

# INTERNATIONAL MARKETING

## COURSE DETAILS

**Course Code:** LNDN BUSN 3372

**Instructor:** Onsite faculty

**Contact Hours:** 45

**Credits:** 3

**Language of Instruction:** English

**Course Prerequisites:** An introductory marketing course

## COURSE DESCRIPTION

Globalization has redefined the scope and challenges of marketing, expanding the focus of brands with an increased emphasis on reaching international audiences. London is the leading international financial center where some of the largest global financial institutions are located including the Bank of England and the European Reconstruction and Development Bank as well as prestigious academic institutions such as the London School of Economics and Political Science, Imperial College, and the University of London. The UK has had deep economic and financial links with European countries since its role as the capital of the British Empire and its pre-Brexit involvement as a member state of the European Union. London is host to the offices of major international corporations and small and medium enterprises who do business globally. A population of more than eight million includes workers from around the globe who have made London their home, enriching the international dimensions of the city's workplace and its cultural and ethnic diversity.

Utilizing the local environment of London combined with insights garnered through CAPA's global presence, students examine the ways in which global dimensions, technology, research, capital investment, and production impact marketing, distribution, and communication networks. They examine terms, concepts, and theories of marketing in an international context; discuss the increasingly interdependent global economic and physical environment and its impact on international marketing; analyze current international marketing issues and their implications; and develop an understanding of how companies build strategic plans that are competitive enough to survive and succeed in global markets.

Topics include:

- Terms, concepts & theories of international marketing
- The role of politics in international marketing
- Factors that impact marketing, distribution & communication networks globally
- Global market opportunities & threats
- Collecting & analyzing international marketing data
- The UK's role in the global marketplace
- Challenges of international marketing
- International market entry strategies
- Market innovations developed in the UK since the 1980s
- International marketing in the localized context of London

## **COURSE OBJECTIVES**

This course enables you to engage directly with the financial powerhouse of London as an environment in which to examine the theories, best practices, and challenges of international marketing from a global perspective.

*Course-specific Student Learning and Development Outcomes (SLDOs) are listed below. CAPA-wide SLDOs, which inform all aspects of your study abroad experience, are listed at the end of the syllabus.*

## **Learning Outcomes**

Through your participation in this course, you:

- Comprehend the scope and function of international marketing theory and practice.
- Articulate the challenges of international marketing and explain the intersection of political globalization and the development and operation of key political institutions at local, regional, national, and supranational scales.
- Assess characteristics of global market opportunities and threats.
- Deconstruct the cultural environment of global markets, business, and management approaches.
- Demonstrate international marketing strategies, including global B2C and B2B marketing strategies.
- Develop an analytical toolbox for international marketing analysis and learn how to gather and analyze international marketing data, in particular the use of secondary data in accessing international marketing opportunities.
- Examine the political environments within which international marketing operates and appreciation of related dimensions of diversity and of the interplay among them, including ethnicity, sexuality, and gender.
- Synthesize regional issues in global marketing, in particular in the Americas, Asia-Pacific, Europe, Africa, and the Middle East.

## **Developmental Outcomes**

This course contributes to your personal and professional development by allowing you to:

- Pave your way to becoming a knowledgeable business manager, capable of formulating marketing objectives, collecting and analyzing data, and completing marketing research projects.
- Apply your knowledge of the principles of international and global marketing to personal, disciplinary, and professional endeavors.
- Practice effective time management, critical thinking, and problem-solving skills, in addition to responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, and appreciation of difference.
- Communicate ideas and research findings in both oral and written forms and work collaboratively with others.

## **METHODOLOGY**

This course involves a combination of lecture and discussion seminars, analysis of case studies, critical reflections and observations, readings on current topics, student-led presentations, research papers, and place-based learning. You are expected to participate actively in all class sessions and should take regular, detailed notes for use in graded assignments. Student-led discussion sessions are designed to facilitate participation and promote debate.

You are expected to devote one hour per day keeping up with current global issues in international business, politics, and society. See the Reading and Course Materials section below for recommended resources.

## **Experiential Learning & Field Visits**

Experiential learning is an essential component of education abroad, and participation in field activities is a required part of coursework. In this course, you explore the global city in which you are studying using a variety of tools. This provides the opportunity to collect information and explore important resources for assigned papers, projects, and presentations.

Assigned field components may include but are not limited to the following:

- Chartered Institute of Marketing conference
- Museum of Brands
- Guest speakers
- Museum of London

It is highly recommended that you attend topical evening talks and lectures at the Chartered Institute of Marketing where prominent marketers and other business practitioners present their views on current economic, social, and political events.

You are also strongly encouraged to participate in CAPA's co-curricular program activities, which further enhance and enrich your education abroad experience and understanding of the subject matter.

## GRADING

### Grading Rubric

LETTER GRADE	SCORE OR PERCENTAGE	DESCRIPTION
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## How Grades are Weighted

The final grade is weighted as follows:

COURSE REQUIREMENTS	PERCENTAGE
Midterm Research Paper	35%
GNL Project with Oral Presentation	30%
Participation & Case Study Analytical Comments	25%
Group Presentations (2)	10%

## Assessment Details

### Midterm Research Paper - 35%

This research paper covers course content from the first half of the term. Topics must be discussed and approved by the lecturer in advance and must be localized in the context of the UK to benefit from your presence in London.

Research one or more multinational firms (non-US) to learn about the company's products, pricing, distribution, marketing communications strategies, and other related information.

Answer the following questions:

- 1.) What is the organization's business?
- 2.) What is the overall purpose of the organization and what does it hope to achieve?
- 3.) What type of customer does the organization aim to serve?
- 4.) What elements of the organization's website specifically reflect their business?
- 5.) How is the website designed to attract the organization's target customers?
- 6.) Do you think the marketing strategies and other activities of the firm are consistent with its mission? Why do you feel this way?

Develop a 3,000-word report, written in the third person with an introduction and closing, based on your findings and conclusions about the firm using relevant international marketing theories to underpin your work. Your report must include analytical commentary and reference sources in APA style, citing at least four or five relevant books and the same number of relevant academic articles.

You are assessed based on your knowledge and application of international marketing principles, theories, concepts, examples, and content from weekly seminars and class discussions, as well as course reading materials. You must show your ability to apply theory to practical examples and situations, produce a comprehensive synthesis of the argument

within the given space limitations, and include a degree of originality in your work. A hard copy must be submitted.

### **GNL Project with Oral Presentation - 30%**

The GNL Project includes a written report worth 20% of your final grade and a 20-25-minute group presentation worth 10% of your final grade. This is an international group project investigating opportunities to market a chosen good or service in a foreign market. You are connected with students at other CAPA campuses using CAPA's Globally Networked Learning technology. Submissions may include digital recordings or video uploaded to Canvas or YouTube with access details provided. Topics are to be discussed with the lecturer in advance.

*Presentations are assessed based on the following criteria:*

- Content: Concepts, knowledge, awareness, and application (40%)
  - Apply concepts to product and brand to show conceptual awareness and understanding
  - Brief analysis of international issues
  - Appropriate APA referencing
  - Campaign ideas are creative and appropriate
- Style and clarity of expression (20%)
  - Speak clearly
  - Pace is easy to follow
  - Eye contact with audience
  - Enthusiastic
- Use of visual aids (20%)
  - Graphics feature key points and limited text
  - Introduce appropriate props
  - Explain purpose and help illustrate point being made
- Ability to answer questions (20%)
  - Confident and at ease
  - Answer questions honestly
  - Group able to answer questions and support each other appropriately
  - Group able to ask appropriate questions

### **Participation & Case Study Analytical Comments - 25%**

You are expected to contribute regularly, and in an informed manner, to in-class discussions, which includes an analysis of case studies that are assigned weekly. You are assessed based on the quality rather than quantity of your participation. Readings should be completed in advance of class so that you can demonstrate your knowledge of the material through relevant comments, questions, and analysis. Participation during student presentations is an essential component of this assessment and is designed to generate discussion and debate.

Field study participation is assessed on the basis of informed involvement and consideration of these sessions during class time and in discussion posts. You should engage with relevant field study material in advance of each class and participate actively during class discussion.

## **Group Presentations (2) - 10%**

### *Group Presentation 1 (5%):*

Culture is inextricably linked to market segmentation and positioning strategies. This presentation explores how cultural differences lead to changes in the ways international marketing strategies and socially responsible decision marketing can be implemented.

You are required to complete the following tasks:

1. As part of a small group, select a country and choose a product you believe could be successful in that market. Research the country and product information.
2. Prepare a summary of your findings that includes the following:
  - a. A description of the country including its history, economy, religions, and so on that may affect the marketing efforts of the product you selected.
  - b. A description of the dominant cultural values and business ethics in the country.
  - c. The current status of this product in the country.
  - d. Your recommendations for a product strategy in the country including product design, packaging, brand name, price, and so on.
  - e. Your recommendations for related promotional strategies.
3. Develop a class presentation of 20-25 minutes that includes the following:
  - a. Introduction – Give a brief overview of the country, product, and problem studied, and a deeper look at the local business ethics, cultural values, religions, economy, etc. that you researched.
  - b. Methodology – Explain the type of research used and the techniques (both primary and secondary) used to gather data. Why were these techniques selected?
  - c. Results – Share a compilation of your findings, including business ethics, cultural values, product differences, etc.
  - d. Recommendations – Include a list of recommendations for actions management based on the conclusions drawn from this study.
  - e. A list of references.

### *Group Presentation 2 (5%):*

You are required to complete the following tasks:

1. As part of a small group, select two or three international brands from the following sectors:

- Fast food
- Grocery
- Beverages
- Automobiles
- Airlines
- Entertainment
- Fashion

2. Visit the website of each chosen brand and click through to a selection of their national sites in countries with a different socio-economic profile to your own. Critically analyze what is common between the product lines and the promotional messages between the different countries in which each company operates. Identify the ways in which product offerings have been adapted to local conditions.
3. Produce a report supported with relevant international marketing theories.
4. Develop a 20–25-minute PowerPoint presentation on your findings, including the following:
  - a. Focus and background of brands studied
  - b. Marketing research overview
  - c. Major findings
  - d. Conclusion
  - e. List of references

*Both group presentations are assessed based on the following criteria:*

- Content: Concepts, knowledge, awareness, and application (40%)
  - Apply concepts to product and brand to show conceptual awareness and understanding
  - Brief analysis of international issues
  - Appropriate APA referencing
  - Campaign ideas are creative and appropriate
- Style and clarity of expression (20%)
  - Speak clearly
  - Pace is easy to follow
  - Eye contact with audience
  - Enthusiastic
- Use of visual aids (20%)
  - Graphics feature key points and limited text
  - Introduce appropriate props
  - Explain purpose and help illustrate point being made
- Ability to answer questions (20%)
  - Confident and at ease
  - Answer questions honestly
  - Group able to answer questions and support each other appropriately
  - Group able to ask appropriate questions

A hard copy of both presentations must be submitted in advance.



## **Submissions**

All written work should be submitted directly via Turnitin on CANVAS according to the due dates listed. Please keep a hard copy of all written work. Late papers will be penalized at 3% per day unless prior arrangements have been made with the instructor.

# **COURSE CONTENT**

## **Unit 1 – Introduction to International Marketing**

### **SESSION 1**

#### **Topics**

- Course overview & review of assessment guidelines
- Localized content in research project requirements
- Scope & challenges of international marketing
- Dynamic environments of international trade

#### **Assignments & Activities**

- In-class case study: “Apple vs. Samsung - The Battle for Smartphone Supremacy Heats Up”

#### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. “Chapter 1 and 2.” In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- William, L. “Changing Dimensions of International Marketing Management.” In *Journal of International Marketing*, vol. 1, no. 3 (1993): 93-103.

## **Unit 2 – How Cultural Differences Affect Organizations**

### **SESSION 2**

#### **Topics**

- Cultural environments of global markets
- History & geography: The foundations of culture
- Cultural dynamics in assessing global markets
- Dynamics of global population trends

- Culture, management style & business systems

### **Assignments & Activities**

- In-class case study: Soccer & the fashion world

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. "Chapter 3, 4, and 5." In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Jacobs, Laurence E., Charles Keown, Reginald Worthley, and Kyung-I Ghymn. "Cross-Cultural Color Comparisons: Global Marketers Beware!" In *International Marketing Review*, vol. 8, no 3. (1991): 21-30.

## **Unit 3 – Brand & Product Decisions in Global Marketing**

### **SESSION 3**

#### **Topics**

- Product concepts
- Local products & brands
- The importance of "country of origin" as a brand element

#### **Assignments & Activities**

- In-class case study: The smart car

#### **Required Readings & Resources**

- Singh, J., J. Scriven, M. Clemente, W. Lomax, and M. Wright. "New Brand Extensions: Patterns of Success and Failure." In *Journal of Advertising Research* (2012): 234-242.

## **Unit 4 – Assessing Global Market Opportunities**

### **SESSION 4**

#### **Topics**

- Developing a global vision through marketing research
- Defining the problem & establishing research objectives
- Issues with primary & secondary data
- Problems with data analysis & interpretation

### **Assignments & Activities**

- In-class case study: “Research Helps Whirlpool Keep its Cool at Home” and “Act Local in Emerging Markets”
- Group presentation 1

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. “Chapter 4.” In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Kumar, V. “Understanding Cultural Differences in Innovation: A Conceptual Framework and Future Research Directions.” In *Journal of International Marketing*, vol. 22, no. 3 (2014): 1-29.

## **Unit 5 – The Economic, Political & International Legal Environment**

### **SESSION 5**

#### **Topics**

- The political environment: A critical concern
- Political risks of global business
- The international legal environment: Playing by the rules
- Bases for legal systems & international dispute resolution
- Protection of intellectual property rights

### **Assignments & Activities**

- In-class case study: “World Trade Goes Bananas”

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. “Chapters 6 and 7.” In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Ozuem, W., A. O’Keeffe, and G. Lancaster. “Leadership Marketing: An Exploratory Study.” In *Journal of Strategic Marketing*, vol. 23 (2015).

## **Unit 6 – Regional Focus: Part 1 – The Americas**

### **SESSION 6**

#### **Topics**

- Economic development & the Americas
- Marketing & economic development
- Marketing in a developing country

- Emerging markets in the Americas
- NAFTA, CAFTA, Mercosur & the Latin American Economic Cooperation

### **Assignments & Activities**

- In-class discussion: The world may operate 24/7, but people don't
- Field study
- Midterm research paper due

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. "Chapter 9." In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Ozuem, W., T. Thomas, and G. Lancaster. "The Influence of Customer Loyalty on Small Island Economies: An Empirical and Exploratory Study." In *Journal of Strategic Marketing*, vol. 23 (2015).

## **Unit 7 – Regional Focus: Part 2 – Europe, Africa & the Middle East (EAME)**

### **SESSION 7**

#### **Topics**

- Economic, political, geographic & cultural factors
- Patterns for multinational cooperation
- Europe: European integration, European Union, Eastern Europe & Baltic States, the Commonwealth of Independent States
- Africa: Middle East & North Africa
- Implications of market integration

#### **Assignments & Activities**

- In-class case study: "Might Free Trade Bring Peace to the Middle East?"

#### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. "Chapter 10." In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Czinkota, M. R. "The World Trade Organization – Perspectives & Prospects." In *Journal of International Marketing*, vol. 3, no. 1 (1995): 85-92.

## **Unit 8 – Regional Focus: Part 3 – Asia Pacific Region**

### **SESSION 8**

#### **Topics**

- Dynamic growth in the Asia-Pacific region: Greater China, India, Japan, the four “Asian Tigers” & South East Asia
- Bottom-of-the-pyramid markets
- Asia Pacific trade associations: ASEAN, APEC
- Focus on diversity within China

#### **Assignments & Activities**

- In-class case study: “UAE’s Tourism & Conservation Efforts”
- Group presentation 2

#### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. “Chapter 11.” In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Backhaus, K., K. Muhlfeld, and J. Van Doorn. “Customer Perspectives on Standardization in International Advertising: A Student Sample.” In *Journal of Advertising Research* (2001): 53-61.

## **Unit 9 – Branding in the Global Marketplace**

### **SESSION 9**

#### **Topics**

- Differentiation among trademark preemption, counterfeiting & piracy
- How firms can minimize trademark preemption, counterfeiting & piracy
- Identifying strengths & weaknesses of global brands vs. local brands

#### **Assignments & Activities**

- Field study: Museum of Brands

#### **Required Readings & Resources**

- Cayla, J. and E. Arnould. “A Cultural Approach to Branding in the Global Marketplace.” In *Journal of International Marketing*, vol. 16, no. 4 (2008).

# Unit 10 – Developing Global Marketing Strategies

## SESSION 10

### Topics

- Global marketing management
- Planning for global markets
- Alternative market entry strategies
- Products & services for global consumers
- Products & culture
- Products & services for business: B2B markets
- Pricing & international negotiation

### Assignments & Activities

- In-class case studies: “Jaguar’s Passage to India” and “Can Interbrew Sell More Beer to Heavy Drinking Czechs?”

### Required Readings & Resources

- Cateora, P., M. Gilly, and J. Graham. “Chapters 12, 13 and 14.” In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Srnka, K. “Culture’s Role in Marketers’ Ethical Decision Making: An Integrated Theoretical Framework.” In *Academy of Marketing Science Review*, vol. 21, no. 1 (2004).

# Unit 11 – International Marketing Channels, Communications & Advertising

## SESSION 11

### Topics

- Channel-of-distribution structures
- Alternative middleman choices
- Cost factors in choice of channels
- Channel management
- The internet as a channel
- Advertising strategy & goals
- Media planning & message management

### Assignments & Activities

- In-class case study: “Samsung: Launching People”

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. "Chapters 15 and 16." In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Ozuem, W., K. Howell, and G. Lancaster. "Communicating in the new interactive marketspace." In *European Journal of Marketing*, vol 42. (2008): 9-10.

## **Unit 12 – Pricing for International Markets & International Negotiations**

### **SESSION 12**

#### **Topics**

- Pricing policy
- Approaches to international pricing
- Leasing in international markets
- Foreign commercial payments
- Dangers of stereotypes
- Pervasive impact of culture in international negotiations
- Creative solutions in international negotiations

#### **Assignments & Activities**

- In-class case studies: "America's Cuban Conundrum" and "Gambling Goes Global on the Internet"
- GNL presentation & feedback

### **Required Readings & Resources**

- Cateora, P., M. Gilly, and J. Graham. "Chapters 18 and 19." In *International Marketing*. 16<sup>th</sup> ed. New York: McGraw-Hill, 2013.
- Vogel, D. "The Globalization of Business Ethics: Why America Remains Distinctive." In *California Management Review*, vol. 35. No. 1 (1992): 30-49.

## **Unit 12 – Finishing Up**

### **SESSION 12**

#### **Topics**

- Revision

## Assignments & Activities

- Final group report

## READINGS & COURSE MATERIALS

Course materials are distributed electronically and can be found on CANVAS or online. Primary documents form an essential component of course readings and discussion and should be read with care. Please note that readings listed on the syllabus may be subject to change.

## Additional Readings & Resources

Required reading and resources for each unit are detailed in the relevant section above. The following readings and resources are additional recommendations for this course:

### Books

- Hollensen, S., *Global Marketing*. London: Pearson Hall, 2010.
- Keegan, W. and M. Green, *Global Marketing*. 8<sup>th</sup> ed. London: Pearson Hall, 2015.
- McDonald, M., P. Frow, and A. Payne, *Marketing Plans for Service*. Chichester: Wiley, 2011.

### Journals

- European Journal of Marketing
- International Business Review
- International Journal of Research in Marketing
- International Marketing Review
- Journal of Global Marketing
- Journal of International Business Studies
- Journal of International Management
- Journal of International Marketing
- Journal of Marketing
- Journal of Marketing Management
- Journal of Strategic Marketing
- Journal of the Academy of Marketing Science
- Management International Review
- Marketing Theory

### Journal Papers

- Matusitz, J. "Disneyland Paris: A Case Analysis Demonstrating How Glocalization Works." *Journal of Strategic Marketing*, vol. 18, no. 3 (2010): 223-237.

### Websites

- American Marketing Association: <https://www.ama.org/>
- Digital Marketing Magazine: <http://digitalmarketingmagazine.co.uk/>
- Economist: <https://www.economist.com/>
- Financial Times: <https://www.ft.com/>
- Marketing Science Institute: <https://www.msi.org/>



- Marketing Today: <http://www.marketingtoday.com/>
- Marketing Week: <https://www.marketingweek.com/>
- New York Times: <https://www.nytimes.com/international/>
- World Advertising Research Centre: <http://www.warc.com/>
- Chartered Institute of Marketing: <https://www.cim.co.uk/>

## **POLICIES**

### **Academic & Attendance Policies**

Attendance is mandatory for all CAPA classes. Expectations for attendance, consequences for tardiness or unexcused absences, and other CAPA policies governing academic performance and integrity are outlined in CAPA's Academic and Attendance Policies. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### **Academic Conduct**

Justice, equity, diversity, and inclusion are core values for CAPA, and we intend that our classrooms and academic cultures be welcoming spaces that are conducive to learning. Conduct in academic contexts that goes against these principles may carry both academic and disciplinary consequences.

Using slurs or expressing views that are racist, misogynistic, homophobic, transphobic, or that target members of a certain class, ethnic, or religious group - or any language that works against the shared creation of welcoming, inclusive academic spaces that are conducive to learning – will not be tolerated by CAPA, and may lead to dismissal from the program with no credit granted.

Students may be given a verbal warning and/or one written warning prior to dismissal depending on the severity of the incident. Home institutions will be notified of the nature of the disciplinary action, which may lead to additional sanctions or judicial actions on the home campus.

### **University of Minnesota Policies & Procedures**

*The University of Minnesota serves as CAPA's School of Record. As such, all CAPA students should be aware of and prepared to respect the University's policies surrounding academic integrity.*

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in university courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

## **STUDENT LEARNING & DEVELOPMENT OUTCOMES**

Five core CAPA-wide Student Learning and Development Outcomes (SLDOs) are incorporated into all aspects of your study abroad experience.

<b>Globalization</b>	You are able to recognize, describe, and interpret examples of the impact of globalization in the urban environment.
<b>Urban Environments</b>	You are able to explore and analyze the spaces you inhabit, and reflect on differences and similarities between your home and other environments.
<b>Social Dynamics</b>	You are able to understand concepts of and implications of the realities of power, privilege, and inequality in urban environments.
<b>Diversity</b>	You are able to describe, interpret, and respect the differences and similarities within your student community and between your home country and the host country.
<b>Personal and Professional Development</b>	You are able to recognize the development of skills relative to personal and professional development and career preparedness: networking; communications; remote collaboration; global perspective; cultural awareness; organization; time management and prioritization; problem solving; adaptability; goal setting; and career-based or vocational skills.