PROGRAM: Undergraduate course in Administration
SUBJECT: Corporate Social Responsibility
LANGUAGE: English
PROFESSOR(S): Hélio Arthur Irigaray
WORKLOAD: 2 credits – Thursdays – 9:20 – 11 am
REQUIREMENTS: Previous courses on Management Theory and Strategy are strongly recommended
CONTACT/CONSULTATION HOURS: To be arranged. Please confirm beforehand
(hélio.irigaray@fgv.br) – Office: 512

TEACHING PLAN

1. COURSE DESCRIPTION

The role of corporations in the world and the concept of CSR. The multiple theories on CSR. Analysis methods. Organizational policies and practices resulting from the CSR discourse.

2. SCOPE & OBJECTIVES

Discuss CSR from multiple perspectives: accounting, sociological, environmental, and managerial

3. LEARNING OUTCOMES

3.1. Key learning outcomes
Understand the importance of CSR for the corporations, their stakeholders, and society.

3.2. Complementary learning outcomes
We expect the students to accomplish a broader view of CSR organizational policies and practices.

4. COURSE METHODOLOGY

Students are supposed to read all assigned material prior coming to class.
The course is divided in five parts:
(a) contextualization of the world we live in;
(b) discuss on corporations and their role in modern society;
(c) the importance of studying CSR and its historical perspectives
(d) the multiple dimensions of CSR, and finally,
(e) the reports and metrics used by the firms.
## 5. DETAILED COURSE CONTENT

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Activities ¹ (Bibliography/key readings, assessment, seminars, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEB 05</td>
<td>Introduction: What’s an organization after all? – Different Ontological Perspectives</td>
<td></td>
</tr>
<tr>
<td>FEB 12</td>
<td>A brief discussion on CSR and organizations. Complexities and the world we live in</td>
<td>Escobar – Beyond the Third World: Imperial Globality, Global Coloniality, and Anti-Globalization Social Movement Trebilock; Prado; The ends and means of development</td>
</tr>
<tr>
<td>FEB 19</td>
<td>Holiday – Carnival</td>
<td></td>
</tr>
<tr>
<td>FEB 26</td>
<td>A little bit on Public Administration: Corruption and Development</td>
<td>Report 1: Assess how many conflicts are currently taking place in the world and which organizations are involved: their roles and interests. Use Escobar and Trebilock as framework. Be ready to deliver a short presentation if demanded Trebilock; Prado: “Public Administration: Corruption and Development”.</td>
</tr>
<tr>
<td>MAR 05</td>
<td>The Corporation – the movie</td>
<td></td>
</tr>
<tr>
<td>MAR 19</td>
<td></td>
<td>Report 2: Write a report correlating the scandals that corporations are involved in and CSR theories</td>
</tr>
<tr>
<td>MAR 26</td>
<td>The problems with CSR and the perils of</td>
<td>Cloud, Dana. Corporate Social</td>
</tr>
</tbody>
</table>

¹ The professor is free to conduct occasional assessments without prior notice to student(s).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABR 09</td>
<td>Mid – Term Exam</td>
<td></td>
</tr>
<tr>
<td>ABR 16</td>
<td>Top Managers as drivers for CSR: Socially responsible investment and shareholder activism</td>
<td>Crane, A. et. al. The Oxford Handbook of Corporate Social Responsibility. Chapters 10/11</td>
</tr>
<tr>
<td>ABR 23</td>
<td>Holiday – St. George</td>
<td></td>
</tr>
<tr>
<td>ABR 30</td>
<td>Marketing and CSR: Consumers as Drivers of CSR Responsibility in the Supply Chain</td>
<td>Crane, A. et. al. The Oxford Handbook of Corporate Social Responsibility. Chapters 12/16 Case: Fiji Water (report to be turned in)</td>
</tr>
<tr>
<td>MAY 07</td>
<td>The foundations for measuring social, environmental, and economic impacts</td>
<td>Epstein, M. making Sustainability Work (chapter 6)</td>
</tr>
<tr>
<td>MAY 14</td>
<td>CSR and Human Resource Management</td>
<td>Karatas-Ozkan; Nicolopoulou; Ozbilgin. CSR and human resource management: a diversity perspective Harvey - Defining and connecting CSR, reputation, image, identity, brand, legitimacy, status and diversity Bruna; Vo. Women Directors and CSR: evidence from corporate social disclosure of</td>
</tr>
</tbody>
</table>
6. ASSESSMENT PROCEDURES

Mid-term Grade = 0,2*Report 1 = 0,3*Report 2 + 0,5* Exam
Second Grade = 0,1*Study Case + 0,4*Final Report + 0,5*Exam

7. GENERAL GUIDELINES FOR THE UNDERGRADUATE PROGRAM²

As a general rule relating to the ethical principles and the code of conduct which steer its academic environment, EBAPE sets down the following:

² Approved by the Undergraduate Program Collegiate in a meeting on October 4th, 2011, and in conformity with The National Educational Bases and Guidelines Law, with FGV/EBAPE’s internal by-laws, and with the Undergraduate Program’s regulations.
3 The student is guaranteed the right to a full defense as per the School’s internal regulations
• Autonomy and responsibility correspond to values which, when transformed into action, highlight the importance of EBAPE’s mission of producing and disseminating knowledge of Administration. Consequently, it is the professor’s responsibility to conduct roll call at every class, and absences will only be justified if they comply with the applicable legislation (see details in the Student Manual).

• We recommend that the use of communication equipment such as cell phones, radios and similar equipment, as well as notebooks or equivalent, should not be permitted in the classroom, so as to avoid interfering with the teaching and learning processes.

• Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the undergraduate program department for examination of the facts.

8. REQUIRED READINGS


Crane, Andrew; McWilliams, Abagail; Matten, Dirk; Moon, Jeremy; Siegel, Donald.(2008) The Oxford handbook of Corporate Social Responsibility. New Yorl: Oxford University Press


9. ADDITIONAL READINGS


10. PROFESSOR’S MINI-RÉSUMÉ

Doctor in Business Administration (FGV-EAESP), Master in Business Administration (PUC-Rio) and Bachelor in Economics (University of Northern Iowa, USA). Professor at FGV-EBAPE undergraduate and graduate courses, Deputy Dean of the Masters program in Business Administration and the CIM – Corporate International Master (FGV-EBAPE / ESADE / Georgetown)
TEACHING PLAN

1. Course Description

Companies operating in their domestic market are experiencing a period of intense change in their competitive situation as a consequence of the globalization of markets. The course addresses this competitive pressure and emphasizes how companies should formulate and implement marketing strategies in order to improve their performance and better serve global markets. The course examines the character and importance of the global marketing process, its essential functions, and the institutions exercising these functions. Although the course is based on theoretical foundations, it emphasizes a managerial, practical, and critical outlook by using case studies concerning organizations that are or would like to become global players and a team-based practical exercise for formulating and presenting an international marketing plan.

2. Scope & objectives

The course presents theoretical foundations of international marketing and uses a number of practical methods, such as, case studies and the formulation of an international marketing plan, to emphasize a managerial, applied, and critical outlook.

This course’s overall objective is to give students an appreciation of how the globalization of world markets and the internationalization of business influence the scope and challenge of the marketing activities of business.

This course emphasizes the cultural and environmental aspects of international marketing and stresses the integration of these aspects into the marketing functions.

3. Learning outcomes

3.1. Key learning outcomes
a) Gain an understanding of the basic functional and practical aspects of marketing in complex international contexts;
b) Attain abilities to develop strategic marketing planning for global markets;
c) Develop skills to create strategies of internationalization of marketing functions for a company;

3.2. Complementary learning outcomes
a) Refine skills in analyzing cases concerning organizations that are or would like to be global players;
b) Improve sensitivity to the importance of cultural diversity in international markets.

4. Course methodology
The course includes a range of teaching and learning processes, such as, lectures, case studies analyses, individual participation and group discussions, and oral presentations. In order to allow for a student-centered learning model, it is expected that the student will have read the assigned materials prior to class and be prepared to participate constructively in discussions and debates.

5. Detailed course content

<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Required study resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/02</td>
<td>Introduction</td>
<td>Syllabus, Course overview</td>
<td>Cateora, P. R.; (Gilly, Mary; Graham, J. L)</td>
</tr>
<tr>
<td>05/02</td>
<td>Scope and Challenge of International Marketing</td>
<td>Presentation of concepts of international marketing</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>10/02</td>
<td>Scope and Challenge of International Marketing, Marketing Plan</td>
<td>Presentation of concepts of international marketing (continued)</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>12/02</td>
<td>Dynamic Environment of International Trade</td>
<td>Perspectives of international trade. Forming of teams; choosing a country and a company/product/service</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>17,19/02</td>
<td>Holidays</td>
<td></td>
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</tr>
<tr>
<td>24/02</td>
<td>Foundations of Culture</td>
<td>Perspectives of History and Geography</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>26/02</td>
<td>Cultural Dynamics</td>
<td>Cultural affects in assessing global markets</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>03/03</td>
<td>Cultural Dynamics (cont.) Culture and Management</td>
<td>Cultural affects in assessing global markets Cultural effects on Management Style, and Business Systems</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>05/03</td>
<td>Political Environment</td>
<td>Political effects on the assessment of Markets</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/03</td>
<td>Legal Environment Team discussions/questions - Society, Culture/Value Systems, Institutions</td>
<td>Legal effects on the assessment of Markets Review/questions; Assist students prepare for Team Presentations – Part 1</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>12/03</td>
<td>Student Team Presentations and Discussions – Part 1</td>
<td>Aspects of Society, Culture and Value Systems, and Institutions for doing business in a particular country</td>
<td>Individually developed Research</td>
</tr>
<tr>
<td>17/03 (class will be rescheduled)</td>
<td>Marketing Research</td>
<td>Special considerations for International Marketing Research</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>19/03</td>
<td>Planning and Organization</td>
<td>Global Marketing Planning, Management, and Market/Industry Analysis</td>
<td>Chapter 11 (Ch. 12 - 15th Edition)</td>
</tr>
<tr>
<td>24/03</td>
<td>Planning and Organization (cont.)</td>
<td>Global Marketing Planning, Management, and Entry Strategy</td>
<td>Chapter 11 (Ch. 12 - 15th Edition)</td>
</tr>
</tbody>
</table>

1 The professor is free to conduct occasional assessments without prior notice to student(s).
<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topic</th>
<th>Activities 1</th>
<th>Required study resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/03</td>
<td>Products and Services for Consumers</td>
<td>Global perspectives of products and services for consumers</td>
<td>Chapter 12 (Ch. 13 - 15th Edition)</td>
</tr>
<tr>
<td>31/03</td>
<td>Review of Course Material for Exam A1</td>
<td>Assist students prepare for Exam A1</td>
<td>Chapters 1 – 8</td>
</tr>
<tr>
<td>01-10/04</td>
<td>Exam A1 Week</td>
<td></td>
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</tr>
<tr>
<td>14/04</td>
<td>Team discussions/questions - Economic, Political, Legal</td>
<td>Review/questions; Assist students prepare for Team Presentations – Part 2</td>
<td></td>
</tr>
<tr>
<td>16/04</td>
<td>Review results of Exam A1 Student Team Presentations and Discussions – Part 2</td>
<td>Economic, Political and Legal effects of doing business in a particular country</td>
<td>Individually developed Research</td>
</tr>
<tr>
<td>21/04</td>
<td>Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23/04</td>
<td>Holiday Products and Services for Consumers (cont.)</td>
<td>Global perspectives of products and services for consumers</td>
<td>Chapter 12 (Ch. 13 - 15th Edition)</td>
</tr>
<tr>
<td>28/04</td>
<td>Products and Services for Businesses</td>
<td>Global perspectives of products and services for businesses</td>
<td>Chapter 13 (Ch. 14- 15th Edition)</td>
</tr>
<tr>
<td>30/04</td>
<td>Products and Services for Businesses (cont.)</td>
<td>Global perspectives of products and services for businesses</td>
<td>Chapter 13 (Ch. 14- 15th Edition)</td>
</tr>
<tr>
<td>05/05</td>
<td>International Marketing Channels and Logistics</td>
<td>Special considerations for international distribution channels and logistics</td>
<td>Chapters 14 &amp; 15 (Ch. 15- 15th Edition)</td>
</tr>
<tr>
<td>07/05</td>
<td>International Marketing Channels and Logistics (cont.)</td>
<td>Special considerations for international distribution channels and logistics</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>12/05</td>
<td>Promotion, Communications</td>
<td>Special considerations for Integrated Marketing Communications and Advertising</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>14/05</td>
<td>Team discussions/questions on Market/ Industry and Product</td>
<td>Review/questions; Assist students prepare for Team Presentations – Part 3</td>
<td>Individually developed Research</td>
</tr>
<tr>
<td>19/05</td>
<td>Student Team Presentations and Discussions – Part 3</td>
<td>Market and Industry Analysis *(e.g. Competitive Forces, Opportunities/Threats), and Aspects pertinent to the introduction of a product/service <em>(including Customer Profile, Segmentation, Positioning, Product Components)</em></td>
<td>Individually developed Research</td>
</tr>
<tr>
<td>21/05</td>
<td>Pricing for International Markets</td>
<td>Aspects pertinent to determining prices for international markets</td>
<td>Chapter 18</td>
</tr>
</tbody>
</table>
Class/ Date | Topic | Activities | Required study resources
--- | --- | --- | ---
26/05 | Team discussions/questions on distribution and logistics Negotiation | Review/questions; Assist students prepare for Team Presentations – Part 4 Aspects of negotiation with international customers, partners | Individually developed Research Chapter 19
28/05 | Student Team Presentations and Discussions – Part 4 | Aspects pertinent to distribution/logistics and promotion of a product/service in a particular country | Individually developed Research
02/06 | Course Review and Team discussions/questions on the International Marketing Plan | Discussion and review – preparation of the Final International Marketing Plan | 
04/06 | Holiday | |
08-15/06 | Exam A2 Week Final Presentation | Presentation of the International Marketing Plan | Individually developed Research
19-26/06 | Exam AS Week | |

NOTE: The instructor reserves the right to modify, add, and/or delete any material in the course syllabus or course schedule.

6. Assessment procedures

**A1 Grade:**

Individual:
- 30% - based on attendance and effective participation in class discussions and debates.
- 50% - based on a written examination covering the material form the assigned text and discussed in class;

Team:
- 20% for Intermediate Presentations of the International Marketing Plan.

**A2 Grade:**

Individual:
- 30% - based on attendance and effective participation in class discussions and debates.

Team:
- 70% - based on:
  - 30% for three Intermediate Presentations of the International Marketing Plan;
  - 40% for the Presentation of the Final International Marketing Plan.
7. General guidelines for the undergraduate program

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- We recommend that the use of communication equipment such as cell phones, radios and similar equipment, as well as notebooks or equivalent, should not be permitted in the classroom, so as to avoid interfering with the teaching and learning processes.
- Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the undergraduate program department for examination of the facts.

8. REQUIRED READINGS

Required Text:

Additional Texts:
Keegan, W. J; Green, M. Global Marketing Management. Prentice Hall. (Available in the Library, Call no. 658.848 K26g 5.ed.)

9. ADDITIONAL READINGS

Suggested Texts:
Jeannet, J. Cases in international marketing. Prentice Hall.
Terstra, V., Sarathy, R. International marketing. Dryden Press

Suggested Article:

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2 Approved by the Undergraduate Program Collegiate in a meeting on October 4th, 2011, and in conformity with The National Educational Bases and Guidelines Law, with FGV/EBAPE’s internal by-laws, and with the Undergraduate Program’s regulations.
3 The student is guaranteed the right to a full defense as per the School’s internal regulations
10. Professor’s mini-résumé

Prof. Jonathan was born in South Africa and has lived, studied, and worked in Brazil and throughout Europe and the United States. He has a Doctorate Degree from the University of Southern California (USC) and a Master's Degree from Harvard University. He currently teaches at the Fundação Getulio Vargas and as a visiting professor at USC. As an international consultant, Dr. Speier has created and administered globalization projects to introduce and expand business organizations into the international marketplace and has formulated strategic plans and policy formulation in the business and government sectors. He is academically and professionally dedicated to the theoretical and practical approaches to marketing, strategy, and sustainable development. He is currently the Director of Sustainability for the Foreign Trade Chambers Federation, a member of the Sustainable Development Group of the Permanent Forum of Strategic Development of the State of Rio de Janeiro, and a Councilmember of the Council of Tourism of the National Confederation of Commerce of Goods, Services and Tourism.
PROGRAM: Undergraduate course in Administration
SUBJECT: Negotiation in a Global Environment
LANGUAGE:  English
PROFESSOR(S): Jonathan Van Speier, Ph.D.
WORKLOAD: 30 hours
REQUIREMENTS: not applicable
CONTACT/CONSULTATION HOURS: After class or by prior appointment set up through email: speier@usc.edu

TEACHING PLAN

1. Course Description

Negotiation, in its various forms, is used by everyone every day and can be seen as a process by which people deal with their differences with the objective of arriving at decisions together. As the evolution of the global economy becomes increasingly intertwined and interdependent, students and business professionals need to develop their personal negotiation skills to succeed in this complex international context. This course intends to respond to this need by offering the students a better understanding of the theoretical and practical processes of negotiation in a variety of business settings, as well as by enhancing a global mindset and practical intercultural negotiation competence.

2. Scope & objectives

The overall objective of this course is for the student to develop a greater understanding of different typologies and models for negotiation and the factors that facilitate or hinder effective negotiation in a global environment. The specific objective(s) of this subject is for the student to become familiar with a systematic approach to the analysis of negotiation situations, so as to better evaluate, interpret and succeed in real-life negotiation situations.

3. Learning outcomes

3.1. Key learning outcomes
a. Learn some basic theoretical and practical constructs useful for developing strategies and tactics for preparing and implementing the process of negotiation and for reaching mutually acceptable solutions;
b. Increase confidence in their ability to negotiate;
c. Increase multinational/multicultural negotiation competence.

3.2. Complementary learning outcomes
a. Develop strategic thinking skills in selecting behaviors that increase the likelihood of a successful negotiation across cultures;
b. Improve abilities in understanding the interests and motivations of other negotiators;
c. Participate in, reflect on, and discuss experiences in the simulated negotiation exercises, so as to gain practical insights about their own (and others’) behavior in situations involving complex mixtures of cooperation and competition;
d. Develop abilities to work in and negotiate in cross-cultural teams.
4. Course methodology

It is believed that learning is a process of self-discovery and mental discipline. Therefore, emphasis will be on the development of an inquisitive, critical, and creative mind and in participation in class discussions. The course is interactive and dynamic, offering an introduction to the analysis and practice of negotiation through a mixture of pedagogical components: a theoretical component supported by readings, lectures, and class discussions, and a practical component which includes individual and team participation in case study analysis and in presentations, exercises, and role-playing, and in simulated negotiation exercises accompanied by self-assessments, commentaries, debate and feedback.

In order to allow for a student-centered learning model, it is expected that each student read the assigned material prior to class and be thoroughly prepared to actively participate and stimulate the discussions in class. Each student is required to take part in the scheduled negotiation simulations in class and to allocate quality time devoted to thinking and analyzing the assigned readings and case studies and preparing for these negotiation simulations.

5. Detailed course content

<table>
<thead>
<tr>
<th>Class/ Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>04/02</td>
<td>Introductions Introduction to Negotiation</td>
<td>Syllabus, Course overview Lecture and class discussions</td>
<td>Negotiation Style Questionnaire Personal Bargaining Inventory</td>
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<tr>
<td>11/02</td>
<td>Negotiation Style and Personal Bargaining Inventory</td>
<td>Practice Negotiation I</td>
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<tr>
<td>18/02</td>
<td>Carnaval</td>
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<tr>
<td>25/02</td>
<td>Debriefing Practice Negotiation I Nature of Negotiation Distributive Negotiation</td>
<td>Lecture and class discussions</td>
<td>Ch. 1. Getting to Yes Ch. 1, 2 Essentials of Negotiation</td>
</tr>
<tr>
<td>04/03</td>
<td>Integrative Negotiation</td>
<td>Lecture and class discussions</td>
<td>Ch. 3 Essentials of Negotiation Ch. 2, 3 Getting to Yes</td>
</tr>
<tr>
<td>11/03</td>
<td>Integrative Negotiation (cont.) Framing and Cognition</td>
<td>Lecture and class discussions</td>
<td>Ch. 4, 5 Getting to Yes Ch. 5 Essentials of Negotiation Article: Negotiating Rationally</td>
</tr>
<tr>
<td>18/03</td>
<td>Negotiation: strategy and planning</td>
<td>Lecture and class discussions</td>
<td>Ch. 4 Essentials of Negotiation Article: Six Habits of Merely Effective Negotiators</td>
</tr>
<tr>
<td>25/03</td>
<td>Case for Practice Negotiation II</td>
<td>Discussion of Case Assist students prepare for Practice Negotiation II</td>
<td>Case for Practice Negotiation II</td>
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<tr>
<td>01/04</td>
<td>Exam A1 Practice Negotiation II</td>
<td>DUE: Strategy Plan submitted prior to negotiation</td>
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<tr>
<td>08/04</td>
<td>Exam A1</td>
<td></td>
<td></td>
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</table>

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<th>Class/Date</th>
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</thead>
<tbody>
<tr>
<td>15/04</td>
<td>Debriefing of <em>Practice Negotiation II</em> Behaviors, techniques, and tactics of Negotiation</td>
<td><strong>DUE:</strong> Individual written Self-Assessment of Negotiation II</td>
<td>Ch. 6 Essentials of Negotiation</td>
</tr>
<tr>
<td>22/04</td>
<td>Behaviors, techniques, and tactics of Negotiation (cont.)</td>
<td></td>
<td>Article: The necessary Art of Persuasion</td>
</tr>
<tr>
<td>29/04</td>
<td>Foundations of Culture</td>
<td>Cultural issues and cross-cultural aspects in negotiation</td>
<td>Ch. 11 Essentials of Negotiation Article: The Hidden Challenge of Cross-Border Negotiations</td>
</tr>
<tr>
<td>06/05</td>
<td>Foundations of Culture (cont.)</td>
<td>Cultural issues and cross-cultural aspects in negotiation</td>
<td>Article: The Silent Language in Overseas Business</td>
</tr>
<tr>
<td>13/05</td>
<td><em>Cross-Cultural Negotiation project and presentations</em></td>
<td><strong>DUE:</strong> Printed copy submitted prior to presentation</td>
<td></td>
</tr>
<tr>
<td>20/05</td>
<td>Power, Ethics, Conflict</td>
<td>Lecture and class discussions</td>
<td>Ch. 7, 8 and p. 16-24 Essentials of Negotiation Ch. 6,7 Getting to Yes Ch. 10 Essentials of Negotiation</td>
</tr>
<tr>
<td>27/05</td>
<td>Case for <em>Final Practice Negotiation</em></td>
<td>Discussion of Case Assist students prepare for <em>Final Practice Negotiation</em></td>
<td>Case for Final Practice Negotiation I</td>
</tr>
<tr>
<td>03/06</td>
<td><em>Final Practice Negotiation</em></td>
<td><strong>DUE:</strong> Strategy Plan submitted prior to negotiation</td>
<td></td>
</tr>
<tr>
<td>10/06</td>
<td>Exam A2</td>
<td><strong>DUE:</strong> Individual written Self-Assessment of <em>Final Practice Negotiation</em></td>
<td></td>
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</table>

**NOTE:** The instructor reserves the right to modify, add, and/or delete any material in the course syllabus or make any changes in the course schedule.

### 6. Assessment procedures

**A1 Grade:**
- **Individual:**
  - 10-20% - based on attendance and active and effective participation in class discussions;
  - 50-60% - *Practice Negotiation II:* You will be graded on thorough evaluations of how well you negotiated based on your own individual observations, self-assessments, and plans for improvement;
  - 10-20% - Preparation of Negotiation Strategy Plans and other Written Assignments

**A2 Grade:**
- **Individual:**
  - 10-20% - based on attendance and active and effective participation in class discussions;
  - 50-60% for the *Final Negotiation:* You will be graded on thorough evaluations of how well you negotiated based on your own individual observations, self-assessments, and plans for improvement:

**Team:**
- 20-30% - Cultural project and presentations
• 10-15% - Preparation of Negotiation Strategy Plans

Should the student miss a negotiation simulation or the presentation, no make-ups are possible.

7. General guidelines for the undergraduate program

As a general rule relating to the ethical principles and the code of conduct which steer its academic environment, EBAPE sets down the following:

- Autonomy and responsibility correspond to values which, when transformed into action, highlight the importance of EBAPE’s mission of producing and disseminating knowledge of Administration. Consequently, it is the professor’s responsibility to conduct roll call at every class, and absences will only be justified if they comply with the applicable legislation (see details in the Student Manual).
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- Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the undergraduate program department for examination of the facts.

8. REQUIRED READINGS

**Required Texts:**
GETTING TO YES: NEGOTIATING AGREEMENT WITHOUT GIVING IN; Roger Fisher, William Ury, Bruce Patton (Editor); Penguin USA
ESSENTIALS OF NEGOTIATION; Roy J. Lewicki, David M. Saunders, John W. Minton; McGraw-Hill/Irwin

**Required Articles:**

**Additional Articles may be assigned by the Professor.**

9. ADDITIONAL READINGS

**Suggested Texts:**
BARGAINING ACROSS BORDERS. Dean Allen Foster; McGraw-Hill
BECOMING A SKILLED NEGOTIATOR. Kathleen Reardon. Wiley & Sons.
NEGOTIATING RATIONALLY. Max H. Bazerman, Margaret A. Neale; The Free Press
INTERNATIONAL NEGOTIATING. Leigh Thompson. Prentice Hall

10. Professor’s mini-résumé

JONATHAN VAN SPEIER was born in South Africa and has lived, studied, and worked in Brazil and throughout the United States and Europe. He has a Doctorate Degree from the University of Southern California (USC) and a Master's Degree from Harvard University. He currently teaches at the Fundação Getulio Vargas and as a visiting professor at USC. He is academically and professionally dedicated to the theoretical and practical approaches to marketing, strategy, and sustainable development. As manager and an international consultant, he created and administered globalization projects, formulating strategic plans and policy formulation in the business and government sectors and leading cross-cultural negotiations for multinational companies and government agencies. He has successfully served as a liaison identifying prospective partners, negotiating strategic alliances, facilitating the formation of collaborative relationships, and adapting business concepts to the global marketplace. He is currently the Director of Sustainability for the Foreign Trade Chambers Federation, a member of the Sustainable Development Group of the Permanent Forum of Strategic Development of the State of Rio de Janeiro, and a Councilmember of the Council of Tourism of the National Confederation of Commerce of Goods, Services and Tourism.
TEACHING PLAN

1. Course Description

Latin America has experienced dramatic political and economic changes over the past 50 years. Politically, it has witnessed swings between democratic and military rule. Economically, it has moved from state-led to market-driven development policies, only to see a strengthening of statist policies once again during the 2000s. The goal of this course is to analyze and explain these political and economic changes by focusing on two themes - democracy and development. We will start by looking at the way Latin American democracies functioned between the end of World War II and the onset of authoritarian interludes, with special emphasis on the relationship between political regime and economic performance. Next, we will move to the processes of redemocratization and economic reform occurred throughout the region during the eighties and nineties; readings will assess the domestic and international determinants of economic reforms, and consider how the prospects for democratic stability and quality are affected by changes in economic development strategy. The final section of the course will focus on current affairs, such as the resurgence of a “new left” in Latin America.

2. Scope & objectives

Political economy comprises the study of the relations between politics and economics; the goal of this seminar is to examine these relations in both causal directions. We will study how the political context---domestic and international---influences economic policies and economic performance in Latin America, but also the means through which economic conditions affect the stability and quality of democracy in the region.

3. Learning outcomes

3.1. Key learning outcomes
In the course of this semester students will survey the major debates on political and economic development in Latin America, and be exposed to themes that dominate current research on the political economy of the region.

3.2. Complementary learning outcomes
Students are expected to develop an informed and critical perspective of how political and economic dynamics interacted to explain Latin American development, and of the factors that account for the different paths experienced over time and across countries in the region.

4. Course methodology
This course will incorporate theoretical and empirical readings, as well as historical single-country studies and films. The professor assumes (and reserves herself the right to verify) that students concluded their readings in advance, and come to class prepared with questions and comments. Participation in class debates is key to the performance in this class.

Every week students are expected to post a question/ comment about the readings before class, and comment on one news article released in that week about their country of choice in the beginning of the class. There will be scheduled activities related to the countries of choice throughout the semester. Posts and work are only accepted on time and through the class website.

No computers or cell phones are allowed. All lectures are available in the class website prior to class.

5. Detailed course content

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Activities 1 (bibliography/key readings, assessment, seminars, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 3</td>
<td>Class introduction - Backwardness and strategies for economic development: Liberalism, State-led development, socialism, neoliberalism, resurgence of the left</td>
<td>Skidmore. <em>Modern Latin America</em>. Ch. 12</td>
</tr>
<tr>
<td>2</td>
<td>Feb 10</td>
<td>Background: from Export-led development to Import-Substitution Industrialization (ISI)</td>
<td>Thomas Oatley, “International Political Economy”, Ch. 6.</td>
</tr>
</tbody>
</table>
| 3    | Feb 24| Populism and Corporatism                                             | Collier and Collier. "Inducements versus Constraints: Disaggregating Corporatism
Kaufman & Stallings."The Political Economy of Latin American Populism in Latin America." |
| 4    | Mar 3 | Socialism, “Trabalhismo” and revolution (weekly reports due)          | Skidmore. *Modern Latin America*. Chapter 5 (pp 128-146)
Arturo Valenzuela, *The Breakdown of Democratic Regimes: Chile*, Chapters 2-3 (pp. 22-80)
Arturo Valenzuela. *The Breakdown of Democratic Regimes: Latin America*, Chapter 4 (pp. 110-133)
O'Donnell, Guillermo. "Bureaucratic Authoritarianism", Ch.1
| 6    | Mar 17| Political Economy Conference                                         | Room 1333                                                    |
|      | Mar 31| No class (to be replaced in May 29)                                  |                                                              |
|      | Apr 7 | Mid-Term Exam                                                        |                                                              |

The professor is free to conduct occasional assessements without prior notice to student(s).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 28</td>
<td>Neoliberal reforms</td>
</tr>
<tr>
<td>May 5</td>
<td>Political ideology and economic policymaking (country reports available)</td>
</tr>
<tr>
<td>May 12</td>
<td>Film: &quot;Our Brand is Crisis&quot;</td>
</tr>
<tr>
<td>May 19</td>
<td>Economic voting in Latin America</td>
</tr>
<tr>
<td>May 26</td>
<td>Explaining the resurgence of the Left</td>
</tr>
<tr>
<td>May 29</td>
<td>Film: The Hugo Chávez’s Show (extra)</td>
</tr>
<tr>
<td>Jun 2</td>
<td>Resurgence of the Left – Cases (Country reports due)</td>
</tr>
<tr>
<td>Jun 9</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

6. Assessment procedures

Grade will encompass:
- Individual exams
- Class participation and presentations
- Pop-up quizzes
- Weekly reports
- Research paper

7. General guidelines for the undergraduate program

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2 Approved by the Undergraduate Program Collegiate in a meeting on October 4th, 2011, and in conformity with The National Educational Bases and Guidelines Law, with FGV/EBAPE’s internal by-laws, and with the Undergraduate Program’s regulations.

3 The student is guaranteed the right to a full defense as per the School’s internal regulations.
• Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the undergraduate program department for examination of the facts.

8. REQUIRED READINGS

Peter Kornbluth. The Pinochet Files: A National Security Archive Book.
Kenneth Roberts and Theodore Levitsky, eds. The Resurgence of the Latin American Left.
Thomas Skidmore et. al. Modern Latin America.
Rosemary Thorp. Progress, Poverty and Excursion: An Economic History of Latin America in the Twentieth Century.
Thomas Oatley. International Political Economy.

9. ADDITIONAL READINGS

Kurt Weyland et al, eds. Leftist Governments in Latin America: Successes and Shortcomings.
Arturo Valenzuela, The Breakdown of Democratic Regimes: Chile.
Susan Stokes. Neoliberalism by Surprise in Latin America.
Daniela Campello. The Politics of Market Discipline in Latin America.

10. Professor’s mini-résumé

TEACHING PLAN

1. Description

This course covers marketing from a practical and analytical perspective. Nowadays companies have enormous amounts of information about the market, consumers, and competition. Knowing how to use this information to make sound strategic and tactical marketing decisions gives a competitive advantage to marketing professionals and to companies who employ these professionals.

2. Scope & objectives

The Practice of Marketing Analytics will present practical computer-based analytical methods to marketing decision making. These methods will enable students to better understand, process, and interpret marketing information, so as to enable them to gain more efficiency and success in making marketing decision and guiding organizations to achieving a better return on marketing investments.

The objective is to enable students to understand the value of systematic marketing decision making, the language and tools of marketing professionals, and how to use those tools to make marketing decisions and critically evaluate marketing outcomes.

3. Learning outcomes

The course will provide students with the analytical methods and marketing models to (a) assess the economic value of consumers; (b) perform market segmentation and targeting; (c) position brands and products; (d) determine product characteristics; (e) make pricing decisions, (f) optimize the allocation of promotional resources; and (g) implement search engine marketing on the Internet.
4. Course methodology

Course sessions will be as follows: At the beginning of every major topic there will be a lecture on the major theoretical frameworks that will be explored. Then sessions will follow a participant-centered leaning model, with focus on the practical application of those frameworks in the laboratory. Students will work in peers, implementing the analytical models discussed. The instructor will facilitate the process.

5. Detailed course content

<table>
<thead>
<tr>
<th>Aula</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6-Feb</td>
<td>Introduction to Marketing Analytics</td>
</tr>
<tr>
<td>2</td>
<td>13-Feb</td>
<td>The Marketing Process</td>
</tr>
<tr>
<td>3</td>
<td>27-Feb</td>
<td>Segmentation</td>
</tr>
<tr>
<td>4</td>
<td>6-Mar</td>
<td>Segmentation (continuation) and targeting</td>
</tr>
<tr>
<td>5</td>
<td>13-Mar</td>
<td>Positioning</td>
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<tr>
<td>6</td>
<td>20-Mar</td>
<td>Positioning (continuation) and Spatial Maps</td>
</tr>
<tr>
<td>7</td>
<td>27-Mar</td>
<td>New Product Development</td>
</tr>
<tr>
<td>8</td>
<td>10-Apr</td>
<td>A1 Week</td>
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<tr>
<td>9</td>
<td>17-Apr</td>
<td>Understanding Consumer Utility for Products and Attributes</td>
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<td>10</td>
<td>24-Apr</td>
<td>Conjoint Analysis</td>
</tr>
<tr>
<td>11</td>
<td>8-May</td>
<td>Marketing Mix - Pricing Policies</td>
</tr>
<tr>
<td>12</td>
<td>15-May</td>
<td>Marketing Mix - Pricing Decisions</td>
</tr>
<tr>
<td>13</td>
<td>22-May</td>
<td>Marketing Mix - Promotions</td>
</tr>
<tr>
<td>14</td>
<td>29-May</td>
<td>Marketing Mix - Internet Marketing</td>
</tr>
<tr>
<td>15</td>
<td>12-May</td>
<td>A2 Week</td>
</tr>
</tbody>
</table>
6. Assessment procedures

Course grades will be determined based on the following scheme: Class Participation (30%), Midterm Project (30%), Final Project (40%).

Class Participation: Class participation and discussion are considered integral components of the learning experience. Students should be prepared with the readings assigned for each class. Students will NOT be able to make up for an assignment that they may have missed due to a particular absence. Therefore, attendance and participation are simple and good strategies for students who want to excel in this course.

Midterm: Business Case Analysis Project: The midterm exam will be a take-home team analysis of a business case. The focus of the case will be mostly on Segmentation, Targeting, and Positioning. Your team will need to apply the frameworks that we covered in the class to solve the case. The analysis should follow a Case Analysis Outline that I will distribute in class.

Final: Business Case Analysis Project: The final project will be similar in scope to the Midterm. It will be a take-home analysis of a business case that focuses mostly on Marketing Mix decisions. Once again, your team will need to apply the frameworks that were covered in the second half of the class to solve the case. The analysis should follow the Case Analysis Outline that I will distribute in class.

7. General guidelines for the undergraduate program

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8. Required Reading

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Assigned readings and cases from the Marketing Engineering package, Decision Pro.

Additional (suggested) readings:


9. Professor’s mini-résumé

Fabio Caldieraro is Associate Professor of marketing at FGV-EBAPE since 2014. Previously, Assistant Professor of Marketing at the Foster School of Business, University of Washington (2008-2013), and Levy School of Business, Santa Clara University (2003-2008). His articles have appeared in leading marketing (Marketing Science) and psychology (Cognitive Science) journals. Dr. Caldieraro is on the Editorial Board of Journal of Personal Selling & Sales Management. He contributed as an had-hoc referee to Marketing Science and Management Science. His doctoral dissertation received an Honorable Mention by the Institute for the Study of Business Markets (ISBM). He is a member of the INFORMS-Marketing Science Society, American Marketing Association, and ISBM.