There is much debate about how societies can develop and become more competitive in today's global economy. A basic premise of this course is that international competitiveness requires an understanding of the organization of markets, which may be viewed as networks of buying and supplying firms organized around the provision of finished goods and services. These organizational chains are increasingly global, and have complex and shifting governance structures that specify the power relations among the organizations in the chain. This framework reveals surprising facts about who controls global industries, which firms make the most money and why, and how new business capabilities are emerging that will determine the corporate leaders of tomorrow.

Attention in the course will focus on the organizational dynamics of diverse global industries, and on the competitive strategies of their leading firms. The geographic spread of these industries encompasses all major regions of the world, both as production sites and markets. This course will expose students to current theories regarding international competitiveness; it will require students to access and analyze the most widely utilized international trade data bases, and learn how to present this information effectively in tables, charts and graphs; and it will provide a team project experience in designing and evaluating research connected to contemporary global issues.

Course Requirements

There will be a mid-term examination, a team project involving the creation of a jobs and economic competitiveness website on a U.S. state of your choosing, and a paper required for this course. The mid-term exam, the team project, and your paper each count for 30% of the course grade, and class participation for 10%. The teaching assistants for this course are Steven Foy (steven.foy@duke.edu) and Sancha Doxilly (sld28@soc.duke.edu) of the Sociology Department.

Mid-Term Exam. There will be a take-home, open-book, mid-term examination that will be handed out in class on Monday, February 27th, and due back on Wednesday, February 29th. Completed exams must be typed, and a page limit will be set. The drop-off procedure for exams will be explained in class.

Team Project: Jobs and Economic Competitiveness Websites for U.S. States, Using a Value Chain Development Approach. There is a major team project required in this course. Teams comprised of 4 students will be formed, each focusing on a different U.S. state. The model for this project will be the North Carolina in the Global Economy website, http://www.soc.duke.edu/NC_GlobalEconomy/index.shtml, which uses a “value chain” framework to analyze the job creation and economic competitiveness trends in seven key industries for North Carolina. Some of these industries are in traditional manufacturing sectors (textiles & apparel, furniture), some are resource-based industries (tobacco and hog farming), and some are high tech goods and services (information technology, biotechnology, and banks & finance). Throughout the website, there is an emphasis on how globalization has affected, both positively and negatively, the
diverse industries in North Carolina, and what the challenges and opportunities are for the state to sustain and advance its economic development.

In your course project, each team will choose a specific U.S. state to carry out an analysis of three of its major industries in terms of their strengths and weaknesses with respect to job creation and economic competitiveness. Using the NC-Global Economy website as a guide, you will create value chains for each of your three industries, you will link the categories of each value chain to U.S. Bureau of Labor Statistics and enterprise-level data using sources that will be made available to you, you will create tables of the main companies operating in the state for each industry, and you will map the trade and employment trends at a county level over a 15-year period. Finally, you will make recommendations for how to improve the state-level competitiveness for your three industries. The key dimensions of your U.S. state websites will outlined in a separate memo, and illustrated in class sessions covering a variety of different topics. The key concepts and tools used in our value chain methodology are outlined in a U.S. Agency for International Development wiki on “Value Chain Development” – see http://apps.develebridge.net/amap/index.php/Value_Chain_Development.

Student groups will present highlights from their Jobs and Economic Competitiveness Websites in class, and they will be required to complete a Website Evaluation survey on a specified set of peer projects and a Self- and Team Member Evaluation survey to assess contributions within each team. The final website grade will be based on two components: one-third peer evaluation and two-thirds instructor evaluation. Individual grades may be adjusted based on participation levels in project.

Research Paper. The research paper will require you to compare two countries or global companies, and analyze them in terms of the perspectives and issues covered in class. If you choose countries, you should focus on their development over the past 10-15 years, and indicate the main factors that have promoted or hindered their international competitiveness. You will be expected to use the United Nations Comtrade database and other relevant economic statistics to document the countries’ economic performance in relevant global industries. If you choose to compare companies, you should highlight their strategies regarding international production, and the domestic or offshore distribution of jobs, revenues, and profits. Have these companies been gaining or losing ground in the global economy, and why? How have the companies handled pressures toward greater corporate social responsibility in the international arena? For both countries and companies, provide specific recommendations for improving their competitiveness during the next three to five years. The papers should be typed, doubled-spaced, and no more than 10 pages in length.

Blackboard and Readings

A wide range of materials related to this course will be available through Blackboard https://courses.duke.edu/. All students in Soc. 142 will be expected to log into Blackboard on a regular basis for announcements, course documents, supplementary lecture materials, and convenient communication tools such as group pages, student drop boxes, and discussion boards. E-mail will be an important form of communication in this course, so check your e-mail accounts frequently.

The following book will be read for the course. It is available at the Duke University Bookstore. Thomas L. Friedman and Michael Mandelbaum. That Used to Be Us: How America Fell Behind in the World It Invented and How We Can Come Back. New York: Farrar, Straus and Giroux, 2011.

The remainder of the readings assigned for the course can be accessed via Blackboard.
## COURSE OUTLINE AND READING LIST (Spring 2012)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>January 13</td>
<td>Discussion sections – Come to class with one example of how globalization favors U.S. competitiveness and one example of how it hinders U.S. competitiveness. Be prepared to discuss.</td>
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### The Global Context: Crisis and Opportunity

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 16</td>
<td>Martin Luther King, Jr. Day holiday</td>
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<tr>
<td>January 18</td>
<td><strong>U.S. Perspectives on Global Business, Pre-1990</strong></td>
</tr>
<tr>
<td>January 20</td>
<td>Discussion sections – Bring to class an article that appeared in the last 3 months that illustrates an important issue for U.S. competitiveness. Be prepared to summarize and discuss it.</td>
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<tr>
<td>January 23</td>
<td>Magaziner &amp; Patinkin, <em>The Silent War</em>, ch. 2;</td>
</tr>
<tr>
<td>January 25</td>
<td><strong>Contemporary Issues: Offshore Production and the Outsourcing of Jobs</strong></td>
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<tr>
<td>January 27</td>
<td>Discussion sections</td>
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### The Changing Global Economy

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>February 1</td>
<td>Apparel: The globalization of a designer dress.</td>
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<td></td>
<td>Film: Robert Reich (host), &quot;Made in America? – Winners and Losers.&quot;</td>
</tr>
<tr>
<td>February 3</td>
<td>Discussion sections</td>
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Analyzing International Trade Data

February 6  Introduction to UN Comtrade – Gary Thompson, Social Science Research Institute

February 8  How to display and organize trade information.
Demonstrate how to build up from raw WTA data to purposeful tables, graphs, and charts; emphasis on effective “visual display of data.”

February 10  Discussion sections
UN Comtrade “product” assignment – Create 3 tables that look at shifts in national, regional, or global export and import patterns for a single product over at least a 15-year time span.

Can the United States Come Back? Playing Catch Up in the Global Economy

February 13  Thomas Friedman and Michael Mandelbaum, That Used to Be Us, chs. 1-7.


February 17  Discussion sections

February 20  Friedman and Mandelbaum, That Used to Be Us, chs. 8-13.
http://online.wsj.com/article/SB125954262100968855.html

Friedman and Mandelbaum, That Used to Be Us, chs. 14-16.

February 24  Discussion sections

February 27  Question & Answer, and review session.
[Hand out take-home mid-term exam at the end of class.]

February 29  Mid-Term exam due: Returned to Rm. 268 Soc/Psych Bldg. (or electronically). There will be no class held on this date.

March 2  Discussion section film: Robert Reich (host), "Made in America? Who’s the Enemy?"

March 5-9  SPRING RECESS
March 12  **Team Project – Jobs and Economic Competitiveness Websites for U.S. States**
Introduction to team projects (with memo from instructor).

March 14  **Globalization and Economic Competitiveness**
Presentation on Duke’s library and web resources for research on global industries (Carson Holloway, Perkins Library). For a link Perkins’ resource guide, see [http://library.duke.edu/research/subject/guides/globalization/index.html](http://library.duke.edu/research/subject/guides/globalization/index.html).

March 16  Discussion sections: Teams will discuss internal management protocols and timelines for their projects

**Submit team list of proposed industries or products (provide at least 3 ranked choices)**

March 19  Review of team progress on Steps #1 and #2 of group project memo (highlighting the biggest economic changes between 2000 and 2010, and selecting 3 industries as the focus for a state-level job creation strategy).

**How Wal-Mart Shapes Global Industries**

March 21  **Wal-Mart, the world’s most powerful retailer: Is its new corporate sustainability initiative for real?**

March 23  Discussion sections

**Submit 2-page team outline for Jobs and Economic Competitiveness project.**

March 26  **WordPress training session** -- OIT Training, Duke University.

Review Duke WordPress training guide in Course Information section of Blackboard. At least one student from each team should bring laptops to class.

March 28  Discussion about the construction of value chain diagrams, top firms tables, and job maps for the team project.

March 30  Discussion sections.

**Submit 1-page proposal for final course paper.**

**The New iPhone Economy – Changing U.S. and Global Labor Markets**


April 6  Discussion sections

Emerging Economies and Workforce Development

April 9  Review of state-level public policies and job creation plan related to U.S. State Competitiveness team project.

April 11  The emerging global labor market


April 13  NO discussion sections

Jobs and Economic Competitiveness Websites: completion date.

April 16  Jobs and Economic Competitiveness Websites – Teams 1-5 will present in class.

April 18  Jobs and Economic Competitiveness Websites – Teams 6-10 will present in class.

April 20  Discussion sections: Evaluation of team projects.

Online Peer and Team Member / Self Evaluations for Global Industry Websites due.

April 23  Jobs and Economic Competitiveness Websites – Teams 11-15 will present in class.

April 25  Individual research papers – highlights in class.

Summing up.

Final course paper due

Last revised: May 12, 2012