OVERVIEW

For decades, the accepted wisdom was that the West, particularly the U.S., was the central source of—and market for—technological innovation and the resulting products. Japan’s rise in the 1980s provided the first challenge to this perception and, in many ways, launched the modern study of National Systems of Innovation. South Korea, Taiwan and Singapore quickly followed Japan in becoming major technological players. At the start of the 21st century, the field expanded again, with China and India becoming major players. There is also an important second tier, including smaller Asian countries (e.g., Malaysia) and the Middle East (which plays an important role as a source of capital). Some in the United States in turn are worried or even alarmed, concerned that the U.S. is losing its preeminent position in global science and technology. Others believe that the globalization of innovation will open new markets and create new opportunities for collaboration.

These changes have implications for societies, firms, and individuals. In this seminar, we will examine a subset of these implications. Theoretically, we will draw heavily from management research, including international business, strategy, entrepreneurship and the management of technology literature. We will also consider work from economic geography, development economics, political science and other related fields. The goal is to provide you with a well-developed sense of common concepts, key questions established empirical approaches. The field is very broad and we will omit many interesting and important topics.

We will all come to class with differing backgrounds, so I’m not making assumptions regarding pre-existing knowledge. If you’ve not encountered the literature on technology management before, you might find my syllabus for my 2006 seminar on Strategic Issues in the Management of Technology and Innovation useful. I’ve included it on Compass.

CLASS FORMAT

The syllabus lists an extensive set of readings. We will cover a subset of the material in class and use other readings as background for term papers and subsequent research.

At the end of each meeting we will select which papers we want to discuss in our next meeting. We will divide up the assigned papers, with each student being responsible for one paper. This means being ready to lead discussion of the paper in the next class session. You should have a formal presentation prepared, 7 minutes of which should summarize the research question, the theoretical basis for the argument, the principal hypotheses, empirical approach and key findings and 5 minutes of which should include your evaluation of the article, your thoughts about how it contributes to the larger literature, and your thoughts about how it could extended. There will be 5
minutes for Q&A/discussion. You are responsible for being able to discuss all of the papers chosen for discussion.

Data is often one of the great challenges in this field. So, if the paper you read uses a particularly rich or new data source, please be sure to note that. For sessions 4 and 5, which look at measurement, please focus your presentation particularly on the data being used and the questions it could be used to answer.

TERM PAPER

You will complete a term paper for the course. Your goal for the term paper is to prepare a draft of a publication-quality article. The focus of the paper is up to you. You may choose, for example, to develop an in-depth critique of a particular point of view; expose critical and non-obvious inconsistencies between approaches; pursue in-depth development of testable hypotheses concerning a theory or confluence of theories; develop an empirical research design aimed at theory development or testing; or conduct empirical research using real data. The paper must contain at least consideration of how you would conduct empirical testing or conduct an empirical test using real data. In evaluating your paper, my central criterion will be that of significance: how important are the ideas or empirical results that you generate for advancing the state of the art in strategic management research? The work must advance well beyond a simple literature review. You must use this paper as an opportunity to push the thinking within the field forward in a significant way. A one page proposal outlining your topic is due on the seventh week of class, March 9.

Your final written paper is due by Thursday, May 13.

EVALUATION

I will base grading for the course on preparation for class (30%), contribution to the discussions (30%), and the term paper (40%). I will base your final grade on the material that you hand in by the due date. I do not grant incomplete grades.

MATERIALS

Materials will be distributed via Compass. There is no required textbook, although there is a book that I strongly encourage you to buy:


No matter how good your ideas are, the clarity of your exposition will play an important role in readers’ understanding of your arguments and contributions. Some academic writing provides a wonderful example of good writing. Most, unfortunately, does not. In ten simple rules, Williams provides a wonderful guide to becoming a more persuasive, interesting, and graceful writer.
SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 26, 2009</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Feb 2, 2009</td>
<td>National systems of innovation -- Classics</td>
</tr>
<tr>
<td>3</td>
<td>Feb 9, 2009</td>
<td>National systems of innovation -- Applications</td>
</tr>
<tr>
<td>4</td>
<td>Feb 16, 2009</td>
<td>Indicators and data sources -- session 1</td>
</tr>
<tr>
<td>5</td>
<td>Feb 23, 2009</td>
<td>Indicators and data sources -- session 2</td>
</tr>
<tr>
<td>6</td>
<td>Mar 2, 2009</td>
<td>R&amp;D in the MNC -- Background and classics</td>
</tr>
<tr>
<td>7</td>
<td>Mar 9, 2009</td>
<td>R&amp;D in the MNC -- Knowledge flows</td>
</tr>
<tr>
<td>8</td>
<td>Mar 16, 2009</td>
<td>R &amp; D in the MNC -- Location &amp; Organization/Management</td>
</tr>
<tr>
<td>9</td>
<td>Mar 30, 2009</td>
<td>The role of the entrepreneur</td>
</tr>
<tr>
<td>10</td>
<td>Apr 6, 2009</td>
<td>Impact on national development</td>
</tr>
<tr>
<td>11</td>
<td>Apr 13, 2009</td>
<td>Mobility of scientific talent</td>
</tr>
<tr>
<td>12</td>
<td>Apr 20, 2009</td>
<td>Outside the Triad--Background, theory and policy</td>
</tr>
<tr>
<td>13</td>
<td>Apr 27, 2009</td>
<td>Beyond the Triad -- Country studies</td>
</tr>
<tr>
<td>14</td>
<td>May 4, 2009</td>
<td>Research presentations</td>
</tr>
</tbody>
</table>

SESSION OUTLINE

1. **Introduction (Jan 26)**


2. **National systems of innovation -- Classics (Feb 2)**


3. National systems of innovation -- Applications (Feb 9)


4. Indicators and data sources -- session 1 (Feb 16)


5. Indicators and data sources -- session 2 (Feb 23)


6. **R&D in the MNC – Background and classics (March 2)**


7. **R&D in the MNC -- Knowledge flows (March 9)**
   
   
   
   
   
   
   
   
   
   

8. **R & D in the MNC -- Location & Organization and management**

   **Location**
   
   


**Organization and management**


**The role of the entrepreneur (March 30)**


10. Mobility of scientific talent (April 6)


11. Impact on national development (April 13)


12. Outside the Triad--Background, theory and policy (April 20)


13. **Beyond the Triad -- Country studies (April 27)**


7. von Zedtwitz, M. & UNCTAD. 2005. *International R&D Strategies in Companies from Developing Countries: The Case of China*: UN.


14. **Research presentations (May 4)**

Each student will present a summary of their term paper. You will have 10 minutes to present, followed by 7 minutes of Q&A and discussion. You must post your presentation on Compass by Sunday, May 3, at 5:00 p.m. per normal.