

**LINCOLN UNIVERSITY**  
**BA 413-INTERNATIONAL MARKETING**  
**COURSE SYLLABUS**  
 Department of Business and Economics  
 Spring, 2018

**Lecture Schedule:** Monday/Wednesday Dates: 3/19-5/7/18 Times: 3:30-6:15 PM  
**Credit:** 3 units  
**Level:** Mastery 2 (M2)  
**Instructor:** Prof. Ken Germann, MBA, JD  
**Office Hours:** **Monday/Wednesday: 2:30-3:30 PM**  
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**Home Phone:** (510) 531-3082  
**Textbook:** **International Marketing**  
 Fifteenth Edition, by Cateora, Gilly and Graham; McGraw-Hill, NY, NY 2009  
 ISBN-13:978-0-07-352994-3

**CATALOG DESCRIPTION**

An analysis of international marketing principles and organizations, including design of operations and products to meet consumer preferences in various parts of the world. Included is a study of international forms of business organization in social, economic and cultural settings, as well as principles of international marketing management. (3) units.

**COURSE LEARNING OUTCOMES**

	<b>Course LO</b>	<b>Program LO</b>	<b>Institutional LO</b>	<b>Assessment</b>
1	Students will understand the scope and challenges of international marketing	PLO 1	ILO 1b, ILO 2b	Homework, Written Group Project
2	Students will understand the changes in different economic, social and political systems	PLO 2	ILO 1b, ILO 2b, ILO 4b	Homework, Written Group Project
3	Students will be able to assess opportunities and develop corresponding marketing strategies	PLO 4	ILO 4b, ILO 5b, ILO 6b	Oral Group Presentation

4	Students will be able to do research and develop a comprehensive marketing plan	PLO 5	ILO 4b, ILO 5b	Homework, Written Group Project, Oral Presentation
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**PROCEDURES AND METHODOLOGY**

Lecture method is used in combination with marketing case studies. The emphasis will be on learning by doing. Every student must participate in an intensive preparation and classroom activity.

**COURSE PROJECT**

Every student in the class, working as a team, must design and implement a plan for developing a marketing plan for an existing company. Final project is due the next to the last class will be presented orally on the last day of class. The last day each group will do an oral presentation.

**INDIVIDUAL RESEARCH PROJECT (1 unit)**

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student’s work on the Individual Research Project will be done using the following rubric:

<b>WRITTEN REPORT</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations.  The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations  The report mostly follows the APA	Sources used are of a questionable quality; factual claims are not supported.  Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated.  The report is poorly formatted

		style guidelines.	
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<b>PRESENTATION</b>			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

### **REQUIREMENTS**

Continuous assessment is emphasized. Written assignments will be given every week. Reading, writing and “business case study” assignments will be scheduled throughout the course. Students must complete all assignments and take all exams on the dates scheduled. Plagiarism will result in the grade “F” and a report to the administration.

### **ATTENDANCE**

Students are expected to attend each class session. If you cannot attend a class due to a valid reason, please notify the instructor prior to the class. There will be a make up assignment.

### **EXAMS**

Both midterm and final exams are structured as written essays to answer the given questions. Examples to illustrate; and references to statute and case law are mandatory. Exams will cover all assigned chapters, any additional readings or supplementary materials covered in class.

### **GRADING**

Class Participation	100 points
Case Studies	100 points
Mid-term exam	100 points
Final exam	100 points
Course Project - Written 50	
Oral 50	100 points
Graduate Project - Written 50	
Oral 50	<u>100 points</u>
Total	600 points

564-600	A	444-461	C
540-563	A-	420-443	C-
522-539	B+	402-419	D+
504-521	B	379-401	D
480-503	B-	360-378	D-
462-479	C+	359 + below	F

## **COURSE SCHEDULE**

### **Lectures Topic**

- 1 Overview and Trade  
Read Chapters: 1,2
- 2 Foundations of Culture  
Read Chapter: 3
- 3 Cultural Dynamics  
Read Chapters 4,5
- 4 Political Environment  
Read Chapter: 6
- 5 Legal Environment  
Read Chapter: 7
  
- 6 Marketing Research  
Read Chapter: 8
- 7 Review and take for Midterm  
Chapters 1-8
- 8 America  
Read Chapter: 9
- 9 Europe, Africa and Middle East  
Read Chapter 10
- 10 Asian Pacific Region  
Read Chapter: 11
- 11 Planning and Organization  
Read Chapter: 12
- 12 Products and Services for Consumers and Businesses  
Read Chapters 13.14
- 13 Marketing Channels and Communications  
Chapters: 15, 16
- 14 Sales and Pricing for International Markets  
Chapters: 17, 18
- 15 Implementation of Plan, Review and Final Exam  
Read Chapter 19 and review Chapters 9-19
- 16 (a) Written Course Project Due  
(b) Oral Presentation of Course Project  
{c) Written Doctoral Project Due  
(d) Oral Presentation of Doctoral Project Due

## **COMMENTS**

- \* Participation is required. What you put into the class will determine what you get out of it - and what others get out of it.
- \* Please come on time. Late arrivals disturb everyone else.
- \* If you miss a class, you are responsible for getting notes on the material covered from a classmate.
- \* To avoid distracting noise in class, cellular phones must be turned off and silenced.
- \* Questions and comments during the class are welcome. Do not hesitate to ask questions.

### **MODIFICATION OF THE SYLLABUS**

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in the classroom.

### **INSTRUCTOR BIO**

My first career was in operations for manufacturers. I worked as an expeditor, quality control inspector, junior chemist, front line supervisor and plant manager. I was lucky enough to be a poverty attorney during the “War on Poverty”. My third career was as a producer, director, script writer and actor for a murder mystery company. For the past thirty years I have had a consulting firm, specializing in management and marketing problems, both domestically and internationally.

Like many students, I pursued four degree programs while working full time. My passion is teaching. I have over thirty years of teaching graduate and undergraduate business classes. I have had the opportunity to work and travel to 193 countries.

Revised January 8, 2018

**Appendix A. Program and Institutional Learning Outcomes.**

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>A Graduates of Lincoln University MS Program should be able to</i>	
<b>1</b>	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
<b>2</b>	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
<b>3</b>	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
<b>4</b>	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
<b>5</b>	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
<b>6</b>	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
<b>7</b>	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

<b>Program Level Outcomes (PLOs)</b>	
<i>Students graduating our MS in International Business program will be able to:</i>	
<b>1</b>	Demonstrate expert-level understanding of the aspects of international business
<b>2</b>	Exhibit deep knowledge of international dimensions of business functioning, including marketing, finance, management, operations, accounting, and entrepreneurship
<b>3</b>	Recognize business problems and provide creative solutions. Integrate theory and practice for strategic analysis in the field of international business.
<b>4</b>	Apply quantitative and qualitative methods of analysis to business situations in a complex global business environment
<b>5</b>	Develop and exhibit effective communication skills for relevant international audiences.
<b>6</b>	Work effectively with a team of international colleagues on diverse projects
<b>7</b>	Identify and analyze the ethical obligations and responsibilities in the field of international business

**Appendix B. Classification of LU curriculum courses:**

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.
<b>Courses 400 level</b>	<b>Mastery 2 / Research (M2R)</b>	<b>Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs.</b>
Courses 500 level	Doctorate Assessment (DA)	Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program.