



**NEW YORK CITY COLLEGE OF TECHNOLOGY**  
**THE CITY UNIVERSITY OF NEW YORK**  
**DEPARTMENT OF BUSINESS**

## **BUF 3300 INTERNATIONAL RETAILING**

Prerequisites: MKT 2300 or MKT 2327

Credits: 3

**INSTRUCTOR:**

Faculty Office:

Office Hours:

Office Phone:

E-mail:

Meeting Date/ Time:

Room:

### **COURSE DESCRIPTION:**

Key issues affecting international retailing with consideration of the global consumer’s welfare. Provides the student with a comprehensive view of retailing and an application of marketing concepts in a practical retail managerial environment.

Retailing is changing, and the successful business will know how to identify, adapt, and plan with the changes, without moving away from its core competencies.

### **LEARNING OUTCOMES:**

Upon successful Completion of this course, students will be able to

<b>Outcome</b>	<b>Assessment</b>
Compare and contrast various international retailer’s strategy and expansion patterns	Class discussion, class examinations, & <i>Regional Term Paper</i>
Assess regulatory and economic environments along with the impact they have on international retail development	Class discussion, class examinations, & <i>Regional term Paper/ Presentation</i>
Identify and describe social and cultural environments that impact shopper behavior and purchasing patterns in various global markets	Class discussion & <i>Regional term Paper/ Presentation</i>
Describe how retailers need to vary their retail structure by depending on the global market to meet the customer’s textile and apparel needs	Class discussion, course readings, & <i>Regional term Paper/ Presentation</i>
Provide examples of how international retailers adapt to local conditions and market local textile and apparel brands to attract	Class discussion, course readings, class examinations & <i>Regional term Paper/ Presentation</i>

consumers	
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**GENERAL EDUCATION LEARNING OUTCOMES**

Outcome	Assessment
Apply critical thinking, creativity, and problem-solving processes to issues and concern in fashion retailing	Papers, class discussion, midterm examination & <i>Regional term Paper/ Presentation</i>
Demonstrate an understanding of the similarities and differences of other cultures, people, and place as they impact strategic planning	Class discussions, Course readings, & <i>Regional term Paper/ Presentation</i>
Understand organizations and histories underlying government in global context	Class discussion, examinations, course readings, & <i>Regional term Paper/ Presentation</i>

**RECOMMENDED TEXTBOOK:**

Wild, J., Wild, K., & Han, J. (2003). *International Business*. Prentice Hall; Upper Saddle River, NJ.  
(Optional)

**ASSESSMENT AND GRADING:**

Grading and add/drop policies are in accordance with University policies. Students need to submit assignments *on or before the due date*.

Grades are assigned based on total points earned in the course. The total number of points a student earns is divided by the total number of possible points. The total possible points are 600. Two hundred points can be earned through examinations and one hundred points through quizzes. A student's score is converted into a percentage and a grade will be assigned using the scale listed below.

COURSE EVALUATION

Exam 1	50 points
Exam 2	50 points
Quizzes	100 points
Regional Textile and Apparel Complex Project	100 points
Webpage or Report	100 points
Final Exam	100 points
<b>Total</b>	<b>500 points</b>
Active Participation	10%

GRADING SCALE

A	=	93 – 100
A-	=	90 – 92.9
B+	=	87 – 89.9
B	=	83 – 86.9

B-	=	80 – 82.9
C+	=	77 – 79.9
C	=	70 – 76.9
D	=	60 – 69.9
F	=	59.9 and below

## **COURSE POLICIES AND PROCEDURES:**

### NO LATE WORK POLICY:

Assignments and projects are due at the beginning of class as scheduled. **NO LATE work will be accepted.** Assignments delivered to the Faculty Office will *not* be accepted.

### ELECTRONIC DEVICES:

Accordingly, this class will adhere to the following “Digital Device Policy” prohibiting the use of such devices during all in class meetings:

- Many people in our society have not yet learned professional, considerate, behavior regarding electronic devices.
- **Turn off** all cellular telephones, beepers, wrist watch alarms, etc. before you enter class.
- If your electronic device audibly activates during class, you will be deducted 5 points from your final grade.
- If you are expecting a life and death announcement from an immediate family member— brother/sister/parent/spouse/child — please notify me before class of that situation.

### PARTICIPATION:

Your success in this class depends on your willingness to put effort into your work. You are expected to participate in all large and small group activities, exercises and discussions. Participation will help you understand the subject matter and will be considered when determining your final grade. Participation is 10% of your final grade. Coming to class is NOT participation.

Participation involves:

- Active Learning. Taking notes, asking questions and taking responsibility for your own learning.
- Working with others in group activities: A chain is only as strong as its weakest link. Don’t drag your team down by refusing to get involved.
- Attending class regularly. If you aren’t here, you can’t learn.

### GUIDELINES FOR WRITTEN ASSIGNMENTS:

All papers **MUST** be typed. A page is the equivalent of a 2.0 line-spaced 8.5 x 11-inch paper with one-inch margins using 12- point type in black ink in Times New Roman font. Follow the page length guidelines for each assignment and number each page. All work **MUST** contain the student name(s), the course name and number, the date the assignment is *submitted*, and the name of the assignment. Please plan accordingly for all your assignment due dates.

Effective writing helps clarify ideas and communicate those ideas to others. Be organized, clear, and succinct. Grammar, punctuation, style, and spelling count. Write in college-level American English that is appropriate to the business community.

Papers will be graded on the following criteria:

- Clear and thorough application of direct and database marketing concepts and principles (including material covered in the assigned reading, lectures, and discussions).
- Demonstration of original, logical, strategic thinking including a complete analysis of facts, logical synthesis, and persuasive conclusion/recommendation. Specific examples should support the analysis. Address the specific requirements of the assignment.
- Quality of research (depth, breadth, appropriateness) and proper acknowledgement of references, including complete citations using APA style in-text notes, when appropriate.
- Appropriate language and tone, accurate spelling, correct grammar, appropriate punctuation, and logical organization. You will not receive an A if your writing is awkward, contains grammatical or punctuation errors, or is disorganized.

**EMERGENCIES:**

In a case of an emergency, you may submit your assignment the following class day. For once a week courses you may e-mail your assignment to me prior the start of the class to get full credit. Documentation on Professional Letterhead of the emergency will be expected. Coming late to class does not constitute an emergency.

**COLLEGE POLICIES (ACADEMIC INTEGRITY, ADA, RESOURCES):**

See standard policy document

**SCHEDULE OF TOPICS:**

Note: readings listed are tentative, and may be changed based on specific course focus.

SESSION	TOPIC	ASSIGNMENT
	Course introduction	Course syllabus
Week 1	What is meant by the of the global textile and apparel complex?	<a href="#"><u>Beijing beckons</u></a> , <i>Textile World</i> , August 2004 <a href="#"><u>Wiseman &amp; Cox, Competing interests tangle textile policy</u></a> , <i>USA Today</i> , April 2, 2002
	Structure of the soft goods industry	Bring what you know.
Week 2	Globalization of the soft goods industry	Center for Strategic and International Studies, <i>What is globalization?</i> Wal-Mart Frontline.
Week 3	Global patterns of development: Are they sustainable?  PROPOSAL FOR TEAM PROJECT DUE	<i>Global challenge, global opportunity: Trends in sustainable development</i> , U.N., 2002 <i>Sustainable development issues: A to Z</i> , United Nations, 2003 (select two)  Topical links - Environment, pollution, and the textile industry
	Exam I	
Week 4	Population and consumer characteristics and issues	<i>Cairo Plan of Action--Principles</i> , Global Issues, 1998

		Topical links - Population and consumer issues
Week 5	Green consumption; Consumer and industry practices in reduction, reuse, recycling	Makower, J., 2003, <i>Consumer power</i> (read 6 sections), RAND Science and Technology Policy Institute  Topical links - Green consumption of textiles and apparel  Topical links - Recycling textiles and apparel
Week 6	Global patterns of textile and apparel employment; Labor conditions and social responsibility	<a href="#">Fair Labor Association</a>  Fair Labor Association, <a href="#">2013 Annual Report</a>  <a href="#">UNITE HERE</a>  <a href="#">Worker Rights Consortium</a>  Topical Links: Sweatshop labor and the apparel/textiles industry
Week 7	Child labor practices	Hilowitz, IPEC, <i>Labelling child labour products, Part 1: Social labelling as a way of combating child labour</i> ; 2002  Hilowitz, IPEC, <i>Part 2: Six labelling initiatives Targeting child labour</i> , 2002 Also see Appendix (Synthesis of the 6 Initiatives)  Topical links - Child labor
	Worker health and safety; Corporate codes of conduct	OSHA, <a href="#">Safety and health topics: Textiles</a> , n.d.  ILO, <i>Codes of conduct in the apparel industry</i> -- specific examples  U.S. Dept. of Labor, <a href="#">The apparel industry and codes of conduct--Executive Summary</a>  Topical links - Worker health and safety
	Agricultural production of natural fibers	Chouinard & Brown, 1997, <a href="#">Going organic: Converting Patagonia's product line</a> , <i>Journal of Industrial Ecology</i>  Topical links - Organic fiber and sustainable agriculture/development
Week 8	Natural resource use in the textile complex	AFMA, 2003, <a href="#">Worldwide manufactured fiber production, synthetic vs. cellulosic</a>  AFMA, <a href="#">Manufacture of nylon from crude oil</a>

		<a href="#">Sina Pearson Textiles - See Terratex Fabrics</a>
Week 9	Sourcing materials and production assembly	Gereffi, <a href="#">Global sourcing in the U.S. apparel industry</a> , <i>JTATM</i> , Fall 2001  Topical links - Sourcing apparel and textiles
	Exam 2	
	Global patterns of textile and apparel trade: Imports and exports	U.S. Dept. of Homeland Security, <a href="#">Textiles and quotas</a> (scan at least two links)  U.S. International Trade Commission, <a href="#">Harmonized Tariff Schedule of the United States</a> (scan general notes and section XI--Textiles and Textile Articles)  For greater depth (optional): U.S. Customs Service, 2008 <a href="#">What every member of the trade community should know about trade classification</a>
Week 10	U.S. trade patterns	<a href="#">U.S. Dept. of Commerce--Office of Textiles and Apparel (OTEXA)</a> (review entire site)  World Trade Organization (WTO) <a href="#">Trade Policy Review: United States, 2004</a>
	Structures for facilitating and managing textile and apparel trade	U.S. Dept. of State, <a href="#">Trade in the post-Doha global economy</a> , <i>Economic Perspectives</i> , Jan. 2002 (entire issue is relevant--click on table of contents and read one of the four focus articles)  <a href="#">World Trade Organization</a> , <a href="#">Trade topics: Textiles</a> (choose at least one link and read contents)  Links: Other Organizations Facilitating Textile and Apparel Trade (choose one related to the team's region)
Week 11	Policies for facilitating and managing textile and apparel trade; Trade and environment	WTO, <a href="#">Trade and Environment</a>  <a href="#">Trade and environment 1999</a> (read Executive Summary, pp. 1-7)  Topical Links: Trade Areas/Agreements (choose one related to the team's region)  Topical links - Tariffs and quotas for textiles and apparel  Optional--scan: <a href="#">WTO Agreement on Textiles and Clothing</a>
	Fair trade organizations and	<a href="http://www.msu.edu/course/hed/431/link sourcing">http://www.msu.edu/course/hed/431/link sourcing.</a>

	practices	<a href="#">html</a> (Last updated 2005) <a href="#">Fair Trade Federation</a> , <a href="#">What is fair trade?</a> Fair Trade Federation, <a href="#">2003 Report on fair trade trends in the U.S., Canada, and the Pacific Rim</a> Topical links - Alternative trade organizations
Week 12	Project Work Day	
	Final Exam Review	HAND IN REPORT OR WEBPAGE
Week 13	Student presentations	
Week 14	Student presentations	
Week 15	Final Exam	

## READINGS

### BIBLIOGRAPHY:

Benbow-Pfalzgraf and Richard Martin, eds. Contemporary Fashion . 2<sup>nd</sup> Ed. Detroit: St. James Press, 2002. (BGN/ GMT/ MDL/ NYC/ NWK/ WST/ REF 746.9 CON)

Gigi Ekstrom, Margaret. Fashion Marketing. New York: McGraw Hill/Glencoe, 2006.

Goworek, Helen. Careers in Fashion and Textiles. Ames, IA: Blackwell Pub., 2006.

Mauro, Lucia and Kathy Siebel. Careers for Fashion Plates & Other Trendsetters. Blacklick, OH: McGraw Hill, 2002.

Rosenau, Jeremy A. and David Wilson. Apparel Merchandising: The Line Starts Here. New York: Fairchild Publications, 2001. (GMT 687 ROS)

### SAMPLE TERM PROJECT: Regional Presentation

Students will work in teams of four; each team will provide a rationale for investigating the apparel and textile complex in one of the following regions of the world.

<i>MEGAREGION</i>	<i>REGION</i>	<i>COUNTRIES in REGION</i>
<i>The Americas:</i>	<i>North America:</i>	Bermuda, Canada, Greenland, Saint Pierre-et-Miquelon, United States of America
	<i>Central America:</i>	Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama
	<i>The Caribbean Basin:</i>	Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, British Virgin Islands, Cayman Islands, Cuba, Dominica, Dominican Republic, Grenada, Guadeloupe, Haiti, Jamaica, Martinique,

		Montserrat, Netherlands Antilles, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, U. S. Virgin Islands
	<i>South America:</i>	Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
<i>Europe:</i>	<i>North Europe:</i>	Channel Islands, Denmark, Estonia, Faeroe Islands, Finland, Iceland, Ireland, Isle of Man, Latvia, Lithuania, Norway, Sweden, United Kingdom of Great Britain (incl. England, Scotland and Wales) and Northern Ireland
	<i>West Europe:</i>	Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland
	<i>East Europe:</i>	Belarus, Bulgaria, Czech Republic, Hungary, Moldova, Poland, Romania, Russian Federation, Slovakia, Ukraine
	<i>South Europe:</i>	Albania, Andorra, Bosnia-Herzegovina, Croatia, Gibraltar, Greece, Holy See, Italy, Macedonia, Malta, Portugal, San Marino, Slovenia, Spain, Yugoslavia
<i>Asia:</i>	<i>East Asia:</i>	China; China-Hong Kong; China-Macao (Taiwan); Democratic People's Republic of Korea (North Korea), Japan, Mongolia, Republic of Korea (South Korea)
	<i>West Asia:</i>	Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Territory, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen
	<i>South-central Asia:</i>	Afghanistan, Bangladesh, Bhutan, India, Iran, Kazakhstan, Kyrgyzstan, Maldives, Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, Uzbekistan
	<i>Southeast Asia:</i>	Brunei Darussalam, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam
<i>Africa:</i>	<i>North Africa:</i>	Algeria, Egypt, Libyan Arab Jamahiriya, Morocco, Sudan, Tunisia, Western Sahara
	<i>West Africa:</i>	Benin, Burkina Faso, Cape Verde, Cote D'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, St. Helena, Togo
	<i>East Africa:</i>	Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mayotte, Mozambique, Reunion, Rwanda, Seychelles, Somalia, Tanzania, Uganda, Zambia, Zimbabwe
	<i>Middle Africa:</i>	Angola, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of Congo, Equatorial Guinea, Gabon, Sao Tome and Principe
	<i>South Africa:</i>	Botswana, Lesotho, Namibia, South Africa, Swaziland
<i>Oceania</i>	<i>Australia/New Zealand:</i>	Australia, New Zealand

	<i>Melanesia:</i>	Fiji, New Caledonia, Papua-New Guinea, Solomon Islands, Vanuatu
	<i>Micronesia:</i>	Federated States of Micronesia, Guam, Kiribati, Marshall Islands, Nauru, Northern Mariana Islands, Palau
	<i>Polynesia:</i>	American Samoa, Cook Islands, French Polynesia, Niue, Pitcairn, Samoa, Tokelau, Tonga, Tuvalu, Wallis and Futuna Islands

### Step ONE:

Your team will submit a proposal selection of a region for each team will be based on the submitted rationales. The region will be assigned to only one team of students, i.e., no duplicate region assignments is permitted. This is to insure access to library resources.

### Step TWO:

Your team will begin by using both the Internet and the Library to obtain information about the region for an oral presentation. Students will gather supporting data and qualitative information. Each team of students then will synthesize the data and information and prepare a detailed written outline, reference list, and a comprehensive, integrative presentation on the textile and apparel complex for the selected region. This means focusing on the *interrelationships and interdependence* among the countries in the region, and between the region and other regions of the world, and among such factors as geography; climate; natural resources; population and demographics; technology; culture; the economy; labor and employment practices; fiber, fabric and apparel production, distribution and consumption; and import/export trade policies and practices. Students will also analyze issues facing the population and soft goods industry of the region with respect to ecological sustainability by reference to class readings. Students will attempt to show the strengths and weaknesses of the region within the global textile complex. For guidance in the types of relationships that could be addressed, refer to the following link on Blackboard: Course Documents: Regional Presentation.

The reference list of the sources of all data and information gathered must include complete citations for all books, articles, and government documents, including URL addresses for electronic sources, following the citation format most frequently used by professionals in the field of apparel and textiles. This format is in the [\*Publication Manual of the American Psychological Association \(5<sup>th</sup> edition\), 2001\*](#). For additional links related to APA style, go to Blackboard xx and then Course Documents : Links .

### Step THREE:

The oral presentation should be 20 minutes in length, with each team member taking part in the presentation. A detailed outline (at least three levels) and complete list of references used in the presentation must be submitted to the instructor in typed format at the beginning of the presentation. The typed outline and reference list must have one inch margins (top, bottom, left, right) and double line spacing. Work must be submitted in a professional manner in a clean, neat binder or folder. Teams are expected to use visuals (such as PowerPoint presentation, transparencies, artifacts, maps, figures, tables, and the Internet, including the Web page developed by the team) to support the presentation.

### Presentation and Submission Policy:

The regional presentation must be given orally on the date assigned for the team's presentation. Failure to do so will result in a zero (0.0) for the assignment for any team member who is absent or late. In the event of an unpredictable medical or family emergency, the student must contact both the team and the professor by phone or in person within one day of the due date and present any documentation that

is required by the professor. If such an unlikely event as this occurs, the student, other team members, and the instructor will address the problem and arrive at an appropriate solution. The detailed outline, reference list and URL for the web page must also be submitted during class on the date of the presentation. Failure to submit these on the same date as the presentation will result in a 0.0 for all team members for the presentation. Each team should maintain a backup copy of the outline, reference list, and web page to prevent loss due to computer problems.

Step FOUR:

Your team may choose either:

1. Develop a **Web page** for the region for publication on the course page and for referral during the presentation. The types of links on the web page should reflect the topics as described on the following link: Blackboard: Course documents: Regional Presentation. A list of references consulted must also be supplied following format specified in the [\*Publication Manual of the American Psychological Association \(5<sup>th</sup> edition\), 2001\*](#)

**OR**

2. A **written report** (approx. 10-15 pages) covering the region A list of references consulted must also be supplied following format specified in the [\*Publication Manual of the American Psychological Association \(5<sup>th</sup> edition\), 2001\*](#). For additional links related to APA style, go to the course page then course links  
Blackboard: Course documents: Regional Presentation