



*Loyola University Chicago / Quinlan School of Business
Spring 2019 Graduate School Quarter
M465 / International Marketing
Wednesday 6:00-9:00pm / Corboy Law Center Room 521*

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Office Hours / M/W/F 1:30-2:30 & W 4:00-6:00 / Or By Appointment

Neoliberalism was the first economic model in 200 years the upswing of which was premised on the suppression of wages and smashing the social power and resilience of the working class. If we review the take-off periods studied by long-cycle theorists - the 1850s in Europe, the 1900s and 1950s across the globe - it was the strength of organized labor that forced entrepreneurs and corporations to stop trying to revive outdated business models through wage cuts, and to innovate their way to a new form of capitalism.

*Paul Mason
Post Capitalism
February 2016*

Economics are the method: The object is to change the soul.

*Margaret Thatcher
UK Prime Minister*

The underlying shifts in the geopolitical environment have been clear: a US with less interest in assuming leadership responsibilities; US allies, particularly in

Europe, that are weaker and looking to hedge bets on US intentions; and two frenemies, Russia and China, seeking to assert themselves as (limited) alternatives to the US — Russia primarily on the security front in its extended backyard, and China primarily on the economic front regionally, and, increasingly, globally.

*Ian Bremmer
President Eurasia Group 2017*

We can go back to being the America where people say “thank God the Americans are back.”

*Aaron Sorkin
January 2019*

Introduction

The convergence of the fourth industrial revolution with neoliberalism’s causal erosion on the values and institutions of 20th Century global capitalism has reached a tipping point in “systems thinking” for academics, governments, business and individuals. This is further punctuated by the rising populism, pluralism, urbanism which started in the Middle East, swept across Europe - through Greece, Spain, Brexit - and reached U.S. shores in 2016 with the election of Donald Trump. Add the rising East, collapsing Latin economies, climate change, and population growth, and it becomes clear that we inhabit a deeply synergistic global market of convergent and divergent economic, social and political forces.

“America First” and the policies that flow from it have eroded the US-led order, while no other country or set of countries stands ready or interested in rebuilding

it ... significantly increasing global risk. We now see more clearly a world without leadership. As Ian Bremmer of the Eurasia Group has warned, "after nearly a decade of a slowly destabilizing G-Zero framework, the election of Donald Trump as president has accelerated the descent into a Hobbesian state of international politics."

Is "Make America Great Again" policy or political performance art?

The decline of US influence in the world accelerated in 2018. We inhabit a world lacking the vernacular to express new global order realities. Instead relying on 20th Century paradigms to drive 21st Century systems-thinking. So far, this formula has failed to balance the market's capacity to address the collateral damage and long-term impact of the Great Recession, and 10 years since the collapse of global markets, post-modern marketing continues blurring the lines between the goods of life with the good life. And yet, next-generation leaders are presented an enormous gift: the possibility that crises may actually be a sanctuary brimming with opportunities to innovate.

These "macromarketing" forces impact everything from jobs, consumer spending, housing markets, to investment portfolios, economic inequality, climate change, and government debt and deficits. Suggesting that perhaps a renaissance in how marketers critically analyze contemporary and historical financial interests and the role of public policy and corporate governance within the marketing toolkit can generate breakthroughs.

This course is a macromarketing exploration of contemporary marketing & management strategy where students will subject their own views to critical examination. As importantly...extend the philosophical orientation of the marketing discipline as much as consider its tactical application. This course will provide analysis of the issues of globalization you will encounter throughout your lifetime. It is estimated that 65% of future jobs have yet to be created. If the technology revolution of the last 20 years was characterized by digitization, the forth industrial revolution will be characterized by a massive shift in technological hardware, robotics, cloud computing, materials engineering, and artificial

intelligence. We're quickly migrating from a computer-code to genetic code revolution. One that will create the next \$1 Trillion economy. This means that the work of the past - driven by the order-takers and automation - will be replaced by work that is cognitive and non-routine. This, in turn, demands a new pedagogical approach to business education that evolves STEM learning into STEAM.

We will devote this quarter to exploring what that means.

Required Readings

Principal and required readings will be drawn from the following books.

Ziblatt & Levitsky, How Democracies Die

ISBN 1524762938

Michael Sandel, What Money Can't Buy

ISBN 978-0374203030

Timothy Synder, On Tyranny | Twenty Lessons from the Twentieth Century

ISBN 978084190114

Huval Noah Harari, 21 Lessons for the 21st Century

ISBN 978-0525512172

Strongly Recommended

Capital in the 21st Century by Thomas Piketty

Belknap Press; First Edition (March 10, 2014)

ISBN-10: 067443000X

Other assigned readings include excerpts from Huntington, Rand, and Friedman - and other contemporary writers and theorists. These readings and case studies together with the assigned books are required as indicated on the syllabus. It is the responsibility of each student to obtain copies of the Harvard Case Studies

on their own. Cases can be found via Loyola's Library Services or can be purchased directly from [Harvard's Case Study](#) website or accessed through [Loyola's online library](#).

Method of Evaluation | Team & Individual Project Work

The marketing plan/industry analysis document will be delivered as a final project along with an oral defense. This team analysis will comprise 30% of your final grade. Class participation will contribute an additional 20% and individual work another 50%. Class participation and attendance is integral to the success of this course. I count on it heavily & will apply the Socratic Method in class.

Students will work in business teams for the Final Marketing Plan which will be presented during the last class session. Student teams are required to orally defend and provide a comprehensive marketing plan by executing:

1. Market Overview | Country Analysis
2. Objectives & Strategies
3. Tactical Action Plan & Budgets

SUMMARY OF COURSE EVALUATION

| | |
|-------------------------------|-----|
| 2 Individual Papers (3 Pages) | 30% |
| Case Guide Write-Ups | 10% |
| Final Plan Analysis | 40% |
| Individual Participation | 20% |

Two 3-page action memos will account for 30% of the course grade, 15% for each one. In each memo, is a positioning paper on the material assigned to that point in the class in the following increments:

Memo One Due | March 27. 2019

Memo Two Due | April 17. 2019

Each memo should: 1. Provide detail on the action you recommend for your chosen industry/country analysis based on the theories reviewed in readings and class. 2. Explain why the action should be used in your industry tactically, strategically...identifying key performance indicators as discussed in class. Account for the internal and external environments that inform the decision to take the action. 3. What impact the action could have within the marketing plan.

Class Participation

The benefit of case pedagogy depends upon the extent to which you engage and share your own viewpoints and conclusions to the critical judgment of the class. That is, after all, marketing's lifeblood: the sharing of ideas. You should view class participation both as an opportunity to ask questions to enhance your understanding as well as an opportunity to demonstrate your understanding of the material. It is imperative that you read all the material assigned for each class and come to class with comments to contribute.

Each class will cover new material AND the opportunity to contribute in teams and individually to the discussion, debates and issues raised in the readings. If you must miss a class, you are expected to contact a classmate for the material. Students will be placed in teams assigned some cases as "Expert Readers" whereas other groups will be responsible for other material as Experts. Thus, conversation, learning and comments are developed among and shared between students. Your peers are counting on your insight. Please remember to bring your name cards to class. This is your exercise in branding - you want your peers to associate your

insights with you, the brand. Participation is measured equally at 10% each: Relevancy, Research, Responsiveness, and Rationale.

Ethics & Integrity

It is expected that in order for a student to sign his/her name to a team assignment the student will have done a substantial amount of work on that specific assignment. Violation of this guideline hurts you, your team, and your colleagues. When in doubt, please follow the [Guidelines of the University on Academic Integrity](#).

International Marketing / M465 / Weekly Schedule

READING: Synder's On Tryanny

February 20, 2019

Globalization as Macromarketers / In an Age of Populism & Blowback

- Reading: *What is Macromarketing Chapter 10 (See Resource on SAKAI)*
- Reading: *Articles Assigned for Discussion*
 - [Stratfor 2019 Forecast](#)
 - [Eurasia Group 2018 in Pictures](#)
 - [Eurasia Groups 2019 Risks](#)

February 27, 2019

Consumerism in a Post-Truth, Polarized & Populist World

- Reading: [TrendWatching: Truthful Consumerism](#)
- Reading: [2019 Edelman Trust Barometer](#)

- Reading: *The Globalization of Markets* by Theodore Levitt (See Resource on SAKAI)

Marketing Project: Define Team Assignments | Client | Country | Expert Readers

March 6· 2019

SPRING BREAK - ENJOY

READING: Sandel's *What Money Can't Buy*

March 13· 2019

Has the End of Capitalism Begun? And What Does it Mean If It Has?

- Discuss Post-Capitalism
- White Paper Teams/Industries & Case Reading Experts Assigned
- Reading: Huntington's *Clash of Civilizations* (See Resource on SAKAI)
- Reading: *What I Learned at Concordia* (September 2017 Lectures SAKAI)
- Reading: Ayn Rand's *Capitalism: An Unknown Ideal* (See Resource on SAKAI)

March 20· 2019

Interpreting Causes & Consequences of Globalization

- Reading: Blyth, *The Austerity Delusion* (See Resource on SAKAI)
- Reading: Kouretas, *The Greek Crisis: Causes and Implications*
- DISCUSSION CLASS | Globalization: The End of an Era? | What Does "The West" Mean?

NEXT CLASS | EACH STUDENT RESEARCHES GLOBALIZATION FOR CLASS

DISCUSSION

READING: HOW DEMOCRACIES DIE

March 27· 2019

Marketing in Times of Conflict & Crises & Opportunity / From Boomers to Millennials

Reading: *De Beers Harvard Case Study #W17668-PDF-ENG*

Reading: Geroulis, *The Coming Agequake: A Case for Apivot Greece* (See Resource on SAKAI)

First Individual Action Memo DUE

April 3· 2019

Africa, Middle East, Foreign Aid & The Barefoot Movement

- Reading: *Ted Talk of Bunker Roy* (Please Screen Prior to Class)
- Reading: HBR Case: *Vodafone in Egypt Product #: ES1451-PDF-ENG*
- Reading: HBR Case: *German Business & The Syrian Refugee Crisis #:316142-PDF-ENG*

April 10· 2019

READING: Harari 21 Lessons

What Marketing Was, Is and Can Be...

Reading: *WORLD HAPPINESS REPORT* (See Resources on SAKAI)

April 17· 2019

*Emerging Macromarketing Concepts / From Socrates to Steve Jobs
COO Future Brands (RESOURCE ON SAKAI)*

Deliverable / Second Individual Action Memo

April 24· 2019

Future of Globalization, Justice & Business

Reading & Case: [Just Third Way](#)

Reading: Demos, Business and the Good Society (See Resource on SAKAI)

May 1, 2019

Final Team Presentations

*This class may deviate from the course outline above.
The instructor reserves the right to make changes as needed to the course
syllabus.*