



This course is unlike most courses in which you are currently enrolled (or will) encounter at the University of North Texas – Denton. MKTG 2650.001 meets face-to-face on Tuesdays (BLB 170) except on 22 February and has either mandatory face-to-face scheduled team meetings outside the designated classroom or self-managed online assignments each Thursday during the semester. We call this a “blended” course delivery: 50% in-class, 50% outside of formal classroom settings.

This type of course requires self-motivation, self-management and above all personal responsibility. You will be active participants in your learning outcomes. The course meets face-to-face on Tuesdays in BLB 170. Every Thursday, you will have an online assignment, time for team assignments or other course related activities. Thursdays are scheduled course times: they are mandatory and a substantive portion of your grade (performance outcomes).

### “The Matter at Hand”



This is a particularly timely and relevant course subject. As you begin this course, consider the renewed dominance of political and economic issues that have manifested protests, debate and national discourse addressing divisiveness in our nation as well as much of Europe. Media and political discourse discuss legislative initiatives that challenge issues such as biological (or birth certificate-designated) gender for bathroom use, the possibility of destruction or relocation

of National and State monuments, and the marital status for same-sex marriages. Generations within the workplace are encountering challenges understanding different perspectives, values and approaches to communications and productivity. This is not a political science class; however, there exist a myriad of current events that impact the marketing of peoples, places and perspectives. This course specifically confronts the challenges of the nexus between culture (diversity) and consumption (the exchange of market offerings). To fully appreciate the nature and scope of this course, allow me to introduce you to a professor named Dr. Julius Sumner Miller. His somewhat windswept hairstyle and horn-rimmed glasses were not too unlike his mentor and teacher. Although, he earned a Ph.D. in physics and worked as a physics professor at a number of universities, ranging from Dillard University to the U.S. Air Force Academy, his “fame” was far removed from university settings.

The American physicist Julius Sumner Miller was better known by his television persona on Disney’s “Professor Wonderful,” a popular children’s show in the 1960s, and on Canada’s “*The Hilarious House of Frightenstein*” in the 1970s. Although he was born in Massachusetts, his Mom was Lithuanian and she spoke twelve languages; his Dad was Latvian. Why do we begin this course with this unusual biographical sketch of a television personality who died one-quarter century ago? Is it because “Professor Wonderful” studied under Albert Einstein? No. Is it because this American physicist was able to enlighten the masses about serious science? No. It is largely because this second-generation Eastern European had an inimitable impact on the way we engage in learning and teaching. Professor Julius Sumner Miller asserted the following about teaching:

***“What we do, if we are successful, is to stir interest in the matter at hand, awaken enthusiasm for it, arouse a curiosity, kindle a feeling, fire up the imagination.”***

Think about how this second-generation immigrant changed the way millions of people across the world garnered an appreciation for physics. The contributions of first- and second-generation immigrants in American society are well-documented. But, it is especially germane to the nature and scope of this course. In this course,

we will critically examine how the ever-changing demographics and lifestyle characteristics of “American” consumers are changing the nature and scope of the U.S. marketplace. Some of the most influential immigrants

in the U.S. include America’s “First Lady” Melania Trump, former Secretary of State Madeleine Albright, publisher and author Joseph Pulitzer, basketball superstars like Hakeem Olajuwon and Dirk Nowitzki, tennis great Martina Navratilova, baseball “hall of Famer” Ivan Rodriguez and screenwriter/director Ang Lee. Consider that over 25% of all players in Major League Baseball are first-generation immigrants. The U.S. Census report suggests that:

*“Sometime around 2050, non-Hispanic whites will cease to be a majority. Each group in the new “minority- majority” country has longstanding grievances against whites. How this will all play out has been the subject of passionate speculation and debate. Will America be “balkanized” or even torn apart like observers as diverse as Georgie Anne Geyer, Arthur M. Schlesinger, Jr., and Richard Lamm have conjectured? Or will the much- maligned melting pot continue to function, forming a new, more colorful and diverse American blend?”*

Simply, how do shifts in the population of consumers change their values, attitudes and lifestyles, as well as ensuing shopping behaviors? *What does America look like according to the U.S. Census projections?* Now, ask yourself, how old will I be in the Year 2050, and how will my life cycle stage be impacted by a grossly different ethnic demographic profile in the U.S.?

Projected U.S. Population Growth From 2010 to 2050



\*Excludes American Indian, Alaska Native, Hawaiian & Other Pacific Islander  
Source: U.S. Census Bureau Population Projections

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### What is a “Blended” Course



Unlike some of the traditional courses in which you may enroll at the University of North Texas, this course challenges you to **engage in experiential learning, an opportunity to self-direct and manage your interests, enthusiasm and curiosity about the peoples, places and perspectives that constitute the American consumer population.** This course is designated as a blended-delivery course offered by the University of North Texas, an initiative to provide a learning and teaching platform for self-directed, student-engaged inquiry. In this technology-enabled learning community, blended learning courses are consistent with the learning communities that connect portfolios of students, professors and support people across the university brick ‘n’ click platforms. Experiential education is often contrasted with *didactic education*, in which the teacher's role is to ‘give’ information and build knowledge to the student and to prescribe study/learning exercises which have information/knowledge transmission’ as the main goal. Blended delivery is a mix of face-to-face lectures and conversations; audio-visual presentations; Web-based course content delivery; and hands-on, self-directed learning. A major component of this course is what may call experiential learning. Experiential learning positions the instructor as a conduit through which you will reflect on everyday experiences to glean important outcomes about consumers’ states of mind (i.e., attitudes and values), states of being (i.e., cultural identity,

demographics) and states of action (i.e., shopping behaviors and brand preferences). Accordingly, it is your responsibility to login to the Canvas course web site every week!

### Course Introduction

*“The meaning of consumer goods and the meaning of creation accomplished by consumer processes are important parts of the scaffolding of present realities.” -- Grant McCracken*

Indeed, we will critically examine the ideas of ethnic identity cast against a backdrop of significant shifts in *demographics*, *psychographics* (i.e., values, attitudes and lifestyles) and **market positioning** impact ensuing consumer decision behaviors in an ever-changing globally-connected market setting. The focus in this course is on the shifting cultural identities (especially) in the State of Texas. The focus is germane to the examination of cultural identities because: (1) the University of North Texas is a multicultural student, faculty and higher education “community” located in the State of Texas, (2) the state’s population is illustrative of national trends that demonstrate unprecedented shifts in the composition of the nation, and (3) a disproportionate number of our students enrolled in this course are Texans. So, *what does it mean to identify a as Texan or even as an American?* Specifically, we will critically examine consumer role sets in culturally-diverse settings, brand preference formation in different cultures, and cultural imperatives in the marketing of products and services. Special emphasis is placed on issues and challenges marketers face in addressing a diverse set of cultural identities of consumers and *households – the chief consumption unit for many goods and services* – in managing consumption. In this course, you will acquire skills in creative and critical thinking, working in groups, appreciating other cultures and harnessing your own values within the university community and the larger society. Class exercises, quizzes and presentations will enhance your self-awareness and openness to different perspectives.

### Learning Objectives

The overarching mission of this course is to afford the knowledge, experience and skills to attain the following learning outcomes:

- Students will comprehend the relevance of demography and cultural identity on consumers’ behaviors.
- Students will investigate the impact of immigration patterns on the U.S. consumer population.
- Students will identify with the *real self*, the *looking glass-self* and the *aspirational self* in a culturally diverse environment.
- Students will have knowledge of how cultural identities impact individuals, households and reference groups in America.
- Students will understand the impact of cultural identity on consumer lifestyles and decisions.
- Students will recognize diverse consumer role sets in consumers’ brand preferences and retail patronage behaviors.

### Your Professor



*Passionate about culture and consumption?* Well, let me share a few personal insights about myself. Between the ages of 4 and 8 years-old, I played with literally dozens of foster children from Central and Eastern Europe who were orphans as a result of the Holocaust at my grandparents’ home in Baltimore, Maryland. My grandparents (who were second-generation Europeans) – despite belonging to the lower socioeconomic class in the U.S. – supported seven children and dozens of foster children. In adult life, multiculturalism became a big part of my own identity. Perhaps, the University of North Texas will afford you a similar “awakening” to the diversity of culture in a higher education setting. I strongly believe that cultural immersion has enriched my own learning and teaching.

I have taught in 49 countries, co-stewarded study abroad programs in eight countries, and was the Chief Operating Officer of the Virtual Trade Mission Foundation. The Virtual Trade Mission Foundation administers political, trade and educational outreach forums in and for the Asia-Pacific Economic Cooperation [APEC] economies. I have delivered educational programs and keynote addresses for governments, private firms and tertiary institutions in Africa, Asia, Europe, South America and the U.S., and I continue to provide consultancy to multinational firms (MNCs). I serve as Director of a global non-profit EducationUnbound.org, and have served as president of the *Federation of Business Disciplines*, the *Association of Collegiate Marketing Educators*; as vice president (international) of the *Academy of Marketing Science* and *American Marketing Association* academic associations; and in a variety of roles in the *World Marketing Congress*.

Despite the myriad of academic and professional responsibilities that extend beyond the campus environment, I check my email every day. If you do not receive a response within 24 hours, you should call 940.565.3124 (office), and you will be directed to my mobile telephone if I am not in the office. Please be sure to leave a clearly-articulated message with your name and number if you get my voice mail. My office is located in the Business Leadership Building 358M. I am in the office most days, and I am available by appointment as well as after each face-to-face class session. **You may contact my office at 940.565.3124, my mobile at 972.333.3132 and/or the department office at 940.565.3120.** Please note that my mobile phone is often turned off during class sessions, lectures, meetings, public appearances and in other professional settings. However, I check voice mail at least two times each day. I will return your call within 24 hours. However, please be sure to state your name and number clearly. Please do not assume that your telephone number will be identified through caller identification. Clearly, the best way to communicate with the professor is through the email tool embedded within the Canvas course Web site.

### Course Support Materials

Much of the value-added course content transcends lectures and the assigned book. It is imperative that you actively engage and “stay connected” to the Canvas course web site. There are also important Canvas functions that are available and useful. You will need to connect with your team members, all students (enrolled in the course section), your professor and administrative support personnel. They are all available on the Canvas course Web site. It is your responsibility to check the course Web site at least each week. I check the course Web site on a daily basis; so, I am always available via the Canvas course Web site. Please note that your frequency and duration of engagement in Canvas is recorded, and the data is reviewed by me on a bi-weekly basis.

### Teaching and Learning Platform

About 50% of the course will be administered via face-to-face (in-class) delivery mode. This will include far more than lectures; it will include discussions, audio-visual presentations and other value-added materials that will enhance your understanding of the course content. The other scheduled course time is delivered via self-managed experiential exercises and on-line delivery. The Course Calendar indicates the 80 minutes each week that we meet face-to-face in the assigned classroom. **The other 80 minutes/week are NOT “free timers” – they each have assigned activities.** There is an expectation that you will be engaged in this course at all scheduled course times!

- All quizzes are administered on-line.
- If you need assistance with any online issue, you should contact the Canvas Help Desk FIRST. Do not contact my Teaching Assistant or me via email until you have contacted the Help Desk.
- You can contact me at any time at 940.565.3124 (office) or 972.333.3132 (mobile) regarding any questions or concerns.

### Experiential Exercises and Team Assignments

Since all of the experiential exercises will be conducted in teams, you will be assigned to a team on/before the tenth day of class. All team assignments are posted on the Canvas course Web site. So, it is important that you communicate with your team members immediately to exchange contact information and discuss your personal academic, personal and/or professional responsibilities and schedules. You should be prepared to perform approximately 10 hours/learning module outside of scheduled class sessions with your team members.

***Failure of any team member to participate and engage fully in any experiential exercise will result in a grade of zero (0) for that individual experiential assignment grade. Absolutely no individual assignments will be accepted for experiential exercises.***

Some students may elect to withdraw from the course after the tenth day of classes. If that occurs, you will be required to complete the assignments with the remaining members. If multiple drops occur, you may be re-assigned to another team. This is important! Any team member deemed as not contributing to the assignments should be reported to the professor IMMEDIATELY, and no later than the third Tuesday of the semester. Team members may face expulsion from a team. If a team member is expelled from a team, s/he will receive a zero on the experiential exercises.

### Course Policies and Procedures

**Academic Integrity.** I expect each student enrolled in the course to ascribe to the policies articulated in the University of North Texas “Academic Integrity Policy.” The policy is posted on the Canvas Learn course Web site under an icon titled “Academic Integrity.” You are required to read and understand the policy. If you have any questions, please contact me or the University of North Texas Academic Integrity Office.

**Office of Disability Accommodations (ODA).** “The Office of Disability Accommodation (ODA) is responsible for verifying that a student has a disability (as defined by the ADA). In order to receive a reasonable accommodation, a student must have a physical or mental impairment that substantially limits a major life activity (including the major life activity of learning), be perceived as disabled, or have a record of a disability... Once the ODA establishes that a student is disabled, Dr. Pelton, in consultation with appropriate departments (i.e. legal and ODA), determines whether an accommodation can be made that does not alter the fundamental requirements of a particular course or program. You must go through the ODA before receiving an accommodation for a course and that they should have any disability for which they want an accommodation verified before a specified class day. Failure to obtain verification by the date established by the faculty member does not mean the student can never receive an accommodation in the course. However, the faculty member only has to provide an accommodation once the disability is verified (assuming reasonable accommodation is possible). Grades received prior to verification of a disability and implementation of an accommodation need not be changed.”

### Assessment of Learning

Quizzes			Experiential Exercises			Attendance
<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>[Face-to-Face]</u>
100	100	100	200	200	200	100

**Experiential Exercises (600 points or 60%).** You will be required to do four (4) experiential exercises that assess your ability to apply principles of culture and consumption to your real-world decision scenarios. At least one of



these exercises will involve an oral presentation. Each experiential exercise will be evaluated based on the following four criteria:

- Critical thinking (i.e., submission reflects a thoughtful response to the critical issue(s)) (25%)
- Completeness or Depth of Articulation (i.e., completed all portions of the experiential platform) (25%)
- Written (or oral) presentation (i.e., spelling, grammar, organizational flow) (25%)
- Support for position(s) in the experiential exercise (25%)

**Quizzes** (300 points or 30%). You will have three quizzes in this course. Each quiz will be administered via Canvas Learn, and **all quizzes are cumulative**. Accordingly, you may see the same content (from a previous quiz) on ensuing quizzes. Each quiz is worth 100 points, and I will drop your lowest quiz grade. There will be a total of four possible quizzes in the course.

**Participation/Attendance.** It is your responsibility to attend all scheduled class sessions. An Attendance Roster will be distributed at every face-to-face class session on Tuesdays. You must sign this Attendance Sheet to be counted as present; no excuses are acceptable. On Thursdays, you may have a (1) scheduled team assignment, (2) graded participation exercise and/or (3) an online requirement. It is **MANDATORY** to participate in these assigned activities based on the Course Calendar.