Course Description, Objectives, and Requirements:

This 1.5 credit graduate course helps students to answer the question: Why are some nations rich and others poor? Despite its importance, that question has no easy answer. Obviously of academic and political interest, the question is also important for businesses at the strategic level. The individuals and firms that successfully predict the next Taiwan, or that avoid or promptly exit the next Argentina, will gain an advantage over competitors and market benchmarks. More generically, this course aims to help students to develop an understanding of different enterprise systems and to hone the ability to think comparatively over time, space, and circumstance.

Classes will be a mixture of lecture, discussion, and short student presentations. Attendance is expected; active participation is important. Laptop use is allowed but monitored. Students will read a required text that compares the emergence and development of four of the world's leading enterprise systems -- Great Britain, the United States, Germany, and Japan and will apply what they learn in class and from the textbook by analyzing the long-term growth prospects of a country of their choice.

Required Reading:


Mini-presentations:

For this assignment, students should find a recent (previous year or so) scholarly or newspaper article about a country in the region assigned to them:
A, B, C --- European non-EU (Any country in greater Europe -- from the islands of the Mediterranean to Scandinavia to Greenland -- that is not part of the EU.
If you are unclear about which countries are not in the EU, look here: http://www.crestock.com/image/720185-non-EU-european-countries-silhouettes.aspx or here: http://en.wikipedia.org/wiki/European_Union.)
Articles can come from any reputable source, including but not limited to the periodicals available via Bobst’s electronic databases (http://library.nyu.edu/collections/databases.html) like Factiva, Lexis-Nexis, Proquest, or WilsonOmni. Every student needs to find and discuss a unique article (not country). The first to post the full citation (author, title, periodical, date, page numbers) and short discussion (a few hundred words will do) to the appropriate discussion board on BlackBoard “owns” it. This assignment needs to be posted before the 4th class meeting. Thereafter, students should be prepared to summarize the article, and most importantly to discuss its relevance/importance to long-term economic growth, in class. I will use the presentations to “break up” and reinforce lectures and to stimulate discussion.

**Country Paper:**

Papers are due exactly one week from the end of the last class meeting. They should be submitted via the “term paper” button in Blackboard in Acrobat (.pdf). CITATIONS to source materials are mandatory; QUOTATIONS are not allowed. Papers should be 2,000 words (+/- 10%). Pertinent graphics, duly cited, are encouraged but be forewarned that students usually handle extensive bullet lists poorly.

The country paper assignment requires students to write a non-plagiarized paper on the long-term growth prospects of any country except the United States of America. (The United States of Mexico is acceptable.) The goal is to make a pitch, positive or negative, to a fellow MBA student. Your investment time horizon should be thirty to forty years. A generic recommendation to invest, not to invest, or to monitor closely and, most importantly, the rationale for your recommendation is all that is required; please do not attempt to identify specific investment strategies (acquisition, green field FDI, portfolio, etc.).

**Grading Guidelines:**

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Prof. Robert E. Wright, Economics Dept., Stern School of Business, New York University
The country paper will determine most students' grades; mini-presentations, attendance and class participation will affect grades at the margin. I will NOT read or grade your term papers but will answer any question the TF poses to me. (If you desire my personal feedback, I will happily provide comments after grades have been submitted.)

Due to school policy, only 35 percent of the class can receive a final grade of A or A-. Competition is keen, so if you need assistance understanding the assignment or course content please do not hesitate to contact me via e-mail or to arrange a telephone or face-to-face meeting.

**Instructor's Biographical Information**

Robert E. Wright is a clinical professor of economics at Stern, where he has taught in various capacities since Fall 2003. He holds a Ph.D. in History (SUNY Buffalo, 1997) and is the author or editor of over a dozen books as well as articles for the *American Economic Review*, the *Review of Finance*, *Econ Journal Watch*, *Barron's*, the *Chronicle of Higher Education*, and other national and regional outlets. Professor Wright has appeared on BNN, CNN, Fox News, and other television channels and his research has been featured in the *New York Times* and the *Wall Street Journal*. 