



Cedar Crest College

MRK 336-70 Spring 10

Instructor: Arlene Peltola

E-mail [ampeltol@cedarcrest.edu](mailto:ampeltol@cedarcrest.edu)

Office location: Curtis Hall 220 610 606 4666 x3753

Office hours: Wednesday 2-4 pm and by appointment

Class- Thursday 7pm- 9:30pm CURTIS 135

**Required Text:** International Marketing by Phillip Cateora, Mary Gilly, John Graham  
McGraw-Hill Irwin 14<sup>th</sup> Edition  
ISBN # 978-0-07-338098-8

**Required Case-** Harvard Business School “Proctor and Gamble- Global Business Services”

**Required Reading-** Read an article on international marketing each week from the following suggested sources; *The Wall Street Journal*, *Forbes*, *Business Week*, *Fortune*, *Time*, *Journal of International Marketing*, *Advertising Age International*, *Journal of Retailing*, *Dun's Review* and other periodicals available in our library. You may also consult the *Index to Business Periodicals* and Lexus Nexus for sources of articles. Articles with international subjects appear in almost everything published. Articles will be provided in class from *Journal of International Marketing*.

**Optional reading-** “*The Lexus and the Olive Tree; Understanding Globalization*” by T Friedman “*One Billion Customers: Lessons from the front lines of doing business in China* a WSJ book by James McGregor and “*The World is Flat*” by T Friedman. These books are in our library. Review them as possible sources for your assignments.

**Course Description:** A 3-credit interdisciplinary approach to understanding global marketing: the environmental/cultural approach, the three international marketing concepts; domestic market expansion, multi-domestic marketing, and global marketing, competitive challenges, the world’s big emerging markets, global trends, and global marketing strategies. This course will explore opportunities created by the strong emergence of a global economy and explore effective marketing management of global brands.

**Objectives:** The overall goal is to develop the students understanding of global marketing situations, and their decision-making skills in a myriad of business situations. Specific objectives are:

- Gain familiarity with the role of culture and the environment (external factors affecting the Brand) and communication in U.S. and global positioning
- Develop an understanding of powerful world nations transforming the global economy
- Learn about problem definition and the use of global marketing research
- Understand local and global market characteristics affect on global marketing strategy
- Compilation of a comprehensive Country Notebook and Global Marketing Plan

**Methods:** Lecture/In- depth discussion of text, cases, readings/small group assignments and discussions, and 2 exams. *Students must prepare thoroughly for every class as we will look to include a rich diversity of thought to bear on our assignments.* Using the library as a resource will be necessary to stay abreast of recent publications and add value to your individual and group presentations. On-line web site review is

required for discussion regarding companies and brands. Occasionally, there will be in-class sessions to meet with your group to progress your projects.

**Attendance:** Attendance is critical to your success in this course. Students are expected to attend and fully participate in class. In the event that you miss a lecture, it is the student's responsibility to make up work. If an assignment is due the day of the absence, the due date does not change. If you miss more than two classes, you may fail the class. Excused absences are only those that have a submitted doctor's note. Excused absences count as half an absence. Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code (Cedar Crest College Catalog, page 29). Kindly turn your cell phones, beepers and pagers to vibration mode prior the start of class.

**Honor Philosophy**

"The Cedar Crest Honor Philosophy states that students uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions and the effect their actions may have on other members of the College Community." (Cedar Crest College Catalog, p 28)

**Academic Dishonesty**

Whether "deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code." (Catalog, p 28) Plagiarism is not tolerated. Plagiarism will result in a zero on the assignment and a report to the Provost.

**Students with Documented Disabilities**

Students with documented disabilities who may need academic accommodations should discuss these needs with the professor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

**Late submissions of assignments**

Students are expected to submit all assignments on the assigned due date. Students who are absent from class are still responsible for timely submission of assignments. Late submissions will earn half credit if submitted within a week of the assignment, beyond that, assignments earn 0 credit.

**Team Presentations and Peer Review**

Each student is expected to make both individual and team presentations. Presentation aids may be used and these aids may be technological or conventional (hand outs, posters, etc.) Peer review involves reviewing the work and contributions of those in your assigned group as well as your classmates as a whole.

**Evaluation:** Grades will be determined based on the following:

Grade Distribution	
Discussion Preparedness/Caliber of Contribution*	20%
Exam One	20%
Exam Two	20%
Country Notebook	20%
Global Marketing Plan	20%

\*Details of Discussion Preparedness appear below the Class Schedule

**Grade Assignment**

93%- 100%+	A
90%-92%	A-
87%- 89%	B+
83%-86%	B

80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
60%- 66%	D
Below 60%	F

**Assignments:** The “Country Notebook” will contain a cultural analysis, economic analysis, and market audit/ competitive market analysis for one country and one product. Refer to page 583 “Country Notebook” in our text for guidelines. Each student team will be provided a country/product to work on. The Country Notebook must have sources cited to substantiate thinking (minimum 2 scholarly, 2 popular) **The Country Notebook is due on March 18<sup>th</sup>** and does not include The Marketing Plan. The Marketing Plan is a separate document, it represents a GLOBAL or Regional Cooperation Group launch from your country featured in your notebook. The structure will follow a structure provided in our text (page589-591) eliminating the following sections: E2, 3, 4 F 1-9 G 1, 2 H 1-5 III. A-C. The Executive Summary should appear first in the document. The Marketing Plan must have at least 2 scholarly and 2 popular sources cited; **The Marketing Plan is due Apr 22<sup>nd</sup> and 29<sup>th</sup>**. Readings and cases will be distributed to supplement the text and focus learning, un-graded “brain refresh” quizzes will be provided to recapitulate the learning by chapter. Two in-class exams are scheduled.

**Class Schedule**

**Date**

**Jan 21** Introductions/ Course Objectives  
 E-college review  
 Weblibliography review  
 The text- chapters, cases, glossary, site; [www.mhhe.com/cateora14e](http://www.mhhe.com/cateora14e)  
 Review of Basic Marketing Concepts and “World’s Strongest Brands” based on Global Value  
 Hottest Global Issues  
 Chapter 1: The Scope and Challenge of International Marketing  
 Brain Refresh Chapter One  
 Global Brands/Issues in the news-student summaries  
 The Country Notebook – Due Mar 18  
 The Marketing Plan- Due Apr 22 or 29

**Assignment/Reading**

Chapter 1 and Chapter 2  
 Review Brain Refresh Ch 1, 2  
 Read International Business Articles  
 Present one in next class

**Jan 28**

Library Visitation  
 Chapter 2: “The Dynamic Environment of International Trade”  
 Brain Refresh Chapter Two  
 Global Brands/Issues in the news-student summaries  
 Upcoming Readings;  
 Journal of International Marketing  
Brand Cultures  
Reactions of US Consumers to Global Brands  
 HBR Case  
P&G Global Business Services

**Assignment/Reading**

Chapter 3

Review Brain Refresh Ch 3  
Journal of International Marketing Article  
Pages 93-96 "Brand Cultures"

**Feb 4** Chapter 3: "History and Geography; The Foundations of Culture"  
Brain Refresh Chapter Two  
Timeline- Country Notebook  
Timeline- Marketing Plan  
Discuss JIM article Brand Cultures

**Assignment/Reading**

Chapter 4  
Review Brain Refresh Ch 4  
Read International Business Articles  
Present one in next class

**Feb 11** Chapter 4 "Cultural Dynamics in Assessing Global Markets"  
Brain Refresh Chapter Four  
Global Brands/Issues in the news-student summaries

**Assignment/Reading**

Chapter 5  
Journal of International Marketing Article  
Pages 96-98 "Brand Globalization"

**Feb 18** Chapter 5 "Culture, Management Style, and Business Systems"  
Brain Refresh Chapter 5  
Exam Expectations Chapters 1-5  
Discuss JIM article Brand Globalization in class  
Country Notebook Check Point; due Mar 19  
Marketing Plan Checkpoint

**Assignment/Reading**

Chapter 8  
Study Chapters 1-5, Review articles  
Study Brain Refresh  
Read International Business Articles  
Present one in next class

**Feb 25** Exam Chapters 1-5  
Chapter 8 "Developing a Global Vision"  
Brain Refresh Chapter 8  
Global Brands/Issues in the news-student summaries

**Assignment/Reading**

Chapter 9  
Read International Business Articles  
Present one in next class  
Scan P&G CASE

Finalize Country Notebook; due Mar 19

**Mar 4** Exam Review  
Chapter 9 “Emerging Markets”  
Brain Refresh Chapter 9  
Global Brands/Issues in the news-student summaries  
Proctor and Gamble Global Business Services CASE-Intro to 4 options

**Assignment/Reading**

Chapter 10  
Review Brain Refresh Ch 10  
Read P&G CASE, 1-page answer to which of the 4 options should P&G take?  
Finalize Country Notebook, Hand in Mar 18, discuss in class

**Mar 11** NO CLASS Spring Break

**Mar 18** Hand in Country Notebooks/ Present Summary in class  
Chapter 10 “Multinational Market Regions and Groups”  
Brain Refresh Chapter 10  
Global Brands/Issues in the news-student summaries  
Case Discussion P&G GBS/Present 1-page answers

**Assignment/Reading**

Chapter 11  
Review Brain Refresh Ch 11  
JIM article Reactions of US Consumers to Global Brands; 3 main take-aways  
Begin work on Marketing Plan

**Mar 25** Chapter 11 “Global Marketing Management”  
Brain Refresh Chapter 11  
Global Brands/Issues in the news-student summaries  
Class Discussion JIM Reactions of US Consumers to Global Brands; 3 take-aways  
Group collaboration time

**Assignments/Readings**

Chapter 16  
Review Ch 16 Brain Refresh  
Read International Business Articles  
Present one in next class

**Apr 1** Chapter 16 “Integrated Marketing Communications and Global Advertising”  
Brain Refresh Chapter 16  
Global Brands/Issues in the news-student summaries  
Exam Expectations  
Group Collaboration time

**Assignment/Readings**

Study  
Continue to prepare Plan

**Apr 8** Exam Two Chapters 8-11, 16

Marketing Plan Check Point  
Group Collaboration Time

**Assignments/Readings**

Final preparation for Marketing Plan

- Apr 15**                                 **NO CLASS Rehearse /Finalize Plans**
- Apr 22**                                 Marketing Plan Presentations
- Apr 29**                                 Marketing Plan Presentations

***Discussion Preparedness***

Grade	Criteria
A	<ul style="list-style-type: none"> <li>☑ Demonstrates excellent preparation; shows evidence of having identified, analyzed, and responded to the key issues raised in the readings.</li> <li>☑ Volunteers contributions to discussions which reflect a systematic effort to utilize the ideas, interpretations and information presented in the readings as an opportunity to raise ideas and questions that go beyond those found in the readings.</li> <li>☑ Demonstrates an active level of engagement.</li> <li>• ☑ 2 absence max</li> </ul>
B	<ul style="list-style-type: none"> <li>☑ Demonstrates good preparation; shows evidence of having identified and analyzed the key issues raised in the readings.</li> <li>☑ Volunteers contributions to discussions which reflect a systematic effort to draw upon and apply the ideas, interpretations, and information presented in the readings.</li> <li>☑ Demonstrates a conscientious level of engagement.</li> <li>• ☑ 4 absence max</li> </ul>
C	<ul style="list-style-type: none"> <li>☑ Demonstrates adequate preparation; shows familiarity with the key issues raised in the readings.</li> <li>☑ Typically does not volunteer contributions to discussions, but will contribute when called upon; contributions do not consistently draw upon or reference the ideas, interpretations and information presented in the readings.</li> <li>☑ Demonstrates a sporadic level of engagement.</li> </ul>
D	<ul style="list-style-type: none"> <li>· Demonstrates minimal preparation; shows familiarity with few of the key issues raised in the readings.</li> <li>· Does not volunteer contributions to discussion and has little to say when called on; contributions do not reference the ideas, interpretations or information presented in the readings.</li> <li>· Demonstrates a superficial level of engagement.</li> </ul>
F	<ul style="list-style-type: none"> <li>· Demonstrates little preparation; shows no evidence of having read the material</li> <li>· Does not volunteer contributions to discussion, does not respond when called on.</li> <li>· Demonstrates virtually no level of engagement, frequently absent from class.</li> </ul>

