



International Marketing

MKTG: 4300

Fall 2018

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Course Description

This course mainly focuses on developing a critical appreciation of the external forces that are increasingly shaping the marketing manager's job in the global economy. Students will learn about what is involved in making international marketing decisions including product, price, promotion, and place decisions, when and to what degree to standardize or adapt marketing programs, and when to centralize or decentralize marketing decision making. They will also develop skills to recognize, analyze, and evaluate marketing problems encountered in global business operations. These competencies will be built via both discussions related to key international marketing topics in class as well as through case analyses, presentations, and discussions.

More specifically, this course is designed to

- A. create awareness regarding international environments, and how they influence the marketing operations of firms;
- B. provide knowledge about various common forms of entering international markets;
- C. discuss various marketing decisions (both strategic and operational) made by firms engaged in international business.
- D. utilize case studies to develop problem solving skills of students pertaining to international marketing.

Course Materials & Resources

My lecture PowerPoints will be made available to you. Remember that EVERYTHING I discuss will not be on the PowerPoints in the course pack. I encourage you to take notes as key ideas, perspectives, and examples are discussed in class.

REQUIRED READINGS:

Text:

The text for this course is International Marketing by Cateora and Graham (McGraw-Hill Publishers). Students are expected to read selected chapters from this book (indicated at the end of this syllabus).

GRADING POLICY:

Since CIMBA is a study abroad program based at University of Iowa, the grading policy of the University of Iowa will be followed as a guideline for assigning final grades. For a detailed review you may look at the subsequent URL, but as a general overview, the policy implies that grades will be assigned so they are reflective of relative student performance on each assignment in class. Thus

it would be unrealistic to expect that all or most students will receive an “A” grade on any particular assignment.

Full UI policy available at: <http://tippie.uiowa.edu/undergraduate/advising/grading-policies.cfm>.

At the end of the summer session, the sum total of points on all grade components outlined above will be utilized to assign letter grades using the following grading scale:

If your total percentage score falls in the range:	Your letter grade would be:
97 - 100	A+
93 – 96.99	A
90 – 92.99	A-
87 - 89.99	B+
83 – 86.99	B
80 – 82.99	B-
77 - 79.99	C+
73 – 76.99	C
70 – 72.99	C-
67 - 69.99	D+
63 – 66.99	D
60 – 62.99	D-
00 - 59.99	F

Grades are distributed as follows:

	Points Possible
Exam 1	100
Exam 2	100
Exam 3	100
Group Project	60
Paper	100
Total	460

ATTENDANCE POLICY:

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- a. 1st absence will result in a loss of a 1/2 of a (full) letter grade in the class
- b. 2nd (cumulative) absence will result in a loss of an entire letter grade in the class
- c. 3rd (cumulative) absence will result in a dismissal from the program

Absences due to illness require a note from the CIMBA Office Staff. If a student is sick and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

Grievance Policy

Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact the CIMBA Interim Director, Stephanie Schnicker (319-335-1041, stephanie-schnicker@uiowa.edu). The Director will review the details of the complaint and

involve the Associate Dean of the Undergraduate Programs, as needed.

Academic Misconduct

The Tippie College of Business at the University of Iowa follows an honor code regarding academic misconduct. That code can be found at <http://tippie.uiowa.edu/honorcode.cfm> and includes cheating, plagiarism, unauthorized collaboration, obtaining an unfair advantage, forgery, facilitating academic dishonesty, and misrepresentation. Be sure you are familiar with this code. Students who exhibit academic dishonesty will receive a zero (0) for the assignment or examination involved and may receive an "F" for the class. All incidents of cheating will be reported to the CIMBA staff, as well as to the Senior Associate Dean of the Tippie College of Business. The decision of the professor may be appealed to a Judicial Board. The Honor Code for the Tippie College of Business will determine the appropriate appeal process.

Accommodating Students with Disabilities/Academic Accommodations

A student seeking academic accommodations such as a modification of seating, testing, timing, etc. should first register with Student Disability Services, then contact the CIMBA Italy Office (cimba-italy@uiowa.edu) to make further arrangements. See <http://sds.studentlife.uiowa.edu> for more information.

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, www.sexualharassment.uiowa.edu/index.php, and to seek assistance from the CIMBA Interim Director, Stephanie Schnicker, at 319-335-1041 or stephanie-schnicker@uiowa.edu.

BRIEF DESCRIPTION OF ASSIGNMENTS:

A. CASE STUDY ASSIGNMENTS (GROUP WORK)

During the first week of class, I will divide the class participants into groups (four to six members per group depending upon class size).

As part of the course requirements, students are expected to work on two case studies. Both case studies are available in your course pack. There are two grade components of the case analyses:

(1) Case Write-up: 20 points

What each group needs to turn in as their case analysis - There are a set of questions provided at the end of each case. Please read each case and address these questions using information provided in the case, along with what you learn from the lecture modules and your textbook readings (I may also provide some supplemental questions to address).

IMPORTANT REQUIREMENTS:

- a. All answers must be supported by arguments and reasoning. Simply providing your opinion without providing substantive supporting arguments is unacceptable and will adversely impact your grade.
- b. Each case write-up should not exceed 4 double-spaced typed pages (12 point font) and should be turned in to me at the beginning of class on the due date (final due dates will be announced during the first week of class).

c. **I have no tolerance for work turned in late.** All late assignments will suffer an automatic grade penalty of 10% of the assignment grade per each hour the assignment is late. **Please do not request for any time extensions, because to be fair to all other students in class, I will not make exceptions.**

(2) Case related In-class presentations (10 points):

All groups will work on all questions/issues related to the two cases. During the first week of class, I will verify the days/sessions when we will discuss each case.

I will hand out a schedule of case presentation dates well in advance once the semester starts and I know when we can do the company site visit.

On each discussion day, I will randomly call on different groups to lead the discussion pertaining to specific case questions. Thus all groups need to be prepared to discuss all case questions.

B. ARTICLE SUMMARIES AND DISCUSSIONS IN CLASS (GROUP WORK)

Students will work with the same group members to briefly summarize each article (there are brief articles that are part of the readings for this course). For each article, the summary will be a brief overview of the main learning points of the article. Each group will come prepared to discuss each article in class – the schedule of article discussions is provided at the end of the syllabus. During the first week of class once I know the date of the business visit, I will provide a schedule to each student with specific dates when each article will be discussed in class.

Article summaries: One page summary (can be hand written) of each article focusing on the key learning points in the article (due on dates that will be provided on first week of class).

(1) Article discussions in class: All groups will be familiar with all the readings. During the first week of class, I will verify the days/sessions when we will discuss each reading. During those discussion days, I will randomly call on different groups to summarize the articles and lead the class discussion. Thus everyone needs to have read the articles so we can have a meaningful discussion in class.

C. END OF TERM PAPER (INDIVIDUAL WORK)

One way to develop an understanding of a culture and environment different from our own is to observe the behavior of its customers and the characteristics of its market (for example, many Japanese businesses send young executives to the United States for a year simply to observe and learn the culture). This individual project is designed to encourage you to think about and reflect upon differences between European cultures (as sampled in Italy and any other countries you may travel to during this summer) and your own culture back home (for most of you this would be the American culture; for non U.S. students, the “home” culture may be your own country).

For this assignment, each student should maintain a “field” journal documenting his/her trips and exposure to different places and aspects of the European cultures you travel to during this summer session. In this journal, you should keep a record of both general aspects as well as specific business and marketing related aspects. The general aspects will include how people (that you may meet in person or simply observe) dress up, communicate, use gestures, behave in different situations, etc. These issues will also include the nature of the surroundings such as the type of roads, road signs, the driving culture, etc.

The specific business and marketing related issues will include information about the nature and growth of the European Union as a trading bloc, as well as the Euro as a major currency and how

these developments affect the United States and U. S. businesses.

Other observations you can make relate to brand names being used for various products you come across during your travels, packaging used for these brands, pricing of these products, the nature and set-up of retail stores, type of signs inside retail stores, how products are displayed inside retail stores, nature of customer service at retail establishments, various types of promotions used, types of advertising appeals common, etc., etc. Moreover, any relevant information that has to do with business and/or marketing issues that you come across during any organized visits arranged by CIMBA should also be included in your journal.

During the semester, keep observing anything and everything you can about your surroundings. Remember, the more details you include in the journal, the easier it will be for you to write the paper which will be due during the last week of the course, and the more you will learn about international business issues. As you note various observations while in Europe, feel free to reflect upon how these things differ from what we are accustomed to in the United States. Keep observing, comparing, and thinking. Any and all differences you can observe and document are encouraged for this assignment.

Term paper (100 points): Each student will write a term paper as part of the class requirements. The paper should not exceed 5 double-spaced pages (12 point font) and should summarize what you observed and how these general and specific elements of the European cultures (at a minimum Italy but other cultures too if you happen to visit any other European culture as part of this trip) differ from the United States. I will assign 60 points based on the quality of the paper. My assessment of the quality of your paper will be based on (1) how well you articulate your observations during the trip, (2) how thoroughly you compare and contrast business-related observations in Europe to those back in the United States, and (3) how well the paper is written (i.e., free of typos and grammatical errors, broken down into logical sections and thoughtful flow of relevant information from one section to another). Apart from these general guidelines, you have a lot of freedom in terms of how you want to organize the content of your paper.

(Note: For students whose home country is not the United States, you may compare Italy and other European cultures to your own home country culture).

Term papers are due in class during the last week of the summer session (exact date to be announced during first week of class).

RESPONSIBILITY FOR GROUP-WORK:

I am anticipating each group to comprise of four-five students. Every student is responsible for contributing to their group. If group members have problems working together, I would suggest first trying to work out the problems amongst themselves. If this does not work, I can be a mediator to help resolve the potential conflicts. **Please remember that the ability to work with others is very important in the business world and to prepare you for this world I feel this ability is very important for this course.** Thus, in case of group members not being able to work together, it will be my absolutely LAST RESORT to let individuals turn in their own individual work in lieu of the group assignments (whether or not I provide this opportunity is completely up to me depending upon the situation). On the last day of class, every student will fill out a peer evaluation form (10 point scale) for his/her fellow group members. While I do not have a direct grade attached to the peer evaluation, any student receiving less than a 7 average rating across his/her fellow group members will receive a grade penalty on his/her group project grade.