



SDNY BUSN 3372

International Marketing

CAPA SYDNEY PROGRAM

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 revitalized 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.” (Cateora)

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

Localized Context

The 21st century has been called ‘the Asian Century’ and Australia more so than any other country is attuned to this given that Australia’s economic future lies with Asia. The rise of the middle class in Asia (and in India and China in particular), opens up significant opportunities for Australian businesses in all sectors of the economy. Competition comes from both local businesses in each country as well as multinational businesses operating and marketing into the region.

This course introduces students to the basic theories, concepts and practices of international marketing. It focuses on the global marketplace, but draws examples in particular from the Asia Pacific region. The course introduces students to the basic differences between domestic and international marketing, before reviewing many of the macro and micro environmental factors that international marketers have to consider prior to determining their mode of engagement, and degree of involvement with international markets

(including which markets to select, and possible marketing strategies within these markets). The key strategic decisions across the marketing mix required in international marketing are reviewed. Case studies discussed in class will be drawn from the Asia Pacific region.

Course Aims

On successful completion of this unit, students will be able to:

- recognise and appreciate the macro and micro environments in which international marketing strategies and tactics are formulated and implemented;
- assess the effect on international marketing strategy of political, economic, social, technological, environmental and legal conditions, and market and industry conditions in various national markets;
- help develop relevant international marketing skills for planning and implementing activities in international markets e.g. exporting, joint venturing, international marketing organization and controls

Requirements and Prerequisites

This course does not require students to have undertaken prior courses in marketing. However it does assume that students have some prior knowledge about economic and trading conditions in the contemporary world, and an interest in cultures, economies and societies other than their own. Students who have not previously undertaken an introductory course in marketing may wish to review the contents of an introductory marketing textbook, in order to familiarize themselves with the basic theories, concepts and practices of marketing.

Learning Outcomes

After undertaking this course, students should be able to:

- a) Understand the scope and challenges of international marketing
- b) Recognise the macro environments affecting global markets, business and management approaches
- c) Gain perspectives to assess international market opportunities and threats
- d) Develop an analytical toolbox for international marketing analysis
- e) Gain an understanding of regional issues in international marketing – the Americas, Asia-Pacific & Europe, Africa & the Middle East
- f) Develop an understanding of global consumer (B2C) and business (B2B) marketing strategies

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, and appreciation of differences.

Class Methodology

This course is taught using a combination of formal lectures, interactive class discussions, and other activities. The formal lectures occupy around half the allocated time at each Session, while the interactive

class discussions (focus on case studies and discussion questions) occupy around a third of the allocated time at each Session. The remainder of the time at each Session is devoted to discussion of assessable work, debriefings of assessable work and short assessable in-class tests. The lecture slides will be available online.

This course is interactive and will require students to contribute individually and as part of a team.

Students are expected to devote an hour per day keeping up with the current global issues in international business, politics, economics, and society. Expected reading sources 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
- Class discussions and case studies
- Student tests, a fieldtrip and a major project.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component

There will be a Field Trip to an IKEA store during one Session of this course. This is a structured activity that involves a formal briefing, provision of a brief IKEA profile, provision of an IKEA case study from a text, and questions on a questionnaire to be addressed during the visit to IKEA. The Field Trip will be debriefed at the Session in the week following the Field Trip, and students will be expected to provide answers to the questions on the questionnaire, and to add value to them by conducting some secondary research. Answers to the questions should be approximately 2-3 A4 pages in total. They are to be submitted prior to the Session the week after the field trip in a Word document. The IKEA Field Trip questions and secondary research will be assessed on two dimensions. The comprehensiveness of the IKEA answers (and secondary research), as well as the extent to which these demonstrate marketing insights will be checked. Reading the supplied Background Briefing and the Case Study materials is essential. Information, ideas and insights based on the secondary research can be incorporated in the answers to the questions in the questionnaire. Students should NOT just answer the questions on the questionnaire, based on walking around the store!

Students are also strongly encouraged to participate in co-curricular program activities

Assessment and Grading

Task	Weighting	SLO	Due
1. Class Participation/Small Group Discussion	10%	a, b, c, d	Weekly
2. Oral Presentation (Group)	10%	b., c.	Week 10

3. Weekly Multiple-Choice Tests	20%	a, b, c, e	Week 7
4. Research Paper (Group)	30%	c, d, e	Week 12
5. Final Exam	30%	all	Week 12

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.

Inadequate (Borderline Fail)	D+	67 – 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 – 66	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Academic Handbook.

Participation and Small Group Discussion (10%)

The class participation and small group discussions are worth 10%. Quality as well as quantity of participation are important, though ultimately the former is more important than the latter. There will be case studies assigned for class comments at some Sessions, as well as discussion questions relating to the themes covered in Lectures and the set textbook. It is important to cover the set readings in advance of the scheduled Sessions. This will allow us to focus selectively on the key material and raise the level of class discussion.

Oral Presentation and Research Paper (40%)

The major project (a Research Paper) for this course (worth 30%) will involve students working in groups in assembling ideas and information, and the preliminary understandings for this major project. The group sizes and composition will be determined in Session 2. This will lead into a formal oral Presentation (worth 10%) in class, which your group will undertake in the Session 11 class. Your Presentation should provide an outline of your Research Paper, the theoretical background, the key data, your preliminary analysis and the preliminary conclusions. The Presentation should be limited to 10 slides and 15 minutes (max). There will be a Q&A session following the Presentation. The lecturer will give feedback on the Presentations and this feedback should be incorporated into the Research Paper submissions.

The Research Papers are to be group pieces of work that build on the material assembled for the oral group Presentations. The lecturer will provide a more detailed brief on the major project topic, in Session 2, along with a suggested document structure, and a suggested word count per section. Briefing documents for different parts of the project will be discussed at a number of the Sessions. Maximum word count for the Major Project submission is 3,000 words (+/- 10%), excluding the cover page, Table of Contents, Bibliography, and possible Appendices. Full academic referencing is required. The Research Paper is due at the end of the Session 12 week.

Students are encouraged in particular to discuss the direction and content of their group Presentation and their Research Paper with the Lecturer, and with their class peers

Weekly Multiple-Choice Tests (20%)

The weekly tests consist of ten 10-minute multiple choice tests undertaken on a weekly basis from Week 2 to Week 11. The tests are undertaken at the start of each Session, and the facilitator will go over the correct answers immediately after each test is completed. Each test is worth 2% of the total course mark. In total the tests are worth 20% of the total course mark.

Final Examination (30%)

The final exam consists of two parts:

- Part A: students select two longer style questions from a choice of three questions. Suggested response length for each selected question is one and a half to two pages.
- Part B: four shorter answer questions. Students answer all four questions. Suggested response length for each question is half to three quarters of a page.

In total Part A is worth 15% of the total course mark, and Part B is also worth 15% of the total course mark. In total the final exam is worth 30% of the total course mark. The exam running time is 2 hours, and the exam is 'closed book' (i.e. no resource materials allowed)

Course Materials

Required Readings:

It will be necessary to purchase the following textbook for this course, since the textbook provides detailed information on the various topic areas covered by the course at each of the Sessions. It also provides an alternative viewpoint to the viewpoint provided by the Lecturer in presenting the Power Point Lecture Slides. The in-class tests are also drawn from the textbook's Testbank.

- Cateora, P., Graham, J., Gilly, M. (2012) *International Marketing*. 16th edition, C, McGraw-Hill ISBN: 007715956X.

[The book is available from McGraw-Hill for electronic download at a 20% student discount.](#)

Suggested Additional Readings:

Cateora, P. Sullivan Mort, G. D'Souza, C. Taghian, M. Weerawarddena, J. Graham, J. (2009) *International Marketing*, McGraw Hill, Australia

Fletcher, R. Crawford. H. (2017), *International Marketing - An Asia Pacific Perspective*, 7th Edition, Prentice Hall, Australia

Kotabe, M. Marshall, A. Ang, S, Griffith, K.. Voola, R. Roberts, R. Helsen, (2014) K. *International Marketing*, 4th Asia Pacific Edition, Wiley, Australia

Weekly Course Schedule

WEEK 1	
Lesson Number / title	Introduction to International Marketing
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 1 of Prescribed Text
Notes	Prepare for Test 1 Next Week
WEEK 2	
Lesson Number / title	International Economic & Financial Environment
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 2 of Prescribed Text
Notes	Prepare for Test 2 Next Week
WEEK 3	
Lesson Number / title	Political & Legal Environment
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 6 & 7 of Prescribed Text
Notes	Prepare for Test 3 Next Week
WEEK 4	

Lesson Number / title	International Cultural Environment
In–class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out–of–class activity	Chapter Readings, Work on Assignments
Readings	Chapter 4 of Prescribed Text
Notes	Prepare for Test 4 Next Week

WEEK 5

Lesson Number / title	International Market Research
In–class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out–of–class activity	Chapter Readings, Work on Assignments
Readings	Chapter 8 of Prescribed Text
Notes	Prepare for Test 5 Next Week

WEEK 6

Lesson Number / title	Marketing Consumer & Business Products
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In–class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out–of–class activity	Chapter Readings, Work on Assignments
Readings	Chapter 13 & 14 of Prescribed Text
Notes	Prepare for Test 6
	Mid-Semester Break

WEEK 7

Lesson Number / title	International Market Planning & Strategy
In–class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test

Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 12 of Prescribed Text
Notes	Prepare for Test 7 Next Week
WEEK 8	
Lesson Number / title	International Marketing Channels
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Text
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 15 of Prescribed Text
Notes	Prepare for Test 8 Next Week
WEEK 9	
Lesson Number / title	International Marketing Communications
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 16 & 17 of Prescribed Text
Notes	Prepare for Presentation & Test 9 Next Week
WEEK 10	
Lesson Number / title	International Pricing
In-class activity	Lecture, Interactive Discussion Questions, Assessment Activity Discussions, Test
Out-of-class activity	Chapter Readings, Work on Assignments
Readings	Chapter 18 of Prescribed Text
Notes	Prepare for Presentation & Test 10 Next Week

WEEK 11	
Lesson Number / title	GNL Project Presentations
In–class activity	Catch-up on Interactive Discussion Questions, Assessment Activity Discussions, Test, Presentations
Out–of–class activity	Chapter Readings, Work on Assignments
Readings	Review all Chapter for Final Exam Next Week
Notes	Start to Incorporate Presentation Feedback into GNL Reports
WEEK 12	
Lesson Number / title	Global Strategies & The Future of International Marketing
In–class activity	Lecture, Final Exam, Assessment Activity Discussions
Out–of–class activity	Work on Assignments
Readings	N/A
Notes	Finalize GNL Reports for Submission

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. 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 demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.