

## IBM MINOR: INTERNATIONAL ECONOMICS & EMERGING MARKETS

### DESCRIPTION OF EM ELECTIVE COURSE #1: Introduction to Emerging Markets Economies

<b>Haute école de gestion - Genève</b>	<b>Academic Year:</b> <b>2026-2027</b> Fall Semester
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FIRST PART: DESCRIPTION OF MODULE	
<b>1. Domain</b>	Business and Services
<b>2. Department</b>	International Business Management
<b>3. Course name</b>	<b>Introduction to Emerging Markets Economies</b>
<b>4. Code</b>	16479
<b>5. Type of education</b>	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
<b>6. Number of ECTS Credits</b>	<b>5</b>
<b>7. Prerequisites</b>	<input checked="" type="checkbox"/> Validation of the modules in semesters 1 and 2 <input checked="" type="checkbox"/> Attendance of the modules in semesters 3 and 4 for full-time students, and semesters 5 and 6 for part-time students
<b>8. Teaching language</b>	<input checked="" type="checkbox"/> English
<b>9. Objectives</b>	<p><b>Context</b> This elective course provides students with a comprehensive understanding of the economic, political, and cultural dynamics of emerging markets. These economies represent new business opportunities for Switzerland and Europe, as well as for other OECD developed economies. Their global contributions are also reshaping world geo-economics and the post-1945 multilateral system.</p> <p>Emerging economies, mainly in Asia, but also in Africa and Latin America, comprise the majority of world population and youth, over 700 million of new middle classes, and expansion of the new rich. They are also characterized by their rapid urbanization.</p>

	<p>China is becoming the first world economy - soon surpassing USA. Other emerging economies follow (India, Indonesia, Brazil, Mexico, Nigeria, South Africa,...). Their levels of education and skills are already catching up with aging and smaller populations in industrialized countries, including Switzerland.</p> <p>These new global economic actors emerge with appropriate and innovative business models matching more and more international value chains both at B2B and B2C levels. They capture more and more market shares worldwide both in new and traditional sectors of energy and minerals, manufacturing and services.</p> <p>It is a must for new generations to understand how emerging economies have simultaneously become rising competitors and partners in technology, trade and finance vis-a-vis both developed and developing countries.</p> <p><b>Objectives</b></p> <p>The key objective of the elective is to equip students with the practical tools and strategies necessary for navigating these complex environments. Through hands-on activities, case studies, and project-based learning, students will gain real-world skills in market analysis, risk management, and understanding the impact of cultural and social factors on business practices.</p>
<p><b>10. Contents</b> <i>(General themes and descriptions, the accurate content may change)</i></p>	<p>The course provides a comprehensive exploration of the economic, political, and cultural dynamics of emerging markets. It is designed as an active learning process where students engage in hands-on research and presentations to analyze the multifaceted world of these dynamic economies.</p> <p><b>Part 1: Foundations of Emerging Markets &amp; Globalization</b></p> <ul style="list-style-type: none"> <li>• <b>Defining Emerging Markets:</b> Key characteristics, classifications, and the "Shifting Wealth" of the global economy.</li> <li>• <b>The Economics of Globalization:</b> Drivers of globalization, theories of comparative advantage, and strategic trade policies.</li> <li>• <b>Global Value Chains (GVCs):</b> B2B and B2C participation in global trade, FDI, and capital flows.</li> <li>• <b>Activity:</b> Country Profile Presentations—researching a specific emerging market's economic landscape and unique challenges.</li> </ul> <p><b>Part 2: Growth, Innovation, and Business Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>The State vs. The Market:</b> Comparing different state-driven economic models and their impact on growth.</li> <li>• <b>Innovation &amp; Industrialization:</b> Entrepreneurship, technology leapfrogging, and the role of industrial policies.</li> <li>• <b>Case Studies on State-Led Growth:</b> Analyzing specific models such as <b>Singapore, Dubai Inc, and Fundación Chile.</b></li> <li>• <b>Regulatory Frameworks:</b> Assessing business risk, trade policies, and political stability.</li> </ul> <p><b>Part 3: Specialized Industry &amp; Investment Analysis</b></p>

	<ul style="list-style-type: none"> <li>• <b>The Global Wine Industry:</b> A dedicated consultancy project focusing on internationalization strategies and market dynamics (Guest Lecturer: Magalie Dubois).</li> <li>• <b>Impact Investment in Emerging Markets:</b> Principles, evaluation, and practice of sustainable finance to drive social and environmental change (Guest Lecturer: David Cordobes).</li> <li>• <b>Site Visit:</b> Practical engagement with international organizations, such as the <b>International Trade Center (ITC)</b>.</li> </ul> <p><b>Part 4: Ethics, Social Dynamics, and Global Challenges</b></p> <ul style="list-style-type: none"> <li>• <b>Ethical Dilemmas in Global Supply Chains:</b> Analyzing sensitive issues such as <b>child labor and trade</b> or <b>fair trade and business</b>.</li> <li>• <b>The Deglobalization Agenda:</b> Navigating trade wars, geopolitical power dynamics, and the future of the welfare state.</li> <li>• <b>Social &amp; Corporate Responsibility:</b> Balancing privatization risks, foreign ownership, and ethical sourcing in diverse economic environments.</li> <li>• <b>Future Trends:</b> Digitalization, AI, and fintech as drivers of inclusive growth and technological leapfrogging.</li> </ul>
<p><b>11. Evaluation</b></p>	<p>Evaluation is based entirely on continuous assessment through active contributions and projects; <b>there are no formal exams</b>.</p> <ul style="list-style-type: none"> <li>• <b>Country Profile Presentation (20%):</b> Group analysis of a specific emerging economy.</li> <li>• <b>Policy Issue Presentation (20%):</b> Deep dive into pressing issues like trade wars or the role of the state.</li> <li>• <b>Internationalization of Business Case Study (20%):</b> Critical examination of business and policy strategies.</li> <li>• <b>Consulting Project (20%):</b> Industry-specific application of knowledge, currently focused on the Global Wine Industry.</li> <li>• <b>Impact Investment Report (20%):</b> Practical report on sustainable finance and investment strategies.</li> <li>• <b>Participation:</b> Students are expected to engage actively in co-creation of course content, discussions, and workshops.</li> </ul> <p>The use of artificial intelligence tools is allowed and encouraged for research and drafting. However, evaluation will focus on students' ability to demonstrate critical thinking, apply course concepts effectively, and articulate their understanding during presentations and discussions. Proper attribution and thoughtful integration of AI-generated content are expected.</p>

<b>12. Remediation/repetition</b>	<input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be considered (maximum grade 4.0). A repeated module cannot benefit from a remedial exam.
<b>13. Coordinator / main instructor</b>	Nicolas Depetris Chauvin, Professor in collaboration with Benoît Kessler, Teaching Assistant
<b>SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN</b>	
<b>14. Level</b>	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other: .....
<b>15. Characteristics</b>	<input checked="" type="checkbox"/> Module is mandatory (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)
<b>16. Type</b>	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other: .....
<b>17. Time organization</b>	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Module over 2 semesters <input type="checkbox"/> Spring semester <input checked="" type="checkbox"/> Fall semester <input type="checkbox"/> Other