Instructor Information
Professor Carol Kaufman-Scarborough
Rutgers School of Business-Camden, Room 258
Office Phone: (856)-225-6592
Office Hours: 4:00 to 6:00 pm Wednesday plus “by appointment”. Please email me any questions and a suggested time to meet, and I’ll get back to you.
E-mail: ckaufman@camden.rutgers.edu

Course Description
Businesspersons have the responsibility to understand the complexities of global markets, but many have only studied their own home country’s business practices. The aim of this course is to examine the how companies enter international markets and their choices in standardizing or adapting the marketing mix. You’ll learn to experience an unfamiliar market setting, build skills in using online international databases, and present a group project on a topic of global interest. Completion of Principles of Marketing is required.

Course Materials
- This text is used for class. Used copies and affordable online options are available
- Narrated lectures, readings, and other posted material is available on the class sakai site

Course Objectives
After completing this course, students should be able to:
- Appreciate and understand differences and similarities in business etiquette across cultures;
- Identify and evaluate trade policies from other countries;
- Understand how trade practices, tariffs and nontariff barriers, global organizations, and various trade conventions are used in trade law;
- Know how to adapt the marketing mix to the specific needs of destination countries
- Evaluate an unfamiliar product as a possibility for import to the United States;
- Develop skills in using online international databases;
- Provide expert insight into a cutting edge topic in International Marketing

How to succeed in this course
The material presented in class provides the essential backbone of the course. You are expected to:
- Read all text material assigned for each class
- Use powerpoints as a guide for key concepts
- Follow instructions in all assignments
- Start assignments early and get feedback from the instructor
- Meet with the instructor if you are having problems.
- Lectures will be videotaped and posted on sakai for your review

Course Policies and Procedures

Academic Integrity
Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of
the appropriate authorities.

This means that you must:
• properly acknowledge and cite all use of the ideas, results, or words of others,
• properly acknowledge all contributors to a given piece of work,
• make sure that all work submitted as your own in a course activity is your own and not from someone else
• obtain all data or results by ethical means and report them accurately
• treat all other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:
• everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
• all student work is fairly evaluated and no student has an inappropriate advantage over others
• the academic and ethical development of all students is fostered
• the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. If there are questions on how to comply, please contact me immediately.

Policy found at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

**Disability Services**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

https://ods.rutgers.edu/students/registration-form.

Mr. Tim Pure
Rutgers-Camden Disability Services:
Rutgers-Camden Learning Center
Armitage Hall, Room 240
311 North Fifth Street, Camden, NJ 08102-1405
Web page: http://learn.camden.rutgers.edu/disability-services
Phone: 856.225.6442/ Fax: 856.225.6443
E-mail: tpure@camden.rutgers.edu

**Absence Policy:** Students are expected to attend all classes unless they have an excused absence. Excessive absences will be reflected in the course grade.

**Email Etiquette:** This is a business course. Professional emails are expected, with “International Marketing” in the subject line and a proper salutation (e.g. “Dear Professor”) and correct grammar.
**Exam Make-up Policy**

Students are expected to take quizzes, midterm, and final exam during the period of time established by the instructor. Normally, students will not be permitted to take an exam at an alternate time. However, if for a university approved reason you cannot take an exam at the scheduled time, you must give the professor written notice at least one week in advance so that other arrangements can be made. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

**Incompletes and Problems**

If you find that you are having trouble completing course work or need further explanation of class topics, please meet with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I’m available to meet throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances. Incomplete grades must be made up prior to the start of the next semester.

**Last Date to Drop with a “W”**

April 4 is the last day to withdraw from this class with a "W". For more information see the registrar’s website, [http://registrar.camden.rutgers.edu/](http://registrar.camden.rutgers.edu/)

**Course Requirements**

**Assignments 1 and 2**

Online resources for Assignments 1 and 2 will be presented in Classes 2 and 3 respectively. Each assignment is worth 5 points. Students must use the required resources to successfully and correctly complete each assignment. These assignments should be brought to the Midterm for use in answering questions.

- Assignment 1: Learning about culture and trade in International Markets
- Assignment 2: Which country is a better opportunity for trade?

**Class Participation**

Any class is better when the class participates, but participation grades are not automatic and are not simply based on attendance. Participation includes suggestions of examples, articles, and videos, plus participation in online chat rooms. Negative participation (disruption, sleeping, reading, TEXTING, etc) detracts from everyone's time. Points will be deducted, rather than added for these types of behaviors.

**Discussion Forums**

In order gain insights from the entire class, discussion forums have been posted in sakai with specific due dates for your posts coordinated with our class discussions. A well-written post* is worth 1 point each. There are 5 required discussion forum posts throughout the semester, 1 required personal introduction, and 2 optional review forums for the midterm and the final exam.

* A Well-Written post:

Contributions to the online class discussion are well-written, proofread, and directly relevant to the discussion topic. Students must submit substantive work, i.e., they must refrain from using terms like: “I agree”, or “Others have basically said what I think.” Substantive work means that you have added to the body of knowledge in any given discussion. You are expected to use course concepts and reply in at least 100 words. Applying and referencing the course concepts, assigned course readings, cases, videos, required websites, and other literature is critical. Additionally, sharing personal experiences can enrich your post. Posts must be made within the assigned time period. One substantive post is required. Reply
posts are encouraged.

The following guidelines must be followed each time you interact in the course:

- In all of your interactions, remember there is a person behind the written post.
- Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
- Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
- Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
- Contribute to a meaningful discussion by presenting your "best self" in the course environment:
  - Take the time to explain your ideas respectfully and completely.
  - If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
- Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

**Unfamiliar Products Assignment**

A difficult and much needed skill in International Marketing is the ability to discover and to think about consumers’ and organizations’ needs in different cultures, to interpret those needs into products, and to market those products in ways which are meaningful to their target markets. This investigation asks you to put yourself in the place of the importing agent, encountering your product for the first time. The importing agent must select and submit possible products to the home market for consideration.

The Unfamiliar Products Assignment will be discussed in class and also in a video for your convenience. This video shows how to use the required power-point template and how to make a voiceover.

**Term Project Expert Panels**

Based on input from prior classes, we are using an alternative approach to the traditional “group project” that allows you to share resources and collaborate on a short presentation, but does not require a group paper. Specific information is posted in Resources/Term Project on sakai and will be discussed in class:

- Students will complete and hand-in last page of syllabus by Week 2
- Students will provide 1st, 2nd, and 3rd choices of a preferred country and area of the marketing mix to study
- Based on that input, students will be assigned to a country group and marketing mix area for their report
- Each 4-5 person panel group will study their country and have the option to share references
- Expert panel groups will present their report on the last night of class, and
- Each student will hand in an individual paper on their specific area of the marketing mix
Grading Policies: The contribution of each assignment to the final grade is:

<table>
<thead>
<tr>
<th>Date</th>
<th>Requirement</th>
<th>Points</th>
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</thead>
</table>
| Every class | Participation: Regular participation in class and online discussions, in-class exercises, reading assigned papers, contributing to class understanding. Regular attendance is expected unless you have an approved absence.  
- Participate in 1 required Introduction forum  
- Participate in 2 optional review forums | 10 points total |
| See posted dates | Discussion Forums (each worth 1 point)  
- Participate in 5 required online class discussions | 5 points total |
| February 10 | Assignment 1 (upload to Sakai Assignments2)  
Learning about culture and business etiquette | 5 points |
| February 17 | Assignment 2 (upload to Sakai Assignments2)  
Which country is a better opportunity for trade? | 5 points |
| February 24 | Midterm Examination (6:00 pm to 7:30 pm) | 15 points |
| March 23    | Unfamiliar Products: Sign up for your date!  
5-minute presentation | 20 points |
| March 30    | Term Project Expert Panels (6:00 to 9:00 pm) | 20 points |
| See schedule | Final Examination | 20 points |

Helpful and Important Hint

The Vocabulary of International Marketing is full of complex terms and acronyms. By the end of the course, you will know what the difference is between an FTA (Free Trade Agreement) and an FTZ (Foreign Trade Zone), be able to discuss BEM’s and BRIC countries, and know which countries are in MERCOSUR, the EU, and NAFTA.

In some cases, you must memorize the term “names” just as you would memorize a friend’s name. A translation or interpretation of this term will not receive credit on the quizzes or exams if you are asked about a strict definition.
Assignments: *Planned Schedule (dates are approximate and subject to change)*

**Week 1, January 20 - Chapters 1, 2**
- An overview of sakai site sources and library sources – this will help you greatly in this course
- Discuss Expert Panel Groups - hand in any group preferences for working together on class project. NOTE: January 26th – last date to hand in topics to study and suggested teams
- **Introduction**
  - What is the Self Reference Criterion? Are you ethnocentric?
  - What is protectionism? Are tariffs and trade barriers always protectionist? How do countries cooperate through global organizations?
- **Read and Prepare Introduction Forum and Forum 1**

**Week 2, January 27 - Chapters 3 and 4**
- **Introduction Forum Post due**
- **Forum 1 post due – Scotland votes to leave the United Kingdom** – in class discussion
- **Student Information Sheet due in Assignments2 by 9 am**
  - What is the Impact of Geography and History on World Trade? So where is Country X and What Should I Know About Its Location?? How can location impact product design and shipping?
  - Country History and its importance. Learning the big picture about a country - World Factbook online
- **Discuss Assignment 1**
- **Read and Prepare Forum 2**

**Week 3, February 3 - Chapters 5 and 6**
- **Forum 2 post due – Fair and Lovely Case** – in class discussion
- **Chapter 4:** Cultural Dynamics, Norms, Values, Beliefs, Roles, Customs, Rituals, Artifacts
- **Chapter 5:** Considering global business culture, Business Customs and Etiquette
- **Discuss Assignment 2, [http://www.cyborlink.com/](http://www.cyborlink.com/)**

**Week 4, February 10th**
- **Chapter 6:** Political Environment, Change, Stability, Redrawing Country Borders,
- What is Political Vulnerability? What are Politically Sensitive Products?
- Michigan State University Market Potential Indicators:
- **Chapter 7:** Legal Environment and Exporting Law
- **Assignment 1 Due – February 10th**

**Week 5, February 17th**
- **Chapter 8, Researching Global Markets:**
  - If I have the "Perfect Product," How Can I Enter the Market???
  - Meanings of Secondary Data: How do data interpretations differ? What are the limitations?
  - World Factbook: If you were a citizen of Country X, what is your life expectancy?
  - Differences in Primary Research Techniques in Other Cultures – focus groups, surveys
- **Multinational Markets:** selected sections from the chapters below
  - Chapter 10: Europe Africa and Middle East
  - Chapter 11: Asia Pacific
  - Why do countries work together as a group?
  - Dissolution of Soviet Union; What’s common about a common market???
- **Assignment 2 Due – February 17th**
- **Review for Midterm**
Week 6: February 24th
- Midterm – first half of class, covers chapters 1-8
- 7:30 pm – begin Chapter 9, Emerging Markets, Measures of Economic Development - do they work?
- How is economic development assessed for NICs? For BEMs?
- What are reasonable measures for living standards? Whose living standards?
- Introduce Multinational Markets: Refer to selected sections in Chapters 10 and 11

Week 7: March 2nd
- Chapter 12, Global Marketing Management, Methods of Market Entry
- How can firms adapt the Marketing Mix?
- Strategic Planning for Global Marketing
- Are there certain methods of market entry that are required? Expected? Are there market entry methods that create advantages or disadvantages in certain markets? What are countries telling us about how they want us to enter their countries? Do they want particular forms of business? Specific types of clearances?
- Begin Chapter 13, Developing Consumer Products: Core Products
  - Preference for Investigating Product presentation dates due by email by March 9th
  - Read and Prepare Forum 3

Week 8, March 9th – this is the class before Spring Break
- Forum 3 post due – Global Marketing Management and Campbell Soup – class discussion
- Continue Chapter 13, Developing Consumer Products: Core Products,
- Identifying Unmet Needs in Unfamiliar markets, Characteristics of Successful Innovations
- What is predictable consumer behavior in a given country? How are products used? How do consumers shop? Adaptation vs. standardization
- Let’s consider a familiar company, Campbell Soup, and learn about its various global products
- See the “Campbell Around the World” section found at: http://www.campbellsoupcompany.com/around_the_world.asp
- Chapter 14, Industrial Products and Services
- The importance of global sourcing and support are critical. Trade fairs are common points of contact. The importance of servicing products in global markets is nicely illustrated by Caterpillar’s site.
- Go over Unfamiliar Product Assignment, Template, Video

March 12 to March 20 – Spring Break

Week 9, March 23rd
- Chapter 15, Supply Chain and Retailing, selection of middlemen
- Traditional retail in the bricks and mortar setting:
  - KFC Market Entry- the adaptation of distribution for the Japanese market – an OLD film that depicts problems that still occur in today’s market entry decisions.
  - Examine JETRO – How to enter the Japanese Market
  - Coca Cola enters the Japanese market – video.(multilocal, ringi-sho form for agreement
- 6:00 to 7:30 – Lecture
- 7:30 to 8:40 - Investigating Products in Unfamiliar Markets – First Group of Class Presentations
- This is your 5-minute presentation (plus short write-up) of your product.
Week 10, March 30th
- **Begin Chapter 16, Promotion** in the Global Setting (NOT just Advertising!!!)
  - How can we communicate with consumers in other countries and be sure that we mean what we say, and say what we mean? Media availability, literacy rates. Advertising videos
- **6:00 to 7:30 – Lecture**
- **7:30 to 8:40 - Investigating Products in Unfamiliar Markets – Second group of Class Presentations**
- **This is your 5-minute presentation (plus short write-up) of your product.**

Prepare for Forum 4: Vote in Poll for 5 Top Products recommended for import – due Friday April 1 at 11:59pm

Week 11, April 6th
- **Forum 4 post due – Discussion of top 5 products for importation**
- **Continue Global Sales promotion and advertising, refer to Chapters 10 and 11**
- **Country-specific requirements – what disclosures must appear in advertising messages?**
- **Country-specific cultural norms – what situations should and should NOT appear?**
- **What is the difference between Sales Promotion and Advertising?**
- **Sales promotion – contests, free gifts, 2 for 1, etc.**
- **What social media are prevalent around the world? How accessible is the internet?**

Week 12, April 13th
- **Chapter 18, Pricing for International Markets**
- **What are Price Escalation and Countertrade? What does price convey in global markets?**
- **Is there a price/quality linkage? What is the impact of changing currencies?**
- **Let’s consider the euro, the currency of the European Union**
- **Dr. Robert Schindler’s Article**
- **Read and Prepare Forum 5**
- **In-Class Library Session: Use “Description of Individual Consulting Report Areas”**

Week 13, April 20th
- **Forum 5 post due – discussion of women’s roles in personal selling – class discussion**
- **Chapter 17, Personal Selling, Techniques, Similarities and Differences**
- **Personnel Issues, Training your employees for Global Markets**
- **Sensitivity Exercises to know your market better**
- **Review for Expert Panel Process**
- **Review for Final Exam**

Week 14: April 27th
**Term Project Expert Panel Presentations, 6:00 to 9:00 pm**
- Each panel will have 15 minutes to present/ 5 minutes questions
- Refer to “Effective Presentation in 10 minutes” Video and format

May 11: Final Exam, 6:00 to 9:00 pm
Instructions: Suppose that you belong to a Business Consulting Company. You have been assigned to brief a team of executives from the U.S. about two countries regarding Executive Etiquette behaviors. You are responsible to coach them by providing them with a useful summary and a discussion that teaches them about cultural etiquette practices that are essential to know.

a. Pick two of the “BRICS” countries (Brazil, Russia, India, China, and South Africa).

b. Use sources from class to identify 3 issues in each area that you feel your US team should know.

c. Create a chart like the one below using a new document file. Bullet points may be used. You may enlarge the chart to fill in more information. Chart must be TYPED!

d. Submit your chart using the format below and include in your document a 1-2 page discussion that picks out the 5 most important differences between the countries which executives should take into account while meeting. Don’t simply cut and paste information into this paper.

e. You are required to use sources provided in this course. A video overview is posted for your use.

### Comparison of Culture in Trade in Two International Markets

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COUNTRY 1</th>
<th>COUNTRY 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
<td>2.</td>
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<tr>
<td></td>
<td>3.</td>
<td>3.</td>
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<tr>
<td>Behavior</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
<td>2.</td>
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<td></td>
<td>3.</td>
<td>3.</td>
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<tr>
<td>Communication (eg greetings)</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
<td>2.</td>
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<td></td>
<td>3.</td>
<td>3.</td>
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<tr>
<td>Business Meetings</td>
<td>1.</td>
<td>1.</td>
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<td></td>
<td>2.</td>
<td>2.</td>
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<td></td>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>
Assignment 2: Which Country is a Better Opportunity for Trade?
GOAL: Use the County Commercial Guides to evaluate trade regulations

Suppose you are in charge of taking ABC Corporation’s business overseas. You know that there are several important factors to look into for when entering any new country. You offer to make a comparative chart of Argentina and Venezuela so that the management team can determine which market to choose. Begin by reading through the Country Commercial Guides for both countries to determine whether their trade environment is well-developed, open, or restrictive to trade from the U.S.

1. First, please create a chart like the one below in a new document. Assign scores to each attribute using 1 (low) to 10 (high).

2. In a 4–5 page paper, evaluate these five attributes based on what you learn using the Country Commercial Guides for each country (available on sakai).

3. Finally, give a summary section for each country explaining your scores, and select the country that you feel has the most conducive environment for trade based on these five attributes.

NOTE 1: ABC Corporation is a fictitious company with no type of business specified in order to emphasize general contrasts between Country X and Country Y. If a specific business were chosen, obvious country advantages would emerge given the specific needs of the population.

NOTE 2: Using different sources may give you different answers! Cite your sources

NOTE 3: Please be sure to follow the instructions given in class in completing this assignment.

<table>
<thead>
<tr>
<th>Areas for Assembly with tariff incentives</th>
<th>Argentina</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Trade zones, areas for assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: these may have other names such as Special Economic zones</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Documentation: specific? complex?</th>
<th>Argentina</th>
<th>Venezuela</th>
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</thead>
<tbody>
<tr>
<td>How well-developed is the documentation process?</td>
<td></td>
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<tr>
<td>Are typical forms allowed?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Markings and labeling of products and packaging:</th>
<th>Argentina</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are they logical?</td>
<td></td>
<td></td>
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<tr>
<td>Do they protect consumers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrict trade?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tariffs: multi-level?</th>
<th>Argentina</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do tariffs vary by the desirability of various products?</td>
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</table>

<table>
<thead>
<tr>
<th>Trade agreements with other countries?</th>
<th>Argentina</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the countries belong to multinational markets like the European Union?</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total – which country seems more favorable based on this limited analysis?</th>
<th>Argentina</th>
<th>Venezuela</th>
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</thead>
</table>
Unfamiliar Product Assignment (20 points)

This assignment attempts to give you an appreciation for ethnocentrism in product design. You also will learn what it feels like to be a “foreigner” in an unfamiliar market. NOTE: Outstanding examples will be used on the final exam in applications questions.

Relevance and Skill Building: A difficult and much needed skill in International Marketing is the ability to discover and to think about consumers' and organizations' needs in different cultures, to interpret those needs into products, and to market those products in ways which are meaningful to their target markets. This investigation asks you to put yourself in the place of the importing agent, encountering your product for the first time. The importing agent must select and submit possible products to the home market for consideration. The class will take the role of management and vote to nominate five products for consideration for import.

1. Select an ethnic group other than your own that you would like to study. Go to a shopping area that specializes in the native tastes of that group (NOT WEGMANS or some other supermarket with an international section). There are numerous markets in Philadelphia and throughout New Jersey that specialize in the foods and products desired by various ethnic groups. For examples, see list of stores posted on our course site.

2. Each student must prepare ONE PowerPoint slide in the required format. The slide and narration MUST be posted before the presentation date for full credit.
   - You will be expected to speak for approximately five minutes on the product you have found. The class will need to apply international product knowledge to judge whether the product has potential for the U.S. market, and what adaptations, if any, would be needed.
   - Remarks must be culturally appropriate and not ethnocentric. Comments such as “this product is weird” or “gross” or “disgusting” will result in a failing grade.
   - Class members will view/listen to the presentations and vote for their top five choices of products to be considered by the class.

3. The Powerpoint Slide must follow the template and will be presented in class. There is NO paper. The information will include the points covered in the outline below.
   **Introduction:** Describe the ethnic group that you are studying, name and address of store, etc.
   - Find/buy a product which you cannot identify; write down your first impressions of what you think the product is made of and what it is used for. (Bring it to class for discussion—don’t spend too much!).
   - What cues are there on the product? If it is packaged, what information can you find? If it is not packaged, did the store signs give you any information? What information would you want, as a consumer?
   - Describe what section of the store your product is placed in, i.e. describe what products were near it. (If you cannot recognize these products, describe what they look like).
   - Attempt to interview store management or one of the retail clerks to find out what the product really is (you may not always be successful in this attempt!) If you fail to find out, please select another product whose identity can be explained to you. Or, use the web to find out.
   - After finding out what the product is, consider whether or not the product would be marketable in the United States. Be prepared to describe why or why not.
     - What about the form of the product? Could it be changed to some other form for U.S. consumers?
     - How about instructions, warranties, “use by” dates, etc.?
     - Is the product something that needs to be taste-tested? What if it looks good, but the taste is not acceptable?
     - How are the brand names, colors, and pictures used in the original package? Are they related to familiar symbols in the home country? Will those same color choices be appropriate in the U.S.?
This form is posted as a Word file in the Syllabus section. Upload it to Assignments2 by January 26 at 6 pm.

Please consider the following topics carefully. Using the form below, indicate your first, second, and third choices of country and of marketing mix subtopic. I will assign students randomly to a panel topic group based on your preferences. Indicate your first, second, and third choices below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Ranking of country</th>
<th>Marketing mix area</th>
<th>Ranking of marketing mix topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td></td>
<td>Marketing mix area</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td>Product opportunities</td>
<td></td>
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<tr>
<td>India</td>
<td></td>
<td>Pricing</td>
<td></td>
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<tr>
<td>Japan</td>
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<td>Retail distribution</td>
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<tr>
<td>Mexico</td>
<td></td>
<td>Online shopping</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
<td>Advertising</td>
<td></td>
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<tr>
<td>South Africa</td>
<td></td>
<td>Sales Promotional methods</td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
<td>Digital marketing</td>
<td></td>
</tr>
</tbody>
</table>

Your major

Employment? If yes, approximate hours per week:

Other Marketing Courses taken in the past?

Other Marketing Courses being taken this semester?

Any international experience or skills? Foreign language ability?

What would you like to learn in this class? Any specific topics of interest?