in emerging markets Local vs. international comparative advantage</p> <p>IPG project discussion</p>

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<i>Assignments:</i>	<p>Assigned readings:</p> <p>Review current EIU reports on Venezuela, Colombia, Ecuador, Brazil, Argentina and Mexico</p> <p>Peter Zeihan, The Accidental Superpower – pp. TBD</p> <p>Henry Kissinger, World Order – pp. TBD</p> <p>Gallup, Gavia & Lora, Is Geography Destiny? Lessons from Latin America</p> <p>“La United Fruit”, Pablo Neruda (available in English, Spanish)</p> <p>Recommended readings:</p> <p>Richard Graham, Independence in Latin America: Contrasts and Comparisons, Third edition, 2013, Chapters 1-2</p> <p>Michael Reid, Brazil: The Troubled Rise of a Global Power, 2014, Chapter 1</p>
<i>Additional:</i>	Optional meeting times with professor to discuss projects following the end of session 2.

15 Feb - AM	
Topics:	<p>Promoting tourism</p> <p>Human capital development</p> <p>Leveraging diasporas</p> <p>Security</p> <p>Culture</p>
Speaker:	TBD
Assignments:	<p>Project Proposals due by class time</p> <p>Tyler Cowen, Some Countries Remain Resistant to American Cultural Exports, NYT, February 22, 2007</p> <p>Assigned readings:</p> <p>Visitors Wanted Now, Christian Caryl, Newsweek, October 3, 2007</p>

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	<p>Ruchir Sharma, The Rise and Fall of Nations, Chapter 3, pp 95-131</p> <p>World Economic Forum: Insight Report, The Travel & Tourism Competitiveness Report 2017 – students should read entries for Brazil and Argentina as well as pages 1-33. Chapters 1.2, 1.3, 1.4, and 2.1 should be divided among individual group members and discussed by the group prior to class time.</p> <p><u>Case Study:</u> Incredible India: Evolution of Brand India (HBS)</p>
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15 Feb - PM	
<i>Topics:</i>	<p>Colombia deep dive</p> <p>Diplomacy Celebrity and sports diplomacy Protecting and exporting the National Brand “National Champions” Infrastructure, development and public private partnerships</p>
<i>Speaker:</i>	TBD
<i>Assignments:</i>	<p>LAN: When One Business, Model Isn’t Enough, Harvard Business Review, January 2012</p> <p>PDM: 2014 FIFA World Cup and 2016 Olympic Games: Brazil’s Strategy ‘to Win Hearts and Minds’ Through Sports and Football</p> <p>Juan Valdez Goes After Starbucks With New Cafes in Florida, Bloomberg News, July 21, 2014</p> <p>Christian Science Monitor: Rebranding 'Hotel Rwanda' into tourist destination, January 27, 2012</p> <p>South Korean Cultural diplomacy and Efforts to Promote the RoK’s Brand Image in the United States: Stanford Journal of East Asian Affairs, 2011, 124-134</p> <p>Recommended readings:</p> <p>William Shirer, Berlin Diary</p>

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Individual branding assignment (two slides) due 11PM (CST) February 22th

29 Feb - AM	
<i>Topics:</i>	<p>Deep Dive: TBD</p> <p>Risks & Rewards: capital and equity markets, sovereign and country risks</p> <p>industrial policy</p> <p>Lying with statistics</p> <p>Local business and investor cultures</p> <p>Investor incentives</p>
<i>Speaker:</i>	TBD
<i>Assignments:</i>	<p>Assigned readings:</p> <p><u>Case study:</u></p> <p>The Barber of Buenos Aires: Argentina's Debt Renegotiation (HBS)</p> <p>Don't Lie to me Argentina (Economist)</p> <p>Lies, Damn Lies and GDP (Guardian)</p> <p>China's economic Growth looks strong. Maybe too strong. (NYT)</p> <p>Wall Street Journal, Mexico Strains to Lure World's Oil Giants – February 29, 2015</p> <p>World Bank Report, The Impact of Intel in Costa Rica</p> <p>Intel Outside, The Economist, April 19, 2014</p> <p>Argentina's Rational Default, Dan Rosenheck, the New Yorker, August 2014</p> <p>Reversal of Fortune, Patrick Keene, New Yorker, January 2012</p> <p>Bretton Woods report: ICSID and Latin America, December 2013</p> <p>Recommended readings:</p> <p>Reinhart, C. M., & Rogoff, K. (2009). This Time is Different: Eight Centuries of Financial Folly. Princeton, NJ: Princeton University Press.</p> <p>National Bureau of Economic Research Report: Country Histories on Debt</p>

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	Default and Financial Crises
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Background Research Review due 11PM (CST) on February 27th

29 Feb - PM	
<i>Topics:</i>	The trouble with rankings Ease of Doing Business Propaganda foreign and domestic Traditional and alternative media Transnational currencies and regional political clubs Innovation Trip discussion
<i>Speaker:</i>	TBD
<i>Assignments:</i>	Review the Anholt-GfK Roper Nation Brands rankings Review the Futurebrand Rankings Review Ease of Doing Business Index 2019 Legatum Institute Propaganda Report 2015 Peter Pomeranzen, Nothing Is True and Everything Is Possible: The Surreal Heart of the New Russia (excerpt)

Finalized in-country research plan due 11PM (CST) March 15th

In-Country Field Research - March 18 th – March 26 th

Week 9	[tentative date 4/11/20 9:30-12:30]
<i>Topics:</i>	Debrief of In-Country Experience; IPG presentations

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<i>Speaker:</i>	TBD
<i>Assignments:</i>	Final project presentations; written report, peer evaluations, and IPG database google sheet information due at 9 AM

In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 10% of your overall grade will 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 to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

Assessment

Individual Assignments	20%
Weekly Map Assignments (in toto)	10%
Individual Branding Assignment	10%
Research Project	50%
Background Research Review	5%
In-Country Research Plan	5%
In-Class Presentation	20%
Written Report	10%
Peer Evaluation	7%
IPG Database Google Sheet	3%
Participation	30%
In-Class Participation (attendance, discussion, engagement)	20%
In-Country Participation (plenary meeting participation, student role, overall participation; determined by GIM advisor)	10%

Individual Assignments

Map Assignments

In each class, students will receive printouts of an un-keyed colored map (one for each of the weeks until our next session) 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 partial credit, provided they are well thought out and the logic behind them is explained (1-4 sentences) , and bonus points will be awarded successfully discerning the map's meaning while adjusting for difficulty – so the fewer the groups who guess correctly, the greater the prize.

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Individual Branding Assignment

In session four, students will be randomly assigned a country or state from the session 1 survey and prepare two PPT slides for submission. The first should be an original nation branding advertisement, the second should explain briefly the reasoning behind the advertisement (what they hope to communicate, to whom, and why.) Slides will be due via email by 11PM (CST) on February 20th.

GIM Research Project (IPG)

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 on which to study in depth and present. The students begin secondary research at the start of the course, incorporating perspectives from the class readings and speakers. They will also spend considerable time in-country speaking with resident experts, gathering local data, and testing their hypotheses and recommendations in the field. In general, the project should be based on original research that contributes to an intellectual body of work but also strives to have practical applications for the market.

*(Students must schedule **five to seven** IPG meetings throughout their trip with **at least** one meeting in two of the three locations we will be visiting.)*

Research Topics

Before the term begins, the faculty will send out a google sheet with a list of broad topics or industries wherein students can then rank their preferences. The faculty will then assign students to groups based on topic interest which the students will then refine throughout the term with the help and advice of their faculty member. Good GIM projects are generally built around interesting, clear, and relatively narrow research topics. Some titles from successful projects from recent years have included “How Uniqlo’s Brand Positioning and Marketing Strategy Allow the Company to Thrive in China’s Fast Fashion Market” and “Expanding Wine Sales to Middle-Class Brazilians: A Proposal to Concha Y Toro.” Weak GIM projects often have excessively broad or unfocused topics such as “An Overview of the Brazilian Beverage Industry.”

Project Report Structure

Final reports should be at least fifteen pages in length, excluding exhibits. Groups may choose from the following report formats:

- Traditional analytical research paper – A research question is described; competing answers to the question are discussed; evidence collected on the trip is used to argue for or against the alternative answers.
- Industry analysis – A particular industry is surveyed in order to examine a narrowly focused, well-defined topic pertaining to the competitive dynamics of the industry. An example would be

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an analysis of a market entry opportunity presented to a foreign multinational.

- **Business recommendation report** – A consulting report recommending specific strategic, operational and organizational actions to solving a clearly defined business issue (e.g.: strategies for overcoming cold-chain logistics and distribution challenges in India.).
- **Business or industry case study** – A case for eventual classroom use developed with a clear underlying business question in mind. Teams pursuing this option are encouraged to work with Case Publishing before and after the trip to ensure a high-quality product that may eventually be used in the classroom.

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 narrowly-focused research question(s) 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** – Each project team will 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 (a time period that may include audience questions.)
- **Written Report** – The final report, maximum 10 pages long before exhibits and appendices, prepared according to one of the formats discussed above.
- **Peer Evaluation** – Each member within the project group will assess every other member's

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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.

- **IPG Database Google Sheet** – Maintained by the Global Programs' Office, the IPG Database Google Sheet serves as a repository for IPG contact information shared amongst multiple years of GIM students. About a week before final reports are due, the GPO will be sending out a link to the sheet for each IPG group to fill out with information about their contacts. Please note that the requirement for filling out the google sheet is due at the same time as the written report.

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