

**Seattle University**  
**MKTG 5315-01**  
**Topics in International Marketing**  
**Spring Quarter 2017**

<b>Instructor:</b>	Dr. C. Jay Lambe (Jay)		
<b>Class Meets:</b>	Wednesday, 6:00 - 8:40 p.m., Pigott_305		
<b>Contact Me:</b>	<u>Office:</u> Pigott 529	<u>Hours:</u> Monday, 4:30pm-6:00pm, or by appointment	
	<u>Phone:</u> (206) 715-1938	<u>Email:</u> lambecj@seattleu.edu	
<b>Web Site:</b>	<a href="http://canvas.seattleu.edu">http://canvas.seattleu.edu</a>		
<b>Text (Required):</b>	Lascu, Dana-Nikoleta (2016), International Marketing, 5th ed., Textbook Media Press, Saint Paul, MN. (ISBN: 9780996996211P)		
<b>Case Packet:</b>	The Textbook (now) and Case Packet (on April 4) are available at the SU Bookstore. Textbook also available from <a href="http://www.textbookmedia.com">http://www.textbookmedia.com</a>		
<b>Library Resources:</b>	<a href="https://www.seattleu.edu/library/">https://www.seattleu.edu/library/</a>		

**Course Description:** This course is an overview of current international marketing topics and concepts. The intent is to explore a number of topics of special interest to you, as well as emerging issues facing global marketers. Rather than an exhaustive approach, it is intended that this course will bring a number of topics to your attention, which you may wish to explore later in greater depth.

**Learning Objectives:** A primary learning objective is to sensitize you to the diversity of opportunities in international business, especially marketing. Different situations, ways of doing business, assumptions, customs, and cultures may be seen from more than one perspective. Rather than approaching these situations as problems to overcome and/or subdue, they may be looked upon as unique opportunities. The ethnocentric perspective (self-reference criteria) is usually not the only one, and may not be the best one to meet a firm and/or an individual's objectives. In addition, part of the learning process is to put all the pieces together in a way that makes sense and meets objectives of the firm. This is accomplished in this class by integrating the different business and marketing issues by developing a marketing plan for a local company marketing to a developing country.

**Organization:** The course will be conducted in a modified seminar format. Lecture will be limited and class discussion emphasized, so class attendance and participation is essential. Class members will also lead class discussion on cases and topics of special interest to them. The text assigned for this course contains relevant material, which will be used in initiating discussion. There may be guest speakers from time to time.

**Academic Honesty:** Two areas of academic misconduct are of particular concern – cheating and plagiarism. Both violate the Academic Honesty Code and are addressed in the *Student Handbook*. Cheating is defined in this class as using others' work, claiming it as your own. Plagiarism typically occurs outside the classroom. One formal definition follows: "Plagiarism is using others' ideas and words without clearly acknowledging the source of that information" (<http://www.indiana.edu/~wts/pamphlets.shtml> accessed 3/27/17). Go to this Web site to learn how to avoid plagiarizing. One key strategy is to correctly cite others' work.

There are several ways to cite. Follow my instructions on CANVAS (posted week 2) for the preferred methods in marketing. Plagiarism involves presenting words or images of others without proper acknowledgment, including those on Web sites. You are encouraged to use published work in your projects, but appropriate credit is required. See below for university policies and resources.

#### University Resources and Policies

##### Academic Resources:

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
- Academic Integrity Tutorial (SUOnline)

##### Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy

##### Notice for students concerning Disabilities

*If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.*

##### Course and Classroom Policies:

- 1) TEAMS must do ALL of their own work on the Project unless otherwise notified. To not do so is a violation of SU ACADEMIC HONESTY Policy.
- 2) TEAMS are not to collaborate with other Teams during the project. Unauthorized collaboration or help (of any kind) is violation of SU ACADEMIC HONESTY Policy.
- 3) Improper Use (including Misrepresentation of Content) of Source Material for the Project is a violation of SU ACADEMIC HONESTY Policy.
- 4) Laptops, Tablets, Smartphones, Other Electronic Devices: May not be used during class. Education research clearly shows that active memory increases when distractions are minimal Thus, the use of laptops/tablets, smartphones, & other electronics is not allowed during class. Such use has been found to be distracting to students and instructors alike and ultimately detrimental to the learning environment. A violation of this policy will result in appropriate Class Participation grade sanctions as determined by your professor.
- 5) To protect copyrighted and proprietary knowledge, and for a variety of other reasons as well: Audio and Video recording of any class session is strictly prohibited.
- 6) Possible Changes to Course Syllabus: I have made every effort to prepare a syllabus that is as accurate and complete as possible. However, there are circumstances (including illness) that sometimes warrant changes, thus, this syllabus is subject to reasonable changes to stay current with topics related to the class and/or to best accomplish class objectives. In the event of a change, you will receive a new syllabus, the changes will be announced in class, and the changes will be announced through a class email.

**Evaluation:** You are responsible for the assigned text readings, cases, and any outside articles assigned. **All written work done outside of class will be in 12-point font.** Late work is not accepted.

Case Analyses:

1. You are expected to be able to discuss all cases indicated at the end of each chapter and each IVEY case assigned.
  2. In addition, one written case analysis is required (**it is due in my mailbox by no later than 11:59pm the day before you present it**). This case analysis is to be no longer than three (3) pages of text, not including tables, figures, and supporting evidence, if any. You will basically use the rational case analysis approach, as described below.
  3. Case write-ups will follow a basic format in which you:
    - a) identify the pertinent facts;
    - b) develop a problem statement defining what you think is the **most critical problem**;
    - c) discuss strengths and weaknesses of alternative courses of action;
    - d) make a decision, justifying **one (and only one) of the alternatives**; and
    - e) describe a brief implementation plan. Evidence from the case and logical assumptions should persuasively support your decision. Use headings to indicate the section you are writing. Use terms, concepts, and other information from the text to support your case.
- HINT:
- Written Cases should use headings to indicate a) - e).
  - Each student is to be prepared to discuss each of the cases assigned when they are due. Case writers will **lead discussion** of the written cases.

Current Topics: You are advised to read current literature on international marketing topics and to advise the class of interesting and relevant articles and developments. To encourage you to read in the area of international marketing, you are responsible for one integrating paper based on an article you have read which relates to the topic of the day. A short (1-2 page) written report of your analysis of this article will be given to the instructor, along with a copy of the article. The written report is to be integrative, in which you critically analyze the article and relate it to the current topic. Simply a summary of the article is basic, but not sufficient. Explore it in some depth. Your reports will be put on the CANVAS site for others to enjoy and learn from, so you must email me a copy of your paper before you present it (by no later than 11:59pm the day before you present it). **Do not** email me a link to the article (I must insist on this because in the past I have wasted a lot of time trying to access links that do not work): instead, **You must attached a file that has the complete article in it**. A correct citation of the article must be included in the paper (see CANVAS for details of citations and references), as well as your name and date. You will be called upon to briefly discuss your article and integrating paper in class.

Research Paper: This is an individually-produced research paper on an international marketing topic of particular interest to you. You may choose a topic from the list on the Canvas site, or a different topic, but please check with me first. The research paper should be no longer than 5 pages, not including references and appendices. Cite at least 10 different references from a variety of resources, both domestic and international. Besides U.S. news sources such as *The Wall Street Journal*, *Business Week*, *Columbia Journal of World Business*, *Journal of International Business Studies*, and the like, a special effort should be made to review non-U.S. sources of information. Examples of these include, but should not be limited to, *The Asian Wall Street Journal*, *Financial Times*, *Europa World Yearbook*, *Canadian Trade Index*, *The Economist*, *International Economic Integration*, and sources of information specific to your country of interest. Use original sources, not encyclopedia-type sources (especially Wikipedia), which are not original works. The purpose of this paper is for you to learn about a narrowly

focused topic in some depth. You may be asked to give a short (5-10 minute) oral presentation of this paper to the class.

Discussion: Graduate students have a special position among university business students, as many of you are working in businesses or have had business experience, and therefore have much to contribute to classroom learning. Please share your thoughts on the readings, as well as how what we are learning in the class is relevant, or not, to your work environment. This may well stimulate class discussion, so be prepared to discuss your situation.

Individual Contributions: Because some of the assigned work is done in teams, your individual assessments here will come from other team members. As with most (if not all) other courses that have team assignments, to ensure that everyone pulls their own weight and works together in good-faith fashion and reduce the likelihood of having free-rider teammates, every member of a team has the opportunity to evaluate the overall contribution of each team member by completing a Peer Evaluation form at the end of the course. (Please read carefully now that form to be sure it makes sense: it is in Canvas Files.) You will evaluate each other on your individual contributions to group activities and to the Marketing Plan. Each group member will be assessed on group meetings (being there and being on time), quantity of contributions to the group (verbal participation of ideas, as well as written contributions to the Marketing Plan), quality of contributions to the team (sensible, logical, and useful ideas, written material that fits with the rest of the material and does not require a lot of rewriting), level of effort expended in researching materials needed for the Marketing Plan, and timeliness in submitting materials. No team likes a free-rider, so make sure you are not one – it could well affect your grade.

**Please note: If you give everyone on your team a Peer Evaluation Score of 100% then you do not need to do anything (and please do not email me a completed Peer Evaluation form or anything else) because if I do not receive anything from you then I will assume that you gave everyone on your team 100%. However, if you do not give everyone on your team 100% then you must email me a completed Peer Evaluation form by no earlier than June 7 and no later than 11:59pm Friday June 9.**

Term Project: This is a team project to develop a global marketing plan for a **local** firm to market a product to a specific developing or emerging country (or other country, with instructor approval) with which the firm is not currently doing business. Teams may wish to develop a marketing plan for a team member's firm. Experience suggests that students produce better results with consumer products than with services or industrial (B2B) products, but the choice is yours (and my background is B2B and I am definitely Pro-BTB, but it might be more difficult).

The term project will be assessed by a written report.

The objectives of this assignment are not only to expose you to different sources of information, but also to teach you to evaluate problems and situations from different perspectives, often using different assumptions from which you may be accustomed to using. The home-country (ethnocentric) perspective may not, and often is not, the only one, and may not be the most appropriate perspective for the situation. By limiting one's viewpoint to the traditional or customary, opportunities for truly unique and innovative problem solving may be missed. In addition, with the complexities of international and global business, sometimes the ethnocentric perspective may lead to asking the wrong questions. Effectively and successfully operating in today's very competitive and challenging global marketplace requires managers to challenge their normal ways of thinking, of viewing problems, and of asking questions.

Score Keeping:

<b>Assignments</b>	<b>Points</b>
Written Case	60 (I)
Article Review	40 (I)
Research Paper	150 (I)
Term Project	400 (T)**
Written Report	400
In-class Exercises / Participation	150 (I)*
<b>Total</b>	<b>800 points</b>

[I = Individual work; T = Team assignment]

\*See simple participation rubric in canvas files.

\*\*Weighted by team's average peer-evaluation score for you: see peer-evaluation form in canvas files.

<b>Grading Scale for Everything</b>			77-79	points	C+
<b>Including Final Grade For Course:</b>			74-76	points	C
94-100	points	A = Superior Performance	70-73	points	C-
90-93	points	A- = Extremely Good Performance	67-69	points	D+ = Poor Performance
87-89	points	B+ = Strong Performance	64-66	points	D
84-86	points	B = Good Performance	60-63	points	D-
80-83	points	B- = Adequate Performance	< 60	points	F = Failing Performance

MKTG 5315- Spring 2017  
**SCHEDULE and ASSIGNMENTS**  
 (Changes announced in class or on Canvas)

<u>Date</u>	<u>Chapters</u>	<u>Topics</u>	<u>Cases</u>
<b>March 29</b>	1	Introduction	(D) 1-1
<b>April 5</b>	2-3	Environment & Trade	(D) 2-2, 3-1
<b>April 12</b>	4-5	Regional Integration/Cultural Influences <b>RESEARCH TOPIC DUE</b>	(D) 5-1 (W) Amazon Goes Global
<b>April 19</b>	6-8	Research/Strategy/Entry Mode <b>MARKETING PLAN TOPIC DUE</b>	(D) 6-1, 7-1, 8-1
<b>April 26</b>	9-10	Branding/Products & Services	(D) 9-1, 10-1 (W) Beijing Xiaomi Technology Co.
<b>May 3</b>	11-12	Distribution/Retailing <b>RESEARCH REPORT DUE</b>	(D) 11-1, 12-1
<b>May 10</b>	13-14	Promotion/Publicity	(D) 13-1, 14-1 (W) Vision Spring in India
<b>May 17</b>	15-16	Personal Selling/Pricing	(D) 15-1, 16-1
<b>May 24</b>	17	Planning, Organization, and Control	(D) 17.1 (W) Boosting Boost
<b>May 31</b>	Project Day / No Class / I Am Available During Classtime		
<b>June 7</b>	Written Marketing Plan Projects Due In My Emailbox By 11:59pm		

(D) Discussion – all students be prepared to discuss

(W) Written – students sign up to write a specific case, but all students should read and be prepared to discuss each case.