



GEORGETOWN UNIVERSITY
School of Continuing Studies

BLHS 422 - Strategy and the Strategic Mindset

Dates: Spring 2021 (Jan 13 – May 15, 2021)

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

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

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 (they are all available for free on Canvas or on the internet):

1. JT Paasch, *Elementary Game Theory* reader [abbreviated as “GT” hereafter].
2. JT Paasch, *Strategic Management Handbook* reader [abbreviated as “SM” hereafter].
3. Till Grüne-Yanoff, “Game Theory.” *Internet Encyclopedia of Philosophy* (peer-reviewed). <https://www.iep.utm.edu/game-th/>
4. Bruno Verbeek and Christopher Morris, “Game Theory and Ethics.” *Stanford Encyclopedia of Philosophy* (peer-reviewed). <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 your discussions.

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 12-15 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. 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](#).

Synchronous Meetings

This class does not meet synchronously, meaning that there are no regularly scheduled meetings that you must attend each week. So, you do not have to attend "class" each week (be it in person or on video, for example via Zoom).

However, your instructor may schedule the occasional synchronous meeting: i.e., a meeting that you **do** need to **attend**. These meetings may happen at the beginning, middle, or end of the semester, at times when the instructor needs to check-in with everybody to make sure everybody is present, and on track. The instructor will communicate with you about any such meetings through the email and announcements sections of the Canvas site.

COURSE ACTIVITIES AND ASSIGNMENTS

Written work is due by the assigned due date on Canvas. **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES.** Follow-ups and class participation are contingent on the timely submission of your initial responses.

Discussions and Assignments

For **each module**, you must complete the following assignments:

1. **Readings and lectures.** You must complete the assigned readings, and you must watch any assigned lecture videos.
2. **A game theory discussion post.** On a discussion board, you must post a response to a prompt that you are given about the topics you are learning in game theory. Sometimes the prompt will ask for a short piece of writing, but other times it may ask you to compute the

answer to one or more problems, and you will need to work out the answers and describe how you solved them.

3. **Peer review previous game theory discussions.** You must peer review the previous module's game theory discussion posts for some of your peers. A rubric will always be provided, so that you know exactly how you should critique your peers.
4. **A simulation assignment.** Throughout the course, you will run a pretend business in a simulated/pretend environment. During each module, you must complete certain tasks with your business, and post a write-up of the analyses and strategies you used to complete those tasks.
5. **Peer review previous simulation assignments.** You must peer review the previous module's simulation assignments for some of your peers. A rubric will always be provided, so that you know exactly how you should critique your peers.

At the end of the course, there will be a **final assessment**:

- **Strategy portfolio.** You will put all of the write-ups you did for your simulation assignments into a single portfolio. This will be a strategy portfolio that you can show to potential employers and clients who may want to employ you as a strategic consultant.
- **Peer review each other's strategy portfolios.** You will review the strategy portfolios of some of your peers. A rubric will be provided, so that you know exactly how you should critique your peers.

Deadlines:

All assignments are due by the assigned due date on Canvas, and they must all be uploaded to Canvas (the instructions for all assignments will be provided on Canvas). When Canvas receives an assignment from you, it looks at the clock, and puts a timestamp on it, so as to mark the exact time your assignment is submitted.

Note that it can take a few seconds to upload assignments, and the process of uploading your assignment must be fully completed **prior** to the deadline. Note also that Canvas looks at **its clock, not yours**, when it puts the submission timestamp on your assignment. If your clocks are a couple of minutes behind, Canvas doesn't care. Your assignment will be marked late if it is not fully uploaded and in Canvas's hands, so to speak, before Canvas's deadline passes. Note that Canvas's clock runs on **Eastern Standard Time**.

Late Submission Policy:

In this course, you have the entire span of each module to complete all of the assignments for that module. On a normal 15-week schedule, a module runs a full week (7-days): it opens Monday at midnight, and it closes the following Sunday at 11:59pm. 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**. For any assignment that you turn in late, even if it's just a couple of seconds late, Canvas will mark it late, and you will get **zero points**.

Also, if you fail to submit an assignment, then you **cannot complete any peer reviews** for that assignment either. (I cannot override this, it is just how Canvas works.) So, you will get **zero points** for the peer reviews for that assignment too, because you will not be able to do any of them.

There are rare occasions where you really cannot complete your work in the allotted 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 one 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. Late responses with no previous arrangements for all assignments will **not be accepted**.

Advice for Submitting on Time

Beware that computers and internet connections often have hiccups. If you try to submit your assignment at 11:58pm on Sunday night, and your computer freezes, and so you miss the Sunday night deadline, your assignment will still be considered late (and you will receive zero points). **Computer and connectivity problems** are generally not considered as valid excuses. Similarly, if you wait until Sunday to start your homework, then something comes up (you get sick, or get in a car accident, or whatever it may be) so that you miss the Sunday night deadline, then again, your assignment will be considered late (and you will receive zero points). Procrastination is generally not a valid excuse. You must **plan ahead**, and give yourself enough time to cope with problems. Finally, note that illness or health problems generally do not count as valid excuses either, unless as a result of them you are debilitated for **the entire week** allotted to complete a particular assignment (and then I will need a doctor's note explaining the situation).

A word of advice: if you find yourself encountering problems and you are worried about proving that you were doing something in a timely fashion, **take a screenshot** that includes a **timestamp** somewhere in the picture, and share it with me. I cannot corroborate any stories without a visible time stamp.

Another word of advice: after you have uploaded an assignment to Canvas, **view your submission** from Canvas to double-check that it was actually uploaded to Canvas correctly. On occasion, Canvas has errors, and says it uploads your assignment when really it did not. It is your responsibility to make sure your work is uploaded **correctly**.

A reasonable strategy for handing in your assignments is this: always submit whatever work you have completed at a reasonable time before the deadline (say, Sunday afternoon). If you are not finished with the assignment when this time arrives, that is okay. Submit what you have, and forgive yourself for the rest. We are all busy and have other things to do. Do what you can, and submit your assignments by the deadline, even if they are incomplete. Remember that, if you submit an incomplete assignment on time, at least you can earn some points for the work you managed to complete, whereas if you submit an assignment late, you will get zero points for it, and that will certainly hurt your final grade.

Weighting for Final Grade

- **Game theory discussion posts:** 30%
- **Peer review game theory discussions:** 10%
- **Simulation assignments:** 30%
- **Peer review simulation assignments:** 10%
- **Strategy portfolio:** 15%
- **Peer review strategy portfolio:** 5%

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.

In this course we will 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. [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.

Critiquing your peers is something you will have to do in business and most other professions. However, when you do offer critique, it is important to **be honest and straightforward**, and also **kind**. When you offer constructive criticism, you can and should say what is wrong, and be direct and to the point. But you must be kind and supportive, rather than mean and hurtful.

In this course, you will grade and critique your peers' assignments. Whenever you mark an answer wrong or offer criticism, you must **clearly state what your peer got wrong and why, with reference to the rubric**. There will always be a rubric that you must follow when grading/critiquing your peers, and you must always make it very clearly exactly what your peer did wrong, with respect to the rubric.

You do not need to be overly verbose in your peer reviews. You can be concise. But you must give the details. So, for example, do not simply write "2 points off," because it is not obvious from that which questions your peer got wrong, or why. Instead, write something like this: "2 points off: 1 point off for problem (3), because I could not see an answer to it; and 1 point off for problem (7) because you forgot to compute X."

If the instructor sees any violations of these netiquette guidelines, the instructor will lower the offending student's grade for peer reviews. Your job is to engage, and be critical, all the while being honest and straightforward (yet kind) as you go.

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 [Graduate Professional Studies Student Handbook](#). 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.

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>

SEXUAL MISCONDUCT

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

1. Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
2. Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician.

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

- [Georgetown Self-Care Resource Guide](#)
- [Georgetown Wellness Wheel](#)
- [Georgetown Guide to Recognizing Students in Distress](#)

PREGNANCY ADJUSTMENTS AND ACCOMMODATION

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 the [Pregnancy Adjustments and Accommodations for Students webpage](#).

COURSE SCHEDULE

*Course schedule will be followed but is not a contract.

All readings are posted on Canvas

Module	Topic
0	Orientation
1	Strategic Management & Set Theory
2	External Analysis I & Normal-Form Games
3	External Analysis II & Dominance I
4	External Analysis III & Dominance II
5	Internal Analysis I & Nash Equilibrium
---	Spring Break
6	Internal Analysis II & Dynamic Games I
7	Internal Analysis III & Dynamic Games II
8	Low-Cost Provider Strategies & Sequential Rationality I
9	Differentiation Strategies & Sequential Rationality II
---	Easter Break
10	Best-Cost Strategies & Multistage Games
11	Offensive and Defensive Strategies & Philosophy
12	Expanding Scope Strategies & Ethics
---	Reading week/Prepare Strategy Portfolio

