

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Marketing
Course Number and Title:	MKT 365 International Marketing
Division:	Upper
Faculty Name:	Lance Gentry
Semester Credit Hours:	3

**Prerequisites:** One (1) upper-division fundamentals of marketing course

### COURSE DESCRIPTION

Students will learn how to manage the challenges companies face in conducting international marketing. Students will explore various strategies to successfully manage international marketing efforts, including analysis of world markets, culture, foreign environments, and the marketing management methods required to meet the demands of the global marketplace. Global demographic trends will also be covered, along with specific demographic information on the countries we will visit this semester.

### LEARNING OBJECTIVES

Key learning objectives include:

- Discover how marketing creates and adds customer value
- Explore various strategies to successfully manage international marketing efforts as a foundation for global marketing practice
- Learn tools for better understanding the differences between cultures and how to clearly communicate across those differences
- Be aware of current and expected demographic trends for the world as a whole and for the countries we will visit this semester
- Explore international marketing concepts, functions, and institutions

### REQUIRED TEXTBOOKS

**AUTHOR:** Mason A. Carpenter and Sanjyot P. Dunung

**TITLE:** *International Business: Opportunities and Challenges in a Flattening World*

**PUBLISHER:** Flatworld

**ISBN:** 9781453386842

**DATE/EDITION:** 2018

## **TOPICAL OUTLINE OF COURSE**

### **Depart Ensenada, Mexico — January 5**

#### **A1—January 7:**

Preparation: Read Chapter 1 before class

Professor Introduction, Class Expectations, Student Introductions

Lecture and discussion on: *Introduction to International Marketing*

#### **A2—January 9:**

Preparation: Read Chapter 2 before class

Lecture and discussion on: *International Trade and Foreign Direct Investment*

Team formation and team assignments

#### **A3—January 11:**

Preparation: Read Chapter 3 before class

Lecture and discussion on: *Culture and Business*

### **Honolulu, Hawaii, USA — January 12**

#### **A4—January 14:**

Preparation: Read Chapters 4 and 5 before class

Lecture and discussion on: *World Economics, Global and Regional Economic Cooperation and Integration*

### **International Date Line Crossing — January 16 (Lost Day)**

#### **A5—January 17:**

Preparation: Read Chapters 6 and 7 before class

Lecture and discussion on: *International Money System, Foreign Exchanges and the Global Capital Markets*

### **Study Day — January 19 (No Class)**

#### **A6—January 20:**

Exam 1

#### **A7—January 22:**

Review results of Exam 1 and tips for doing better on Exam 2

Review of Field Class and Field Class Assignment

Group 1: Briefing on Japan and Kobe

### **Kobe, Japan — January 24-28**

**A8—January 29:**

Japan Debriefing / Reflection

Lecture and discussion on: *How to Prepare for Negotiations*

Group 2: Briefing on China and Shanghai

**Shanghai, China — January 31 – February 5****A9—February 6:**

Preparation: Teams should have carefully reviewed their international negotiation materials before class. You will be graded on the outcome of your negotiations, so unprepared teams will be at a major disadvantage.

China Debriefing / Reflection

International Negotiation Exercise 1. **Agreements due by end of class.**

**A10—February 8:**

Preparation: Read Chapter 8 before class

International Negotiation Exercise 1 Debriefing and Reflection

Lecture and discussion on: *International Expansion and Global Market Opportunity Assessment*

Group 3: Briefing on Vietnam and Ho Chi Minh City

**Ho Chi Minh City — February 10-15****A11—February 16:**

Vietnam Debriefing / Reflection

Trip Reflection: Learnings to Date

Group 4: Briefing on Malaysia and Port Klang / Kuala Lumpur

**Community Programming — February 17 (No Class)****Penang, Malaysia — February 19-24****A12—February 25:**

Preparation: Read Chapter 9 before class

Malaysia Debriefing / Reflection

Lecture and discussion on: *Exporting, Importing, and Global Sourcing*

**A13—February 27:**

Preparation: Read Chapter 10 before class

Lecture and discussion on: *Strategy and International Business*

Group 5: Briefing on India and Cochin

**Cochin, India — February 29 – March 5**

Field Trip – Saturday, February 29

**A14—March 6:**

Preparation: Read Chapter 11 before class

Preparation: Field Class paper due at start of class

Field Class Discussion

India Debriefing / Reflection

Lecture and discussion on: *Global Entrepreneurship and Intrapreneurship*

**Community Programming — March 8 (No Class)****A15—March 9:**

Preparation: Read Chapter 12 before class

Lecture and discussion on: *Winning through Effective, Global Talent Management*

**Port Louis, Mauritius — March 11****A16—March 12:**

Preparation: Read Chapter 13 before class

Lecture and discussion on: *Harnessing the Engine of Global Innovation*

**A17—March 14:**

Preparation: Read Chapter 14 before class

Lecture and discussion on: *Competing Effectively through Global Marketing, Distribution, and Supply Chain Management*

Group 6: Briefing on South Africa and Cape Town

**Study Day — March 15 (No Class)****A18—March 17:**

Exam 2

**Cape Town, South Africa — March 18-23****A19—March 25:**

Preparation: Teams should have carefully reviewed their international negotiation materials before class. You will be graded on the outcome of your negotiations, so unprepared teams will be at a major disadvantage.

South Africa Debriefing / Reflection

International Negotiation Exercise 2, Day 1

**A20—March 27:**

International Negotiation Exercise 2, Day 2

**Agreements due at end of class**

**A21—March 29:**

International Negotiation Exercise 2 Debriefing and Reflection

Group 7: Briefing on Ghana and Takoradi/Tema

**Takoradi, Ghana — March 30- April 1**  
**Tema, Ghana — April 2-3**

**A22—April 5:**

Preparation: Teams should have carefully reviewed their international negotiation materials before class. You will be graded on the outcome of your negotiations, so unprepared teams will be at a major disadvantage.

Ghana Debriefing / Reflection

International Negotiation Exercise 3, Day 1

**A23—April 7:**

International Negotiation Exercise 3, Day 2

**Agreements due at end of class**

**A24—April 9:**

International Negotiation Exercise 3 Debriefing and Reflection

Group 8: Briefing on Morocco and Casablanca

**Casablanca, Morocco — April 11-14**

**Study Day — April 15 (No Class)**

**A25—April 16: Final Presentations**

Preparation: Teams must email Professor Gentry your file for your presentation, in PowerPoint format, by 10:00 PM on April 15. You may not update your files after submitting them, so proof them carefully.

Group Market Comparisons Presentations

**Arrive Amsterdam, The Netherlands — April 20**

**FIELD WORK**

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class & Assignment**

The Field Class for this course will take place on **Saturday, 29 February 2020 in Cochin, India.**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

**Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.**

**Field Class Title:** Shopping in Distinctly Different Markets

**Field Class Description:**

The field lab will involve visiting three distinctly different ways that businesses market goods. First, the class will visit a bespoke tailor and each participant will individually order a custom item of clothing. The trip includes an individual budget for an inexpensive item of clothing (participants are welcome to upgrade, but at his or her own expense). We will then head to the famous Broadway market (which is on a narrow road). Students will have several hours to investigate the market. During this time, students will also grab lunch. A stipend will be provided to help with this expense. For this exercise treat the food vendors at Broadway as one market and the vendors selling all other goods as a second market.

**Field Class Learning Objectives:**

1. What was unique about each of the three markets (tailor, food vendors, other vendors) we visited? In your own words, describe the selling proposition for each type of market and give your opinion about how different (or similar) it was to other options you observed (if you did not observe another option to the tailor, use your best judgment).
2. Understand the role of country of origin effects in consumer behavior. In other words, what commonalities did you see at the three markets that were distinctly Indian in nature?
3. Understand the interaction of global consumer trends, and demand for specific products. What parts of the buying process were universal? That is, things that were common not only to the three Indian markets, but common to the markets you observed in other countries?

**Field Class Assignment:**

Maximum Length –5 pages double spaced (1 inch margins, 12 point Times New Roman or 11 point Arial fonts). Reflect upon your experience and how the organizations you visited used marketing. Your paper should explicitly answer the following:

1. What were your biggest insights from the day? a. What did you learn from your bespoke experience at the tailor? b. What did you learn from seeing the other two markets (food vendors, other Broadway vendors)?
2. What marketing-related concepts that we have discussed in class did you witness during our field class?
3. From your collective experiences during the field class (i.e., across the full day), how do you think it would be different to market products in India?
4. Did you notice any differences between the bespoke tailor and the vendors that did not have customize their products for individuals that would force managers to act differently across these two organizations?
5. Any surprises from the day?
6. Discuss how the differences between Indian and American values (using the dimensions identified by Hofstede) may impact how both custom goods (such as

bespoke clothing) and goods that do not require any customization should be marketed differently to citizens of these two nations.

### **Independent Field Assignments**

On the second day of class, students will be placed into one of eight teams. The number of students per team will vary depending upon enrollment, but it is expected that teams will average about four students each. There are five team assignments in this class.

**Team Assignment 1:** Each group will be assigned a country that we will visit. The group will be responsible for giving a ten-minute presentation about the country to the class and creating a one-page single-sided handout summarizing demographic and cultural information about the destination along with tips aimed at American travelers visiting the country. Teams should bring enough handouts for all members of the class. More details about this assignment will be provided in class.

**Team Assignments 2-4:** Teams will engage in three international marketing exercises where they will negotiate on behalf of organizations based in different countries. For example, in International Negotiation Exercise 1, four of the teams will represent a Japanese firm who wishes to have their products manufactured in China. The other four teams will represent a Chinese manufacturer. Students are responsible for reading their background material carefully before coming to class for the negotiating exercise. Roleplaying is encouraged and information about cultural cues will be provided in the background.

**Team Assignment 5:** Each team will select a product on the second day of class. Remember a product may be a good or a service. Throughout the semester, teams will create a market comparison photo journal through independent field experiences they have at our ports of call. A minimum of three, and a maximum of four, nations should be used in your photo journal. At least one example must come from an Asian country and at least one example must come from an African country. Students should compare and contrast marketing strategies (paying attention to both the marketing mix and the impact of macro-environmental forces). This will be turned in as a PowerPoint presentation with your narrative in the Notes section. The assignment will be evaluated for thoroughness in addressing the aspects of marketing strategy, depth/quality of insights, linkages back to course content, and photo-documentation.

### **METHODS OF EVALUATION**

Exam 1 (individual)	25%
Exam 2 (individual)	25%
Field Class Reflection Journal (individual)	20%
Cultural & Demographic Analysis (group)	5%
International Negotiation Exercise 1 (group)	5%
International Negotiation Exercise 2 (group)	5%
International Negotiation Exercise 3 (group)	5%
Market Comparison Photo Journal: multiple ports (group)	<u>10%</u>
Total	100%

Students who miss the field class assignment will automatically receive a zero for it, which is worth 20% of the final grade.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.



## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Geert Hofstede  
TITLE: *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*  
PUBLISHER: SAGE Publications, Inc  
ISBN: 978-0803973237  
DATE/EDITION: 2nd edition (April 20, 2001)

## FILMS

None

## ELECTRONIC COURSE MATERIALS

None

## ADDITIONAL RESOURCES

None

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Central Intelligence Agency: The World Factbook  
<https://www.cia.gov/library/publications/the-world-factbook/geos/us.html>

Hofstede Insights: Compare Countries  
<https://www.hofstede-insights.com/product/compare-countries/>