

## MKTG 2650 CULTURE AND CONSUMPTION



### SPRING 2024

MKTG 2650 is a "Hybrid-Delivery" course format. *What does this mean?* The course meets face-to-face (F2F) in the assigned classroom (BLB 080) on Tuesdays (9:30 – 10:50 a.m.). On Thursdays (9:30 – 10:50 a.m.), students are expected to complete assignments online, including but not limited to reading or watching course content, meeting with team members and completing graded assignments. **All quizzes will be administered online and due during the scheduled Thursday class session between 9:30 – 10:50 a.m.**

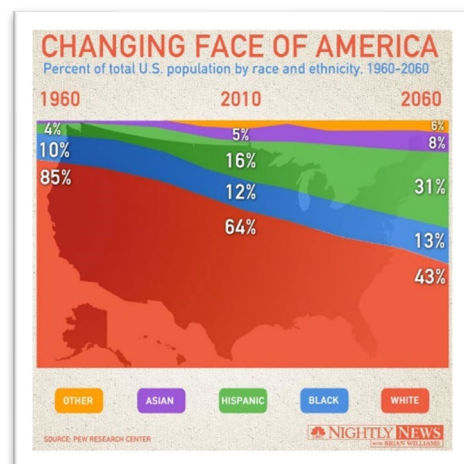
### COURSE DESCRIPTION

*"In this course, we will critically examine how shifts in U.S. demography impact marketplace decisions. Focuses on first- and second-generation immigrant populations, and how these consumers' values, attitudes and lifestyles are reflective of their cultural identities and ensuing consumption behaviors. Examines the connection between cultural identity, including ethnic, gender and generational diversity, and its relationship on brand preference formation, retail patronage and consumer dissonance."*

The focus in this course is on the shifting cultural identities 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. *What does it mean to identify as a Texan or an American?* Special emphasis is placed on issues and challenges marketers face in addressing a diverse set of cultural identities of consumers and 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.

### COURSE PERSPECTIVE

This is a particularly timely and relevant course. To fully appreciate the complexity of changing demography on the U.S. marketplace, please read this *Forbes* article: [Revealing Diversity Within Demographic Audience Segmentation \(forbes.com\)](#) As you begin this course, consider the renewed dominance of political, social and economic issues that have manifested protests, debates and national discourse addressing national divisiveness. Media and political discourse, legislative initiatives and – *for our purposes* – marketplace factors challenge a multitude of current issues. You may be familiar with the attention afforded to issues such as biological (or birth certificate- designated) gender, the destruction or relocation of National and State monuments, and the marital status for same-sex marriages. Likewise, much media attention is afforded to immigration policy. Marketers must gain a better understanding of the seismic changes in U.S. demography and the ensuing shifts in consumers' attitudes and buying behaviors. Generations within the workplace are encountering challenges understanding different perspectives, values and approaches to communications and productivity. This is not a political science or sociology class; however, there are a myriad of current events that influence the marketing of peoples, places and perspectives. This course specifically confronts the nexus between culture and consumption.



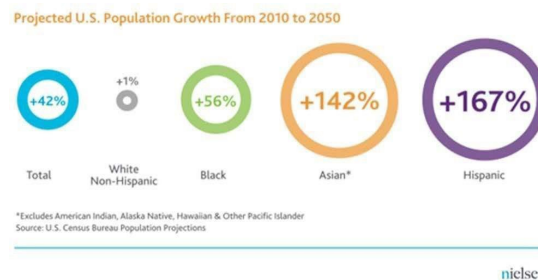
“MATTER AT HAND”

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 Frigthenstein* in the 1970s. Although he was born in Massachusetts, his mother was Lithuanian and she spoke twelve languages; his father 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. 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 Luke Walton and Dirk Nowitzki, tennis great Martina Navratilova, baseball "Hall of Famer" Ivan Rodriguez and film director Ang Lee. Consider that over 25% of all players in Major League Baseball are first-generation immigrants.



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? Demographic shifts can have a profound impact on consumer behavior, as different demographic groups tend to have distinct preferences, needs, and purchasing patterns. Here are some ways demographic shifts can influence consumer behavior.

Demographic shifts bring cultural diversity, which influences consumer behavior through language, customs, and traditions. Businesses need to understand and respect these cultural nuances to effectively engage with diverse consumer groups. Understanding the implications of demographic shifts on consumer behavior is essential for businesses to develop relevant marketing strategies, tailor products and services, and effectively meet the evolving needs of their customer base.

## COURSE OBJECTIVES

- Students will understand the importance of self-identity in constructing consumer identity.
- 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 have knowledge of consumer culture theory.
- Students will identify with the *real self*, the *looking glass-self* and the *aspirational self* in a culturally diverse environment.

- 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.

## COURSE INSTRUCTOR

Dr. Lou E. Pelton [Lou E Pelton | Faculty Information System \(unt.edu\)](#) is the Instructor of Record for MKTG 2650. At times, one or more Ph.D. students may steward face-to-face instruction as a training platform for their future roles as emerging educators. If you have any questions, concerns or issues, please feel free to contact me at these contact points. I will also have Office Hours (F2F) on Tuesdays from 9:15 a.m. – 10:50 a.m. and By Appointment.

**Email.** You may send me email via the Canvas “email” tool. My email addresses are [pelton@unt.edu](mailto:pelton@unt.edu) or [loue.pelton@unt.edu](mailto:loue.pelton@unt.edu). Email is a good way to communicate. I am very responsive. If you do not receive a reply within 24 hours, please call me. If you send email from some sites (i.e., “Hotmail”), it will be filtered and go to my “Junk” folder. I strongly recommend that you use your UNT email account.

**Telephone/Text.** Please feel free to call or text me at 972.333.3132 (mobile). Again, I will try to respond as soon as possible. However, I may be driving or otherwise occupied when you call or text. I will get back to you. If you do not leave your telephone number, I will not be able to return your call.

**IM.** You are welcome to communicate with me via WhatsApp, WeChat and/or LINE. My online ID is loupelton.

## COURSE RESOURCES

There is no textbook in this course. All required readings, videos and other value-added content are available at no cost, 24/7 in the Canvas course site. It is your responsibility to read and/or watch all assigned materials. If you have any trouble accessing course content, please contact the Canvas Help Desk. On the “Navigation Pane,” simply click on the bottom icon (e.g., the encircled question mark).

## COURSE POLICIES

**Academic Integrity:** The policies stated here are taken from the University of North Texas Student Guidebook (for more details please see - <http://vpaa.unt.edu/academic-integrity.htm>). You are responsible for information published by the university in its official publication/website.

Scholastic integrity must be exhibited in your academic work, conduct, and methods. Academic work for which you receive an individual grade must be your original, individual effort.

Although you may discuss assignments with others, the work you submit for a grade must be solely your own. If, in the instructor's opinion, any evidence exists that all or part of the work you submit for grading is that of another person, you (and the other person) will be given a zero for the assignment. This is one form of scholastic dishonesty. A second incident of academic misconduct will result in a grade of F in this course. You (and anyone involved with you) will be given an F in this course, if you are found to have cheated on an exam, or collaborated on an assignment with another student. Further action on incidents of scholastic misconduct will be referred to the Dean of Students.

The term plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. (Source: Code of Conduct and Discipline at the University of North Texas.) See following websites for more details: [https://vpaa.unt.edu/sites/default/files/IMCE/inserts/opr0007/academic\\_integrity\\_module\\_for\\_canvas.pdf](https://vpaa.unt.edu/sites/default/files/IMCE/inserts/opr0007/academic_integrity_module_for_canvas.pdf), and <https://vpaa.unt.edu/ss/integrity>

**Students with Disabilities:** The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations. Please let me know (privately) if you need any special accommodations. For assistance with ODA issues, please see <https://studentaffairs.unt.edu/office-disability-access>

## ATTENDANCE

We meet F2F every Tuesday in our assigned classroom. Each class session, there will be an Attendance Sheet. If you do not sign the Attendance Sheet, you will not be credited as attending the class session. For each attendance, you will receive **1.5 extra credit points**. Regardless of the reason for an absence, you may only receive the extra credit points for those class sessions that you have attended and signed the Attendance Sheet (during the scheduled class time). If you forget to sign the Attendance Sheet, you will not be credited for attending the class session.

If you have special circumstances that compromise your regular attendance on Tuesdays or Thursdays, you should see the Office of the Dean of Students. I am not authorized to grant any university absence.

## GRADING

There are five graded assignments in this course, consisting of Quizzes (60%) and Experiential Exercises (40%). The total number of possible points is 1,000. So, each graded assignment is worth 20% of your final grade or 200 points. All Assignments are available on the Canvas LMS 24/7 from the post date.

**Quizzes (60%).** There are three (3) cumulative quizzes in this course. Each quiz is computed out of 200 points. Each quiz is administered online during your scheduled class session on Thursdays between 11:00 a.m. and 12:20 p.m. If you have additional time or accommodations granted by the ODA, I will make special accommodations. You may take the course on your laptop, desktop, mobile phone or any Internet-enabled device that provides you full and uninterrupted access to the UNT Canvas LMS. If you complete any quiz after the due date/time, it will remain open, but Canvas will deduct points for late submission. It is your responsibility to choose an Internet-enabled location and reliable device to complete the quizzes. There are ample facilities and resources available on the UNT – Denton campus.

**Experiential Exercises (40%).** At the outset of the semester, you will be assigned to a team. Each team will collaborate to complete and submit two (2) Experiential Exercises. Only the submission will be graded in accordance with the posted grading rubric. Each member of the team will receive the same exact score. There are no individual submissions. You must work in and be evaluated based on the team setting. Group (team) work is a significant part of this Core Curriculum course. The team setting is required for compliance with the UNT Core Curriculum Oversight and Texas Higher Education Coordinating Board. If you have any issue(s) with your team member(s), you should IMMEDIATELY contact Dr. Pelton. If any team member is not (1) attending scheduled team meetings, (2) participating in team discussions and/or (3) making a valuable contribution, the team member can be “fired” from the team. Decisions to “fire” a team member should reflect consensus among the remaining team members. There will be posted deadlines for firing team members.

Final letter grades will be assigned based on the following scale:

< 600	600 – 699	700 – 799	800 – 899	900 >
F	D	C	B	A