



This course is a NextGen Course, requiring self-managed engagement in your learning outcomes. The course meets face-to-face on Tuesdays. 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”



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 onequarter 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. 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 latest U.S. Census (Year 2010)?*

#### 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





MKTG 2650.001 CULTURE AND CONSUMPTION  
SPRING 2016  
Dr. Lou E. Pelton  
358-M Business Leadership Building

### What is a “NextGen” 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 one of the N-Gen courses 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, NextGen 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.

The course platform may be best described as “blended” delivery: it 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).

***It is your responsibility to log-in to the Blackboard Learn course web site at least twice each week throughout the semester. I will be monitoring your log-in and engagement in the Blackboard course web site, as well. Please note that all activity is recorded by the system, and it will impact your attendance/participation grade!***

### 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.

### Real-World, Real-Time Relevancy



There is an old adage, "You are what you eat." Consistent with this perspective, we may question whether "You are what you consume." When we examine consumption in a culturally-diverse global marketplace, we may wonder how individuals and societal identities are, in part, defined by consumption attitudes, values and activities. For example, why do Mexican consumers eat at *Taco Bell*? Well, we will examine differences between Mexican and first- and second-generation preferences for fast food icons like *Taco Bell*. The diners in the picture are not in Denton, Texas; they are in Monterrey, Mexico. Consider that global fast-food franchises like *KFC*, *McDonald's* and *Subway* "glocalize"

menus and formats to address culturally diverse consumer markets. From *Chili's* to *Pizza Hut*, the globalization of Western-based food franchises have significantly impacted food consumption trends across the world. From Argentina to Zimbabwe, McDonald's has become a global icon. Chili's *McPalta*, Indonesia's *McRice*, Japan's *Ebi-Chiki McBurge*, and Singapore's *McSpicy* are just a few examples of the global menu offerings from McDonald's across the globe. Sociologist George Ritzer uses the term "McDonaldization" to describe the process by which societies take on many of the dimensions of a fast-food restaurant chain. In his review of *Golden Arches East: McDonald's in East Asia*, he comments:

*"In the terminology of the day, we are witnessing the process of "glocalization." Yan finds that in Beijing, McDonald's is a place to "hang out," it is a family setting, and there are personalized relations between staff and customers. All of this has led to the elimination of the "fast" from fast food.*

*Watson argues that in Hong Kong, McDonald's has been appropriated as a local institution, and in any case change is so rapid there, as well as in the global world of McDonald's, that is impossible to distinguish between what is local and what is not. Wu demonstrates a similar process of localization in Taipei, but his key point is that the transnational has led dialectically to the "hyperlocal."*

Then, consider how *American Idol*, *The Office*, *Do You Want to Be a Millionaire?* as well as other entertainment television formats have become globally accepted (though often culturally-modified) by various publics. Russell Belk asserts that "television influences local cultures through its complex repertoire of images and narratives, which constitute a representation... rising material aspirations and consumer cultures are significantly influenced by this medium." The spread of MTV and VH-1 stations illuminate the universal value of the arts as part of culture. You may be aware that "hiphop" extends from the boroughs of Brooklyn, New York to the back alleys of Jakarta, Indonesia. In this course, we evaluate how many marketing



**MKTG 2650.001 CULTURE AND CONSUMPTION**  
**SPRING 2016**  
**Dr. Lou E. Pelton**  
**358-M Business Leadership Building**

practices – branding, packaging, segmentation and a myriad of advertising and promotional strategies – help create and/or transform cultures.

*“It is important in that it represents further inroads of sort of commercialism and consumerism into our community, into our culture, into the space that was not commercialized. It's all of this. MTV culture is commercial culture and to the extent to which kids internalize it and make sort of a fundamental value in their own lives, they're bringing commercialism into their lives. It's reaching them on a fairly profound, and also at a very formative age... It is all about selling and buying and there's a kind of a harshness to that, as a way of relating to other people.”*

Although Adam Smith contends that “Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer,” we address a broadened perspective of the consumer. Web-enabled connectivity between peoples, places and perspectives help us to assess the challenges and opportunities of meeting diverse consumers’ wants and needs in the global marketplace.

### About 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 have traveled quite extensively abroad. 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. Lou E. Pelton (Ph.D., University of Mississippi, 1992) is *Senior NextGen Fellow and Associate Professor* in the Department of Marketing and Logistics in the College of Business at the University of North Texas. My principal research interests include marketing channels, relationship marketing and global distribution. I am senior author of the textbook titled *Marketing Channels: A Relationship Management Approach* (Irwin/McGraw Hill/1e, 2e), *Marketing Channels: Managing Supply Chain Relationships* (Irwin/McGraw Hill/1e), and the forthcoming textbook titled *Marketing Channels: Building Value-Chain Relationships*. I have also co-edited three books in business ethics. My research publications appear in *Advances in Marketing, Business Horizons, Industrial Marketing Management, International Journal of Consumer Marketing, International Journal of Retailing and Distribution, Journal of the Academy of Marketing Science, Journal of Business Ethics, Journal of Business and Industrial Marketing, Journal of Business Research, Journal of Healthcare Marketing, Journal of Macromarketing, Journal of Marketing Management, Journal of Marketing Theory and Practice, Journal of Personal Selling & Sales Management, Journal of Pharmaceutical Marketing and Management, Journal of Retailing, Research in Marketing*, among others. 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. I 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



MKTG 2650.001 CULTURE AND CONSUMPTION  
SPRING 2016  
Dr. Lou E. Pelton  
358-M Business Leadership Building

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. You may also contact the Student Academic Assistant: Mr. Ricky Ferguson. Mr. Ferguson is a Ph.D. student, and he is available (like me) through the Blackboard Learn course Web site. Just go to Emails, click on it (and he is listed under “Ferguson, John”).** 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 Blackboard Learn 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 Blackboard (URL: <http://www.learn.unt.edu>). For tutorials on Blackboard use, please go to the URL and follow click on the icon. My Teaching Assistant is also available, by appointment, to help you navigate through the Blackboard course Web site. There are also important Blackboard Learn 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 Blackboard Learn course Web site. It is your responsibility to check the course Web site at least twice in each week. I check the course Web site on a daily basis; so, I am always available via the Blackboard course Web site. Please note that your frequency and duration of engagement in Blackboard 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 each 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 Blackboard 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. The Course Calendar is posted on the Blackboard Learn course web site.

### 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 Blackboard Learn 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 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 one or more 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 Blackboard 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.

**Attendance and Participation.** You are strongly encouraged to attend and remain highly engaged in all face-to-face and Blackboard course activities. **All Blackboard participation is recorded automatically; accordingly, it is not wise to “challenge” your Blackboard engagement.** The professor is fully aware of the frequency and duration of each Blackboard engagement throughout the semester. Because our face-to-face meetings are quite limited, your attendance and participation are crucial.

**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

Experiential Exercises	Four Quizzes (Best Three Scores)	Participation/ Attendance	Total Possible Points
600	300	100	1000

**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 (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 four quizzes in this course. Each quiz will be administered via Blackboard Learn, and all quizzes are cumulative. Accordingly, you may see the same content (from a previous quiz) on ensuing



**MKTG 2650.001 CULTURE AND CONSUMPTION**  
**SPRING 2016**  
**Dr. Lou E. Pelton**  
**358-M Business Leadership Building**

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.

MODULE I			
Face-to-Face (In-Class Session)		Experiential Exercise (Self-Directed)	
January 19	Course Introduction <i>Read Course Syllabus</i>	January 21	<i>Watch Course Introduction Videos<sup>1</sup> Available in Course Content</i>
January 26	Defining Culture <i>Email Your Team Members</i>	January 28	<i>Watch NeverPerfect (on-line) Take Copious Notes on Video</i>
February 2	Culture & Self-Concept	February 4	Mandatory Team Meeting EXP I Meeting: <i>Register in BLB 170</i>
February 9	Self & Ethnicity? <i>Banana Split</i> <i>“Asian Population Rising in the U.S.”</i>	February 11	Mandatory Team Meeting You May Choose Meeting Place
February 16	Culture and Family Structure <i>“Immigration Shift”</i>	February 18	<i>Team Experiential Exercise I Due Submit as attachment on BB Learn</i>
February 23	Culture: Reference and Referents	February 25	<b>Quiz I:</b> <b>Includes All Materials to Date</b>

MODULE II			
Face-to-Face (In-Class Session)		Experiential Exercise (Self-Directed)	
March 1	Culture & Ethnic Identity <i>“Asian Americans: On Racism &amp; Stereotypes”</i>	March 3	<i>Watch George Lopez video (on-line) Take Copious Notes on Video</i>
March 8	Culture & Ethnic Identity <i>“Latinos and Identity: Why Labels...”</i>	March 10	Mandatory Team Meeting EXP II Meeting: <i>Register in BLB 170</i>
March 22	Culture & Generational Identity <i>Read Hand-Out Distributed in Class</i>	March 24	Mandatory Team Meeting You May Choose Meeting Place
March 29	Culture & Gender Identity	March 31	<i>Team Experiential Exercise I Due Submit as attachment on BB Learn</i>
April 5	Culture and the Real-World	April 7	<b>Quiz II:</b> <b>Includes All Materials to Date</b>

<sup>1</sup> There are three “Course Introduction” videos and the content may be on quizzes. The video clips are short, but they provide you a foundation for successful learning outcomes in the course. The three video clips are titled (1) “Introduction to MKTG 2650”; (2) “Course Expectations and Outcomes”; and (3) “Success, Accountability and Performance.”



COURSE CALENDAR SPRING 2016  
**Assignments Designated in Red**

MODULE III			
Face-to-Face (In-Class Session)		Experiential Exercise (Self-Directed)	
April 12	Culture and Marketing Myths "Responding to Diversity"	April 14	Mandatory Team Meeting EXP III Meeting: Register in BLB 170
April 19	Culture and Marketing Myths	April 21	Mandatory Team Meeting You May Choose Meeting Place
April 26	Culture, BFF and Retail Patronage	April 28	Team Experiential Exercise I Due Submit as attachment on BB Learn
May 3	Culture and the Consumer	May 5	Quiz III: Includes All Materials to Date

Quiz IV Administered During Finals Week!

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