



GEORGETOWN UNIVERSITY School of Continuing Studies

BLHS 422 - Strategy and the Strategic Mindset

Dates: Summer 2020

Location: This course takes place online. Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

Faculty: JT Paasch

Contact Information: jp475@georgetown.edu, jt.paasch@gmail.com, (864) 504-4404

Virtual Office Hours: Anytime. Email me, or call/text, and we'll coordinate a time to talk.

COURSE DESCRIPTION

This course is an introduction to strategy and the strategic mindset for business. We will learn the basics of strategic management, which provides tools to help a business answer the following two questions: Where should we compete? How should we compete? At the same time, we will focus on the fundamentals of game theory, which provide mathematical tools for analyzing strategic environments so as to determine the best strategies. In addition, students will consider strategy from a philosophical point of view, and investigate the epistemology and ethics of competing in strategic environments.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

1. Explain the foundational concepts of strategic management.
2. Apply the techniques of strategic management to analyze a competitive business environment.
3. Apply the techniques of strategic management to construct a strategy for competing in a business environment.

4. Explain the foundational concepts of game theory.
5. Apply the techniques of game theory to strategic environments to “solve” problems of interaction.
6. Make strategic decisions in an ethical manner.
7. Explain and critically discuss philosophical issues (epistemological and ethical) that pertain to interaction and strategy.
8. Write and present information clearly for diverse audiences in a clear and ethical way through appropriate forms and media.

REQUIRED READINGS

The following are the required reading material for this course:

1. Steven Tadelis, *Game Theory: An Introduction* [abbreviated as “GT” hereafter]. Princeton University Press. 2013.
2. Eric Pacuit and Oliver Roy, “Epistemic Foundations of Game Theory” (selections). SEP. <https://plato.stanford.edu/entries/epistemic-game/>
3. Bruno Verbeek and Christopher Morris, “Game Theory and Ethics” (selections). SEP. <https://plato.stanford.edu/entries/game-evolutionary/>

COURSE REQUIREMENTS

Technical Requirements

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to:

1. Communicate via email including sending attachments.
2. Navigate the internet using a Web browser.
3. Use office applications such as Microsoft Office or Google Docs to create documents..
4. Learn how to submit assignments in Canvas.
5. Communicate with peers using discussion boards and other platforms.
6. Upload and download saved files.
7. Have easy access to the Internet.
8. Navigate Canvas, including using the email component within Canvas.
9. Use a microphone to record audio through your computer.
10. Use an internal or external camera to record video through your computer.

In this course we may use VoiceThread, TurnItIn and Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Instructions for VoiceThread are available here.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Instructions for TurnItIn are available here.](#)

- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Instructions for Zoom are available here.](#)

Computer Requirements

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by [Canvas in the Instructure Guides.](#)

Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

COURSE EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas.

Student Expectations

This course consists of 15 weeks. You are expected to do the readings, watch the lecture videos, and to engage with the course material in depth. Your responsibilities include completing all the assignments. Participation is essential to your success in this class. In order to get full credit for participation, you will have to complete all of the assigned work.

Time Expectations

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending approximately 8-10 hours per week on the work for each online module.

ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking. Academic dishonesty in any form is a serious offense, and students found in violation are subject to

academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code.

The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](#).

COURSE ACTIVITIES AND ASSIGNMENTS

Each week, you must complete three types of assignments:

1. **Readings and lectures.** Each week, you must complete the assigned readings, and you must watch any assigned lecture videos.
2. **A writing assignment.** Each week you must complete a writing assignment. Sometimes the assignment will be an essay, but other times it may be a set of problems that you will need to work out answers to and then describe how you solved them.
3. **Peer review.** Each week, you will grade each other's work, by grading the previous week's writing assignment of some of your peers. A rubric will always be provided, so that you know exactly how you should assign points to your peers.

All work is due by the assigned due date on Canvas, and it must all be uploaded to Canvas (the instructions for this will be provided on Canvas).

Late Submission Policy:

In this course, you have an entire week to complete all of the assignments for each module, so you have plenty of time to handle most of the unexpected little things that come up during the course of a module. Because of this, as a general rule of thumb, no late work will be accepted, and no extensions will be given. However, there are occasions where you really cannot complete your work in a week. As stated in the [Student Handbook](#), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made at least 1 week before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, the request will not be honored. No late submissions or extensions are available for the last week of class or

for any missed lectures. Late responses with no previous arrangements for all assignments will not be accepted.

Discussions and Assignments

Assignments 1 through 14 are 40% of the final grade

Due: Weeks 1-14

Peer Reviews for Assignments 1 through 14 are 40% of the final grade

Due: Week 2-15

The Final Exam is 20% of the final grade

Due: Week 15

Citation Style

This course uses APA or Chicago style for all writing and research assignments. Resources for this citation style are available through

[Georgetown Library Citation Guide](#)

[APA Style Guidebook](#)

GRADING

Grading in this course will be determine by the following grading scale:

- A: 93% to 100%
- A-: 90% to 92%
- B+: 87% to 89%
- B: 83% to 86%
- B-: 80% to 82%
- C+: 77% to 79%
- C: 73% to 76%
- C-: 70% to 72%
- D+: 67% to 69%
- D: 63% to 66%
- F: 62% and below

ACCOMMODATIONS

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees [disability support services](#), (202-687-8354; arc@georgetown.edu;) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

STUDENT SUPPORT SERVICES

Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- [Academic Resource Center](#)
- 202-687-8354 | arc@georgetown.edu
- [Counseling and Psychiatric Services](#)
- 202-687-6985
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
- (202) 687-4798

Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University

username (NetID) and password (this is the same login information used to access email, BlackBoard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Research Guide

The Project Management program has an extensive online [Library Research Guide](#) designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work.

Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

Technical Support

Click on the Help link (on the bottom-left corner in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

During this course, we may use VoiceThread, TurnItIn, and/or Zoom.

- VoiceThread is a tool that enables teachers and students to upload and asynchronously present images, video, and/or other media and respond to others presentations with audio, video, and/or text comments. [Technical support for VoiceThread is available.](#)
- TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available.](#)
- Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available.](#)

COMMUNICATIONS GUIDELINES

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course can be controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

In this course, you will grade your peers' assignments. When you are marking answers wrong, you must clearly state what your peer got wrong and why. It is also important to be honest and straightforward, and kind. If the instructor sees any violations of these netiquette guidelines, the instructor may lower the offending student's grade.

Statement of Student Conduct, Civility, and Engagement

The School of Continuing Studies offers students the opportunity to engage with faculty, staff, and peers in ways that foster intellectual growth and development in their chosen field of study. It is important to recognize that each member of our community brings his or her own values, thoughts, perspectives, and experiences into each interaction. We expect students to behave in a manner that is civil and respectful of others, and appreciate the learning opportunities that come from engaging pluralistic perspectives in a dynamic educational environment.

Engagement within the SCS Georgetown community takes place in on-campus meeting spaces and classrooms, and extends to online learning platforms and forums. Students should be particularly mindful that participation in class discussions, group assignments, emails, blogs, and social media reflect upon them personally, academically, and professionally. All viewpoints, editorials, and opinions expressed by students represent those students exclusively – and not the students' instructors, classmates, academic program, School, or University – even in cases when students are using Georgetown-affiliated systems like email, blogs, and online portfolios. The expectations for respect and civility are consistent for on-campus classes and spaces, as well as cyber, virtual, and online environments. Thus, civility and cybercivility are expected of all students, in all campus spaces.

SCS students are expected to adhere to the SCS guidelines for student conduct and the University Code of Student Conduct. In the event that a student's behavior is perceived to fall outside the stated SCS guidelines or may be a violation of the Code of Student Conduct, the matter may be referred to the Office of Student Conduct for further review and possible sanctioning. Such instances can include but are not limited to: disruption of official university functions (including teaching, research, administration), failure to comply with a directive issued by a University official, harassment and bullying, and incivility. For questions regarding the SCS student conduct

expectations please review the policy in-full found in the [Bachelor of Arts in Liberal Studies Undergraduate Bulletin](#). For questions about the Code of Student Conduct, please review the information provided by the [Office of Student Conduct](#).

Communication with Peers

Notifications

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.
- Do not send messages asking general information about the class, please post those in the General Questions Discussion Board Forum.

Questions Forum

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments and course materials. Please post these in the General Question Discussion Board Forum, which you can access by clicking Discussions in the course navigation menu. This is an open forum, and you are encouraged to give answers and help each other.

Turnaround and Feedback

If you have a concern and send me a message, you can expect a response within one business days. Please allow two business days for assessment submission feedback.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Copyright

The materials used in Georgetown University courses ("Course Materials") generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course Materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Canvas are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

More information about intellectual property and copyright can be found here:

<https://www.library.georgetown.edu/copyright>

More information about computer acceptable use policy and intellectual property can be found here: <https://security.georgetown.edu/it-policies-procedures/computer-systems-aup>

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for
Sexual Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:

<https://sexualassault.georgetown.edu/get-help>

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

COURSE SCHEDULE

Module	Strategic Management	Game Theory
1	Strategic Management External-Internal Strategic fit Basic strategies (Porter) Analysis	Set Theory Sets Sequences Relations Functions
2	External Analysis I PESTEL Five Forces	Normal-Form Games Single-/Multi-agent Decision Problems Game Theory Strategies Normal-Form Games Matrix-Form Games Solution Concepts and Equilibria
3	External Analysis II Driving forces Strategic Group Mapping	Dominance I Notation Strictly Dominated Strategies Strictly Dominant Strategies
4	External Analysis III Competitor Analysis KSFs	Dominance II Dominance Solution Concept Weak Dominance Iterated Dominance
5	Internal Analysis I Financial Ratios	Nash Equilibrium Beliefs Nash Equilibrium with Pure Strategies Nash Equilibria in Matrices Nash Equilibria Solution Concept
6	Internal Analysis II Resources and capabilities The VRIN test SWOT	Dynamic Games I Mixed Strategies Extensive-Form Games Imperfect Information
7	Internal analysis III The Value Chain	Dynamic Games II Strategies and Nash Equilibrium Pure Strategies Normal-Form Representation

8	Low-Cost Provider Strategies Cost-efficient value chain Sparse value chain Low-cost pitfalls	Sequential Rationality I Sequential Rationality Backward Induction
9	Differentiation Strategies Value drivers for differentiation Value chain for differentiation Broad differentiation strategy Differentiation pitfalls	Sequential Rationality II Subgame-Perfect Nash Equilibrium Examples
10	Focused Strategies Focused low-cost strategies Focused differentiation strategies Best-cost provider strategies	Multistage Games Payoffs Conditional Play Subgame-Perfect Equilibria One-Stage Deviation
11	Offensive Strategies Attack strategies Blue Ocean Targets First-mover advantages Late-mover advantages	Epistemology Epistemic Views of Games Game Models Choice Rules IESDS and Backward Induction Nash Equilibrium and Uncertainty Self-Reference Paradox
12	Defensive Strategies Block avenues Signal retaliation Strengthen scope Merger and acquisition Vertical integration Alliances	Ethics Functionalism Contractarianism Evolutionary Game Theory