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# International Marketing

**COURSE DESIGNATOR** LNDN 3752

**LANGUAGE OF INSTRUCTION** English

**NUMBER OF CREDITS** 3

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## COURSE DESCRIPTION

“Business activities today are global in scope. Technology, research, capital investment and production, as well as marketing, distribution, and communication networks, all have global dimensions. Every business must be prepared to compete in an increasingly interdependent global economic and physical environment ... Even companies that do not operate in the international arena are affected ... by the success of the European Union, the export-led growth in South Korea, the revitalised Mexican economy, the economic changes taking place in China, military conflicts in the Middle East, and climate change. The challenge of international marketing is to develop strategic plans that are competitive in these intensifying global markets. For a growing number of companies, being international is no longer a luxury but a necessity for economic survival.”\*

This International Marketing course will help you develop an understanding of the scope and challenges of marketing in the international context.

With its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localised context of the CAPA London Centre. London is the leading international financial centre and the UK is a member of the European Union. While the UK is not a member of the Eurozone (countries using the Euro currency), it has deep economic and financial links with other European countries. London’s pre-eminent role in the international financial markets dates back to its being the capital of the British Empire as well as the various market innovations developed in the UK since the 1980s.

London is a melting pot with a population of more than 8 million. Workers from the 28 European Union member countries have made this city their home and they enrich the international dimensions of the London work place. Further, its population includes a cross-section of immigrants and workers from Asia, Africa, the Americas, the Far East and the non-EU European states. Major international corporations and small and medium enterprises doing business globally have their offices in London. This cultural and ethnic diversity of London makes the city a unique location for the students to immerse themselves in the study of marketing from an international perspective. The students will have the opportunity to apply the learning outcomes of this course in their internships as well help them enrich their academic experiences.

The students will be expected to develop and expand their understanding of this local context of the UK’s role in the global and European marketplace. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided by studying International Marketing at the CAPA London Centre.

## COURSE OBJECTIVES

Students will develop the following skills during this course:

- Problem analysis
- Develop understanding of the subject area within the global context
- Critical thinking
- Working independently and as part of a team
- Personal reflection
- Developing good reading habits

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\* Cateora, P., M. Gilly and J. Graham, International Marketing (McGraw-Hill, 2013), p.7.

## LEARNING OUTCOMES

After taking this course, students should be able to:

- Understand the scope and challenges of international marketing
- Recognise the cultural environment of global markets, business and management approaches
- Develop an understanding of the political environment within which international marketing operates
- Gain perspectives to assess global market opportunities and threats
- Develop an analytical toolbox for international marketing analysis
- Gain an understanding of regional issues in global marketing – the Americas, Asia-Pacific & Europe, Africa & the Middle East
- Develop an understanding of global consumer and B2B marketing strategies

## COURSE PREREQUISITES

There are no prerequisites. Students from a variety of backgrounds and interests are encouraged to take this class.

## METHODOLOGY

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and two research papers.

## MY EDUCATION REQUIREMENT

London is the leading financial and economic centre in the global market place. It is the nerve centre of the largest global financial institutions, the Bank of England, the European Reconstruction & Development Bank, as well as prestigious academic institutions such as the London School of Economics and Political Science, Imperial College and the University of London. As part of this course, field trips will be arranged to the Bank of England, the City of London and Canary Wharf (the hubs of international finance in London), as well as the British Museum and the Museum of London. Further, the London internship experience offers students a rich contextual environment to apply the learning outcomes from this course in their work place. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

It is strongly recommended that students attend topical evening talks and lectures at the London School of Economics and Political Science, where prominent economists, political leaders and members of civil society present their views on current economic and social and political events. Guest lecturers will include experienced professionals to share their 'real world' insights into the course topics.

## REQUIRED READING AND RESOURCES

International Marketing, (2013, 16<sup>th</sup> edition), Cateora, Philip; Graham, John; Gilly, Mary, McGraw-Hill. ISBN: 007715956X.

The book is available from McGraw-Hill for electronic download at a 20% student discount by using the link below:

[http://www.coursesmart.co.uk/IR/4905885/007715956x?\\_hdv=6.8](http://www.coursesmart.co.uk/IR/4905885/007715956x?_hdv=6.8)

*International Marketing* by Cateora, Gilly, and Graham has been a pioneer in the field of international marketing. The authors continue to set the standard in this edition with new and expanded topics that reflect the swift changes of the competitive global market, as well as increased coverage of technology's impact on the international market arena. Now with over 100 new academic articles and their findings integrated into this 16th edition! Providing a well-rounded perspective of international markets that encompasses history, geography, language, and religion as well as economics, *International Marketing* helps students to see the cultural and environmental uniqueness of any nation or region. The 16th

edition reflects all the important events and innovations to affect global business within recent years, while including several new and updated learning tools and teaching resources.

**You are encouraged to bring in your laptops to class to make your class notes.**

It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

## GRADING

### CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

### CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B- C+	80-82 77-79	Achievement that meets the course requirements in every respect.
C	73-76	
C- D+	70-72 67-69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60-66	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

### GRADING FOR ASSIGNMENTS

Midterm Research Paper	35%
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Final Project and Class Presentation	40%
Class Participation	25%
Overall grade	100%

## SCHEDULE AND ASSIGNMENTS

<b>Course Topics</b>	
Week 1	<p>Overview</p> <ul style="list-style-type: none"> <li>• Course overview &amp; review of assessment guidelines</li> <li>• Research project requirements – localised context</li> <li>• Scope &amp; Challenge of International Marketing</li> <li>• Dynamic Environment of International Trade</li> </ul> <p>Readings: CGG 1 &amp; 2</p>
Week 2	<p>How Cultural Differences affect Organisations</p> <ul style="list-style-type: none"> <li>• Readings: CGG 3, 4 &amp; 5</li> <li>• Cultural Environment of Global Markets</li> <li>• History &amp; Geography: The Foundations of Culture</li> <li>• Cultural Dynamics in Assessing Global Markets</li> <li>• Dynamics of Global Population Trends</li> <li>• Case Study: Equities &amp; eBay – Culture Gets in the Way (class discussion)</li> </ul> <p>Culture, Management Style &amp; Business Systems</p>
Week 3	<p>The Political &amp; International Legal Environment</p> <ul style="list-style-type: none"> <li>• Readings: CGG 6 &amp; 7</li> <li>• The Political Environment: A Critical Concern</li> <li>• Political Risks of Global Business</li> <li>• Case Study: World Trade Goes Bananas (class discussion)</li> <li>• The International Legal Environment: Playing by the Rules</li> <li>• Bases for Legal Systems &amp; International Dispute Resolution</li> </ul> <p>Protection of Intellectual Property Rights</p>
Week 4	<p>Assessing Global Market Opportunities</p> <ul style="list-style-type: none"> <li>• Readings: CGG 4</li> <li>• Developing a Global Vision through Marketing Research</li> <li>• Defining the Problem &amp; Establishing Research Objectives</li> <li>• Issues with Primary &amp; Secondary Data</li> </ul> <p>Problems with Data Analysis &amp; Interpretation</p>
Week 5	<p>Regional Focus: Part 1 – the Americas</p> <ul style="list-style-type: none"> <li>• Readings: CGG 9</li> <li>• Economic Development and the Americas</li> <li>• Case Study: The World May Operate 24/7, But People Don't (class discussion)</li> <li>• Marketing &amp; Economic Development</li> <li>• Marketing in a Developing Country</li> <li>• Emerging Markets in the Americas</li> </ul>

	NAFTA, CAFTA, Mercosur, Latin American Economic Cooperation
Week 6	<p>Regional Focus: Part 2 – Europe, Africa &amp; the Middle East (EAME)</p> <ul style="list-style-type: none"> <li>• Readings: CGG 10</li> <li>• Case Study: Might Free Trade Bring Peace to the Middle East (class discussion)</li> <li>• Economic, Political, Geographic &amp; Cultural Factors</li> <li>• Patterns for Multinational Cooperation</li> <li>• Europe: European Integration, European Union, Eastern Europe &amp; Baltic States, The Commonwealth of Independent States</li> <li>• Africa: Middle East &amp; North Africa</li> </ul> <p>Implications of Market Integration</p>
Week 7	<p>Regional Focus: Part 3 – Asia Pacific Region</p> <ul style="list-style-type: none"> <li>• Readings: CGG 11</li> <li>• Case Study: Wal-Mart, Tide, and Three-Snake Wine (class discussion)</li> <li>• Dynamic Growth in the Asia-Pacific Region: Greater China, India, Japan, the Four ‘Asian Tigers,’ South-East Asia</li> <li>• Bottom-of-the-Pyramid Markets</li> <li>• Asia-Pacific Trade Associations: ASEAN, APEC</li> </ul> <p>Focus on Diversity within China</p>
Week 8	<p>Developing Global Marketing Strategies</p> <ul style="list-style-type: none"> <li>• Readings: CGG 12, 13 &amp; 14</li> <li>• Case Study: The British Sell Another Treasure (class discussion)</li> <li>• Global Marketing Management</li> <li>• Planning for Global Markets</li> <li>• Alternative Market Entry Strategies</li> <li>• Products and Services for Global Customers</li> <li>• Products &amp; Culture</li> </ul> <p>Products &amp; Services for Business: the B2B Markets</p>
Week 9	<p>International Marketing Channels, Communications &amp; Advertising</p> <ul style="list-style-type: none"> <li>• Readings: CGG 15 &amp; 16</li> <li>• Case Study: Central Perk in Beijing &amp; Barbie vs. Mulan (class discussion)</li> <li>• Channel-of-Distribution Structures</li> <li>• Alternative Middleman Choices</li> <li>• Cost Factors in Choice of Channels</li> <li>• Channel Management</li> <li>• The Internet as a Channel</li> <li>• Advertising Strategy &amp; Goals</li> </ul> <p>Media Planning &amp; Message Management</p>
Week 10	<p>Class Final Project Presentations</p> <ul style="list-style-type: none"> <li>• Group presentation limited to 10 slides &amp; 12-13 minutes (max)</li> <li>• Q&amp;A session</li> </ul> <p>Presentation Feedback and Research Paper Guidance</p>

Week 11	Pricing for International Markets & International Negotiations <ul style="list-style-type: none"> <li>• Readings: CGG 18 &amp; 19</li> <li>• Case Study: A Japanese Aisatsu &amp; Price Wars (class discussion)</li> <li>• Pricing Policy</li> <li>• Approaches to International Pricing</li> <li>• Leasing in International Markets</li> <li>• Foreign Commercial Payments</li> <li>• Dangers of Stereotypes</li> <li>• Pervasive Impact of Culture in International Negotiations</li> </ul> Creative Solutions in International Negotiations
Week 12	Research paper submission deadline & Review Session <ul style="list-style-type: none"> <li>• Course review – what have we learned?</li> </ul> Final examination review session

### FINAL RESEARCH PROJECT & CLASS PRESENTATION GUIDELINES: 40% WEIGHT

Final Research Project submission deadline: week 12.

Class presentations: week 10. Provide an outline of your research paper, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation is a group effort and should be limited to 10 slides and 12-13 minutes (max). There will be a Q&A session following the presentation. The students will be given feedback on their presentations and will be expected to incorporate this feedback into their final research paper submissions.

The final project for this course will be an assessment of each student's cumulative learning across the semester. Application of the theoretical understanding developed in this course within the localised context is essential. You are required to identify a case study or a set of evidence from the geographic area of your CAPA Study Abroad Centre. The final project involved a collection of reflections corresponding to lessons throughout the term, a presentation, and a final analytical project paper. If applicable, you may wish to use your internship organization as the subject of your final project. Apply the learning outcomes of this course in developing your research paper and provide a careful analysis. Depending on the class size, you will work in groups of 2 (or 3) students on this final project. The group sizes and composition will be determined by week 2. Guidance on all areas of assessment will be provided throughout the term. You are encouraged to discuss the direction and content of your projects with the lecturer after class or during his/her office hours.

### MID-TERM RESEARCH PAPER: 35% WEIGHT

Mid-term research paper submission deadline: week 6.

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. The mid-term research paper questions will be assigned in Week 5, giving you one week for preparation. You are required to present an analytical commentary by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

### CLASS PARTICIPATION & CASE STUDY ANALYTICAL COMMENTS: 25% WEIGHT

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. There will be case studies assigned for class discussion each week. You are required to work closely with your final research project partners in preparing for these class discussions. It is important to cover the reading assignments in advance of the weekly class. This will allow us to focus selectively on the key material and raise the level of class discussion. You will be graded for this assessment component based on your level of preparedness and quality of class interventions.

### LOCALISED CONTEXT

The students are required to identify relevant research paper topics within the localised context of the UK and Europe to benefit from their presence in London, the UK and Europe. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as at the *Financial Times*, the *Economist* and the *New York Times* to gain a better understanding of the localised context.

## **ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.