*Note: This is a draft syllabus and remains subject to change*

**Branding the Nation: how do countries market themselves? (GIM Argentina, Peru, and Uruguay 2017)**

Winter 2017

**Thursday, 6:30 – 9:30 PM**

Professor Daniel Lansberg-Rodríguez

[D-Lansberg@kellogg.northwestern.edu](mailto:D-Lansberg@kellogg.northwestern.edu)

[Daniel@gmantle.com](mailto:Daniel@gmantle.com) (preferred contact)

Phone: **203-824-5739**

Office hours: By appointment

**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 the 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 contextual assumptions of business education in the United States which has tended to focus on best practice in markets that are relatively free, where corruption is minimal, infrastructure extant, and direct government intervention 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.

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 three very different national arenas. Peru is a country that has managed, despite numerous setbacks, to reinvent itself globally: from the extreme poverty center of South America (undermined by everything from cholera outbreaks to civil war) to a rising investment powerhouse. Argentina, following much instability and prolonged decline throughout the 20th (and early 21st) centuries is now under new management: actively seeking to overcome its reputation for political extremism and legacy of serial defaults to recapture growth through investment, in hopes of regaining its lost position of regional leadership. Finally, Uruguay is a Scandinavian-style welfare state, an island of stability in a bad neighborhood: lacking mineral wealth or much regional influence it has nonetheless become South America’s leader in per capita GDP and human development.

**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, Arlene Johnson, who is a director in the Executive Education Program 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 10% 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**

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| Required reading materials:  GIM Branding the Nation Course Pack. |

**Course Schedule**

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| **Session 1** |  |
| *Topics:* | Thematic overview: what is nation branding? |
| *Assignments:* | Readings:  Foreign Affairs:- [The Rise of the Brand State,](https://www.foreignaffairs.com/print/1108281) Peter van Ham, September 1, 2001  CFR Report: [Nation Branding Explained](http://www.cfr.org/diplomacy-and-statecraft/nation-branding-explained/p14776)  Christian Science Monitor: [Rebranding 'Hotel Rwanda' into tourist destination](http://www.csmonitor.com/World/Africa/2012/0127/Rebranding-Hotel-Rwanda-into-tourist-destination), January 27, 2012  Foreign Policy, Daniel Lansberg-Rodríguez, [Why is Venezuela’s Government ticked off at Homeland](http://foreignpolicy.com/2013/10/18/why-venezuelas-government-is-ticked-off-at-homeland/)?, October 18, 2013  *Case Study I: COUNTERFEITING THE NATION? Skopje 2014 and the Politics of Nation Branding in Macedonia*  *Case Study II: Spain - a success story of Country Branding*  *Optional Reading: Nation Brands and Foreign Direct Investment* |

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| **Session 2** |  |
| *Topics:* | History in context – Peru, The Southern Cone and the Latin American Region |
| *Assignments:* | Readings:  Latin America’s Cold War, Hal Brand, Chapter 1: Convergent Conflicts  The Economist: Guide to Emerging Markets pp. TBD  Robert Kaplan - The Revenge of Geography pp. 29-30, 91-95  “La United Fruit”, Pablo Neruda (available in English, Spanish)  Rebecca Mead: Dressing for Lula, The New Yorker, March 17, 2003  PDM: 2014 FIFA World Cup and 2016 Olympic Games: Brazil’s Strategy ‘to Win Hearts and Minds’ Through Sports and Football  2015 Report: World Bank Ease of Doing Business Index – *come ready to discuss in class.* |

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| **Session 3** |  |
| *Topics:* | Exporting THE National Brand and national business brands, Tourism |
| *Speaker:* | Federico Hoyos, Congressman, Republic of Colombia |
| *Assignments:* | Readings:  Forgotten Continent: The Battle for Latin America's Soul, Michael Reid, pp. TBD  [Visitors Wanted Now](http://www.newsweek.com/visitors-wanted-now-102845), Christian Caryl, Newsweek, October 3, 2007  Tyler Cowen, [Some Countries Remain Resistant to American Cultural Exports](http://www.nytimes.com/2007/02/22/business/22scene.html?_r=1), NYT, February 22, 2007  [Juan Valdez Goes After Starbucks With New Cafes in Florida](http://www.bloomberg.com/news/articles/2014-07-21/juan-valdez-goes-after-starbucks-with-franchise-cafes-in-florida), Bloomberg News, July 21, 2014  [South Korean Cultural diplomacy and Efforts to Promote the RoK’s Brand Image in the United](https://web.stanford.edu/group/sjeaa/journal111/Korea2.pdf): Stanford Journal of East Asian Affairs, 2011, 124-134  [India wants to turn 25 million in the diaspora into Global Ambassadors,](https://www.washingtonpost.com/world/asia_pacific/india-wants-to-turn-25-million-in-the-diaspora-into-global-ambassadors/2015/02/17/908ee6ff-a650-42bc-ac58-0a2c91530a26_story.html) Washington Post, February 18, 2015  Case Study:  HBS: Incredible India: Evolution of Brand India |

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| **Session 4** |  |
| *Topics:* | Ease of Doing Business, Infrastructure, PPP and Regulation, |
| *Speakers:* | Dimitri Zaninovich, Minister of Infrastructure, Republic of Colombia  Guillermo Zuñiga, Chief Energy Regulator, Republic of Mexico |
| *Assignments:* | Readings:  Megacities Infrastructure Survey, International Development Bank Study  Wall Street Journal, Mexico Strains to Lure World’s Oil Giants – February 29, 2015  China and the Commodity Boom, K. Gallagher, PERI Report, 2009  World Bank Report, The Impact of Intel in Costa Rica  Intel Outside, The Economist, April 19, 2014  World Economic Forum: Insight Report, The Travel & Tourism Competitiveness Report 2015 – *All students should read entries for Peru, Argentina and Uruguay, 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.* |

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| **Session 5** |  |
| *Topics:* | Risks & rewards: bond markets, international credit and sovereign vs. country risk |
| *Speaker:* | Andres Schipani, Chief Andes Correspondent, Financial Times |
| *Assignments:* | Argentina’s Rational Default, Dan Rosenheck, the New Yorker, August 2014  Reversal of Fortune, Patrick Keene, New Yorker, January 2012  Bretton Woods report: [ICSID and Latin America](http://www.brettonwoodsproject.org/wp-content/uploads/2013/12/At-Issue-ICSID.pdf), December 2013  <http://www.brettonwoodsproject.org/wp-content/uploads/2013/12/At-Issue-ICSID.pdf>  National Bureau of Economic Research Report: Country Histories on Debt Default and Financial Crises  Case study:  Barber of Buenos Aires: Argentina's Debt Renegotiation  *Background Research Plan due,* all project teams meet with faculty to discuss in-country plan |

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| **Session 6** |  |
| *Topics:* | Propaganda: Foreign and Domestic |
| *Speaker:* | Christian Caryl, Senior Fellow at Legatum Institute, Contributing Editor at Foreign Policy Magazine and Former Bureau Chief for Newsweek in USSR |
| *Assignments:* | Readings:  Legatum Institute Propaganda Report 2015  Christian Caryl, Strange Rebels, Chapter 18, Playing Bridge pp. 246-260  *Individual Assignment*: Try and find the most memorable headline from the following news agencies: Telesur, RussiaToday, PressTV, CCTV. Email to professor by 9PM the day b­efore class. Message should include headline text (plus link and one sentence explanation as to why it is memorable). |

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| **Session 7** |  |
| *Topics:* | How do Countries win over foreign business while developing their own?  Deep dives Argentina, Uruguay and Peru |
| *Assignments:* | Readings:  LAN: When One Business, Model Isn’t Enough, Harvard Business Review, January 2012  Forgotten Continent: The Battle for Latin America's Soul, Michael Reid, pp. TBD  TBD  *Country Plan due,* all project teams meet with faculty to discuss in-country plan |

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| **Session 8** |  |
| *Topics:* | Promoting innovation and human capital development |
| *Speaker:* | **Nicolás Shea, founder, Startup Chile** |
| *Assignments:* | *Project proposals and Background Research Review due* |
| *Assignments:* | Readings:  Samba in the valley, Belo Horizonte, The Economist, April 20, 2013  The Lure of Chilecon Valley, The Economist, October 13, 2012  Innovation and Productivity: Evidence from Six Latin American Countries, Gustavo Crespi, Pluvia Zuñiga, InterAmerican Development Bank Report, 2012  Case study:  HBS: Startup Chile 2012 |

**GIM travel:**

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| **Country/City** | Su, March 12 | M, March 13 | T, March 14 | W, March 15 | R, March 16 | F, March 17 | Sa, March 18 |  |
|  |  | Buenos Aires | Buenos Aires | Buenos Aires | Buenos Aires/Punta del Este | Punta del Este |  |
| **Country/City** | Su, March 19 | M, March 20 | T, March 21 | W, March 22 | R, March 23 | F, March 24 | Sa, March 25 |
| Punta del Este/Montevideo/Lima | Lima | Lima | Lima | Everyone is free to fly home or continue traveling |  |  |

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| **Session 9** |  |
| *Topics:* | Final Presentations and Conclusions |
| *Speaker:* |  |
| *Assignments:* | Final project presentations; written report and peer evaluations due to faculty at 6 PM |

**Assessment**

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| **Research Project** | **70%** |
| Background Report, 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 partial 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.

**Propaganda Assignment**

In week four, students will be expected to scour the internet to find the most interesting headline from one of the international propaganda outfits we will be discussing in class. Students will be expected to send in their selection by 5PM in the afternoon the Wednesday prior to class. Failure to do so, or else tardy submission, will result in adverse affects upon a student’s participation grade.

**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 both Argentina and Peru (Uruguay is optional).*

***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 maximum 10 pages in length (discounting exhibits). Students, in consultation with their professor, may choose from the following report formats:

* A targeted reputation management plan presented to 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 that 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 1-2 page overview of secondary information relevant to its research topic for use in the final project. 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 presentation will be taken into account for grading purposes.
* **Written Report** – The final report, maximum 10 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 will choose among one of the following options when it comes to group self-assessment:
  + 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…