

**Proyecto/Guía docente de la asignatura**

<b>Asignatura</b>	FOREIGN TRADE		
<b>Materia</b>			
<b>Módulo</b>			
<b>Titulación</b>	GRADO EN RELACIONES INTERNACIONALES		
<b>Plan</b>	720	<b>Código</b>	47964
<b>Periodo de impartición</b>	Primer cuatrimestre	<b>Tipo/Carácter</b>	Obligatoria
<b>Nivel/Ciclo</b>	Grado	<b>Curso</b>	Segundo
<b>Créditos ECTS</b>	6		
<b>Lengua en que se imparte</b>	Inglés		
<b>Profesor/es responsable/s</b>	Sergio Castaño Riaño		
<b>Datos de contacto (E-mail, teléfono...)</b>	<a href="mailto:sergio.castano@uva.es">sergio.castano@uva.es</a>		
<b>Departamento</b>	ORGANIZACIÓN DE EMPRESAS Y CIM		
<b>Fecha de revisión por el Comité de Título</b>			



## 1. Situation / Direction of the Subject

### 1.1 Context

The subject is taught at the end of the Degree when students have knowledge that will enable them to deal with foreign operations.

### 1.2 Relation with other subjects

It is a transversal subject.

### 1.3 Prior requisites

previous knowledge of international markets.

## 2. Competences

### 2.1 General

G1. Demonstrating the possession and understanding of knowledge in the area of Commerce, based on a general foundation, at a level supported by advanced textbooks, also includes some aspects involving education from the forefront of commercial activity studies.

G2. Being able to identify the different aspects that directly and globally affect the commercial activity of businesses and knowing how to apply the overall knowledge gained to their work or trade-in a professional way, and having the skills that are typically shown through preparing and defending arguments and solving problems within the commercial department of a business in the context of a globalized, dynamic economy subject to a constant process of change and technological innovation.

G3. The ability to gather and interpret essential data within the commercial field makes judgments that include a reflection General on relevant social, scientific, or ethical issues.

G4. Being able to convey in Spanish and another language (English, French or German), both orally and in writing, information, ideas, knowledge, problems, and solutions in the commercial field, analysis results, action or business proposals, the grounds and underlying reasons for them, in a way that is clear, concise and understandable both for specialist and non-specialist audiences.

G5. Having developed any necessary learning skills that will allow students to continue training in commercial activity and other aspects of business management with a high degree of autonomy.

G6. Acquiring a global, multicultural vision, applying the knowledge and skills needed to organize, direct, and manage the commercial area in the current economic context.

### 2.2 Transversal

T1. Acquiring the skill of learning and knowledge from the references and the permanent sources of documentary information and statistics will give them the necessary ability to continue studying, researching, or learning continuously and autonomously.

T2. Achieving the skills needed to properly use ICT (information and communication technologies) in the field of study and professional context; such as a tool for expression and communication, to access information sources, as a means of storing data and documents, for presentations, learning, cooperative work and managing any commercial operation.

T3. Learning to understand and respect social diversity and multiculturalism as an enriching personal and group element, to develop coexistence between people without distinctions of sex, age, religion, ethnicity, social, or political status.

T4. Knowing how to behave in a straightforward way that is consistent with personal and professional principles and values (ethical commitment) takes into account the various noble instruments available to them. That means being familiar with the ethical tools that regulate their professional activity. Learn how to act in any situation, even in cases that are unfavorable to their interests. Being respectful of rules and laws without needing to be supervised or monitored and knowing how to recognize, accept, and take responsibility for mistakes made and their possible consequences.



T5. Acquiring the potential to work as a team, demonstrating the ability to coordinate people and specific tasks, accepting or refuting the arguments of others through logical reasoning, and contributing with professionalism to the smooth running and organization of the group based on mutual respect.

T6. Being creative, entrepreneurial spirit of offering different solutions to problems. Having an excellent willingness to act proactively, putting ideas into action in the form of activities and projects to make the most of opportunities, assuming the necessary risks.

T7. The student will recognize new situations, both in the competitive environment, and adapt to changes with versatility and flexibility.

T8. High-quality work in line with standards and managing by processes with quality indicators for continuous improvement.

## 2.2 Specifics

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E1. Learning the principles and basics of marketing.

E2. Being able to take decisions about marketing products and services.

E3. Being able to manage an international import/export operation.

## 3. General aims of the subject

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- Understanding the contradictory processes of globalizing and regionalizing economic activity.
- Distinguishing and assessing the different ways to access foreign markets.
- Understanding the importance and scope of marketing in the business' international strategy.
- Knowing and differentiating the main variables of the marketing mix.
- Knowing how to determine the applicable tariffs in import/export operations.
- Understanding the features of international contracts, especially contracts associated with an international sales transaction, and means of dispute settlement.



## 4. Sections

### Section 1 “Multinational market regions and developing markets. Product development for global 1: markets”

CTS:

#### a. Contextualization and justification

Two seemingly contradictory currents are taking place simultaneously: the globalization of markets and the regionalization of these markets through commercial integration processes.

#### b. Learning goals

- Being familiar with the different economic groupings between countries, their scope, and the most significant differences.
- Determining the products we will sell in developing markets (both in their traditional market and in the modern market).
- Deciding the most appropriate product format for a given market within a global market.

#### c. Contents

- Multinational market regions and market groups; multinational cooperation models.
- Developing markets and market behavior; economic development; developing countries; changes in market behavior and its segmentation.
- Global markets and product development; the influence of culture on products; adapting products to culture; choosing products for adaptation.

#### d. Teaching methods

- The teacher will explain the subject area and respond to any questions raised by students in the classroom.
- Students will work in groups, resolving proposed cases and analyzing documentation provided by the teacher. It will also be suggested that students gather information outside of class. Once the work has been finished, a number of groups chosen by the teacher will present at random.

#### e. Work plan

- The teacher will explain the subject area and answer any questions raised by students in the classroom.
- Students will work in groups, resolving proposed cases and analyzing documentation provided by the teacher. It will also be suggested that students gather information outside of class. Once the work has been finished, a number of groups chosen by the teacher will present at random.

#### f. Material

##### f.1 Basic Bibliography

- BERTRAN VALL, J. (2003): Marketing en un mundo global. Claves y estrategia para competir en el mercado internacional, McGraw-Hill.
- CATEORA, P.R. and GRAHAM, J.L. (2006): Marketing internacional, 12th edition, McGraw-Hill.
- DANIELS, J.D., RADEBAUGH, L.H. and SULLIVAN, D.P. (2004): Negocios internacionales. Ambientes y operaciones, 10th edition, Pearson Educación.
- RAMOS ALONSO, Luis Óscar (2011): “Productos globales y filtros culturales”, Secartys News, Asociación Española para la Internacionalización de la Empresas de Electrónica, Informática y Telecomunicaciones, no. 02, April, pp.20-21.

##### f.2 Complementary Bibliography



### f.3 Other resources

#### g. Necessary resources

- The recommended textbooks.
- Addition information provided by the teacher and in the supplementary activities.

#### i. Temporalization

CARGA ECTS	PERIODO OF DEVELOPMENT
0.4	4 lessons

## Section 2 “The internationalization of business. Access to foreign markets”

ECTS:

### a. Contextualization and justification

Any decision about a business's foreign activity must consider the most appropriate form of access to each market. Therefore it is necessary to evaluate a set of both internal and external variables. In international activity, communication is the essential and fundamental element of the business's strategic planning, to a certain extent becoming the catalyst for other concepts that are increasingly on the rise in business. This block introduces the concept of international marketing in its strategic vision, carrying out market research is considered, the most appropriate way to access is determined, and the strategic internationalization plan is set up.

### b. Learning goals

Being able to determine the most appropriate way to access a specific market. Understanding the concept of marketing and its importance in business. Analyzing the strategic marketing planning process and its importance for the development of international marketing planning, necessary for the business' international activity. Encouraging discussion, teamwork, and sharing opinions on criteria to be applied.



**c. Contents**

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- Distinguishing and valuing the different ways to access foreign markets. Most significant variables.
- Exportation (indirect, direct and piggyback).
- Manufacturing in foreign markets (manufacturing contract, manufacturing license, and own production center).
- Marketing.
- Strategy and commercial planning:
  - Internal and external analysis.
  - Product.
  - Price.
  - Segmentation and positioning.
  - Market plan and target setting.
  - Selecting the target market:
  - Findings from the market research carried out.
- Commercial market strategy: intended positioning.
- Marketing mix.

**d. Teaching methods**

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- Introductory master class in the lecture/theory classes. Practical classes (case studies, reading, group dynamics, etc.).
- Searching for detailed, up-to-date information to prepare cases that will be presented in class.
- Cooperative learning. Supervised tutorials.

**e. Work plan**

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- In the theory classes, at the start of each topic in the block, the teacher will explain the subject area's basic concepts and answer any questions raised in the classroom.
- In the practical classes, the teacher will provide the relevant educational material (reading material, case studies, asking questions, etc.) to be studied and resolved individually or in groups and discussed later.

**f. Evaluation**

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Continuous evaluation

**g Material**

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**g.1 Basic Bibliography**

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- INSTITUTO ESPAÑOL DE COMERCIO EXTERIOR (2005): Estrategia y gestión del comercio exterior. Consejo Superior de Cámaras and ICEX.
- INSTITUTO DE COMERCIO EXTERIOR: Pasaporte al exterior, [http://www.icex.es/icex/cda/controller/pagelCEX/0,6558,551839\\_4\\_5519162\\_6735919\\_0\\_0\\_-1,,00.html](http://www.icex.es/icex/cda/controller/pagelCEX/0,6558,551839_4_5519162_6735919_0_0_-1,,00.html)
- ARTEAGA ORTIZ, J. Coord. (2012): Manual de internacionalización. ICEX and CECO.
- SÁNCHEZ, P.M. and LAGUNA N. (2007). El comercio exterior de España. Ed. Pirámide.
- MARTÍN MARTÍN, M.A. and MARTÍNEZ GORMÁZ, R. (2012): Manual práctico de comercio internacional. Para saber cómo vender en el exterior. Ed. Deusto.
- CZINKOTA. M.R. and RONKAINEN, I.A. (2002): Marketing Internacional. Pearson Education.

**g.2 Complementary Bibliography**

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**g.3 Other resources**

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**h. Necessary resources**

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- The recommended textbooks.
- Additional information will be provided by the teacher and in the supplementary activities.

### i. Temporalization

CARGA ECTS	PERIODO OF DEVELOPMENT
2.4	24 lessons

## Section 3 “The operational plan for internationalization”

ECTS:

### a. Contextualization and justification

Once familiar with the market environment, students are introduced to the set of tools that will allow them to establish terms of trade and the forces that make them up. Developing the fundamental variables to combine them properly and to develop the appropriate strategies.

### b. Learning goals

- The operational plan for internationalization.
- Premises of the operational plan for internationalization.
- Preparing the offer and commercial communication.
- Action plan.

### c. Contents

- Multinational market regions and market groups; multinational cooperation models.
- Developing markets and market behavior; economic development; developing countries; changes in market behavior and its segmentation.
- Global markets and product development; the influence of culture on products; adapting products to culture; choosing products for adaptation.

### d. Teaching methods

- Introductory master class in the lecture/theory classes. Practical classes (case studies, reading, group dynamics, etc.).
- Searching for detailed, up-to-date information to prepare cases that will be presented in class.
- Cooperative learning. Supervised tutorials.

### e. Work plan

- In the theory classes, at the start of each topic in the block, the teacher will explain the subject area's basic concepts and answer any questions raised in the classroom.
- In the practical classes, the teacher will provide the relevant educational material (reading material, case studies, asking questions, etc.) to be studied and resolved individually or in groups and discussed later.

### f. Evaluation

Continuous evaluation

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**g Material**

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**g.1 Basic Bibliography**

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- INSTITUTO ESPAÑOL DE COMERCIO EXTERIOR (2005): Estrategia y gestión del comercio exterior. Consejo Superior de Cámaras and ICEX.
- INSTITUTO DE COMERCIO EXTERIOR: Pasaporte al exterior, <http://www.icex.es/icex/cda/controller/pagelICEX/0,6558,551839 4 5519162 6735919 0 0 -1, 00.html>
- ARTEAGA ORTIZ, J. Coord. (2012): Manual de internacionalización. ICEX and CECO.
- SÁNCHEZ, P.M. and LAGUNA N. (2007). El comercio exterior de España. Ed. Pirámide.
- MARTÍN MARTÍN, M.A. and MARTÍNEZ GORMÁZ, R. (2012): Manual práctico de comercio internacional. Para saber cómo vender en el exterior. Ed. Deusto.
- CZINKOTA. M.R. and RONKAINEN, I.A. (2002): Marketing Internacional. Pearson Education.

**g.2 Complementary Bibliography**

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**g.3 Other resources**

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**h. Necessary resources**

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- The recommended textbooks.
- Addition information provided by the teacher and in the supplementary activities.

**i. Temporalization**

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CARGA ECTS	PERIODO OF DEVELOPMENT
1.2	12 lessons

**Section 4 “European Union Customs Law”**

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ECTS: **a. Contextualization and justification**

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It is fundamental to be familiar with the foundations of European Union Customs Law in the foreign trade operations that will involve an import or export of goods.

**b. Learning goals**

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- Being familiar with the Community Customs Code and its application.
- Differentiating the various customs procedures.
- Determining the applicable tariffs according to the type of goods and their origin.

**c. Contents**

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- The Community Customs Code: Scope and fundamental concepts. The
- Common Customs Tariff.
- Administrative management of import/export operations. The Single
- Administrative Document.
- EU trade policy.





**d. Teaching methods**

- The lecturer will explain the subject area and respond to any questions raised by students in the classroom.
- Students will work in groups, resolving proposed cases and analyzing documentation provided by the teacher. It will also be suggested that students gather information outside of class. Once the work has been finished, a number of groups chosen by the teacher will present at random.

**e. Work plan**

- The lecturer will explain the subject area and answer any questions raised by students in the classroom.

**f. Material**

**f.1 Basic Bibliography**

- CABELLO PÉREZ, M. and CABELLO GONZÁLEZ, J.M. (2012): Las aduanas y el comercio internacional, Ed. ESIC, Madrid.

**f.2 Complementary Bibliography**

- PELECHÁ ZOZAYA, F. (2009): Fiscalidad sobre el comercio exterior. El Derecho aduanero tributario, Marcial Pons, Madrid.
- RODRIGO SERRADILLA, F. and DE LA OSSA MARTÍNEZ, A. (2009): Comentarios al Código aduanero modernizado, Ed. Taric, Madrid.
- PÉREZ DE LAS HERAS, B. (2008): El mercado interior europeo, Universidad de Deusto, Bilbao.

**f.3 Other resources**

The official website of the European Union will be used.

**g. Necessary resources**

- The recommended textbooks.
- Additional information will be provided by the teacher and in the supplementary activities.

**h. Temporalization**

CARGA ECTS	PERIODO OF DEVELOPMENT
0.8	8 lessons

**Section 5 “International contracts”**

ECTS:

**a. Contextualization and justification**

Foreign trade operations are generally embodied in international contracts that have certain features that are essential to be aware of and assess due to this international character.

**b. Learning goals**

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- Identifying the basic elements of any international contract.
- Determining the legal rules applicable to international contracts according to the type of contract in question.
- Being familiar with and differentiating the different settlement mechanisms for disputes that may arise from a contract.

**c. Contents**

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- Basic elements of an international contract.
- International sales contracts for goods.
- Incoterms.
- Transport contracts and insurance of goods.
- Documentary credits and other international payment methods.
- Conflict resolution mechanisms: judicial means, mediation and arbitration.

**d. Teaching methods**

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- The lecturer will explain the subject area and respond to any questions raised by students in the classroom.
- Students will work in groups, resolving proposed cases, and analyzing documentation provided by the teacher. It will also be suggested that students gather information outside of class. Once the work has been finished, a number of groups chosen by the teacher will present at random.

**e. Work plan**

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- The lecturer will explain the subject area and answer any questions raised by students in the classroom.

**f. Material**

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**f.1 Basic Bibliography**

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- ORTEGA JIMENEZ, A. (2011): Guía práctica de contratación internacional, Ed. ESIC, Madrid.

**f.2 Complementary Bibliography**

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- ESPLUGUES MOTA, C. (2011): Derecho del Comercio Internacional, Ed. Tirant lo Blanch, Valencia.
- FERNÁNDEZ ROZAS, J.C., ARENAS GARCÍA, R. and DE MIGUEL ASENSIO, P.A. (2011): Derecho de los negocios

**f.3 Other resources**

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International contract models will be used.

**g. Necessary resources**

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- The recommended textbooks.
- Additional information will be provided by the teacher and in the supplementary activities.

**h. Temporalization**

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CARGA ECTS	PERIODO OF DEVELOPMENT
1.2	12 lessons

## 5. Teaching methods and methodological principles

Throughout the course, we will complement different learning methods. The master class will be the starting point for students to analyze practical cases. In this sense, we will carry out simulations and real case studies. The class activity will be focused on the implementation of deductive and inductive methods with which the student will have to work to establish their conclusions. It will be active classes in which the students will carry out their activities sometimes in groups and others individually.

## 6. Table of student dedication to the subject

PRESENIAL ACTIVITIES or DISTANCE PRESENIAL ACTIVITIES (1)	HOURS	NON-PRESENIAL ACTIVITIES	HOURS
Theoretical classes	18	Autonomous work on theoretical content	27
Practical classes	18	Autonomous work on practical content	27
Academically directed activities	16	Completion of work, reports, reports ...	24
Assesment	8	Assessment oriented preparation	12
<b>Total presencial</b>	<b>60</b>	<b>Total no presencial</b>	<b>90</b>
<b>TOTAL presencial + no presencial</b>			<b>150</b>

(1) On-site remote activity is when a group synchronously follows a video conference to the class taught by the teacher for another group present in the classroom.

## 7. Assessment system and characteristics

Criterion: when 50% of the school days of the semester pass normally, the criteria indicated in the teaching guide will be assumed as evaluation criteria. Continuous evaluation is recommended as it involves minimizing changes in the addendum.

INSTRUMENT / PROCEDURE	PERCENTAGE	OBSERVATIONS
Continuous assessment	100%	The student may opt for continuous assessment or a final examination.
Exam	100%	The student may opt for continuous assessment or a final examination.

QUALIFICATION CRITERIA
<ul style="list-style-type: none"> <li>• <b>Ordinary call:</b> <ul style="list-style-type: none"> <li>○ Continuous Assessment or Exam</li> </ul> </li> <li>• <b>Extraordinary call:</b> <ul style="list-style-type: none"> <li>○ Exam</li> </ul> </li> </ul>

## 8. Final considerations

Assess