Course Title: Ethnic and Multicultural Marketing
Course Number: MKTG 455, Section 001
Course Description: Ethnic and Multicultural Marketing offers an in-depth treatment in seminar format of contemporary topics in marketing and culminates in preparation of substantial paper and oral presentation. The course will examine Hispanic marketing and marketing to African Americans as a framework. These areas of multicultural marketing have been explored and documented better than many other areas. Students will extend what has been established in these areas to other potential market groups.

Class Location: Room 277, Enterprise Hall
Class Meeting Time: Wednesdays, 1:30 until 4:10 P.M.
Final Exam: Wednesday, May 5, 1:30 to 4:15 P.M.
Instructor: Jeffrey Kulick

Contact information:
I usually return email and phone mail messages the same day I receive them.
University office: Room 149A, Enterprise Hall
Telephones:
Campus office: 703-993-2197 (you may leave a message this number)
Home office: 703-281-2588 (you may leave a message this number)
Cell: 703-851-6450 (emergency only)
E-mail addresses: jkulick@gmu.edu
Course Website: Use Blackboard
Office hours: Wednesdays, 4:30 P.M. to 5:30 P.M., appointments preferred

Course Prerequisites
Prior to beginning the course, students must have successfully completed Marketing 303 and have attained degree status.
This course is designed as a seminar, integrating ideas and topics from a number of different marketing courses. This course will invite you to explore these ideas even further. It is a course for serious students.

Course Materials
The texts for the course are:

- *Millennial with Kids: Marketing to this powerful and surprisingly different generation of parents*, Jeff Fromm and Marissa Vidler, AMACOM, 2015; and,

Please note that ethnic and multicultural marketing is an emerging area of practice in marketing, and much of the discussion of the topic is in journals, trade publications and articles in the general press. I will provide you with additional materials from other sources during class. The classroom discussions and presentations will be the basis for insights and deep understanding of key concepts. These materials will be the basis for examination questions. Materials distributed in class will usually be available on the University’s Blackboard site for the class. Additional selected readings are available through the Libraries.

Guest speakers are being invited to join the class. They will discuss their areas of specialization and expertise; they will also provide you with insights into the field of ethnic and multicultural marketing.

From time to time, class work and the text will be supplemented by suggestions for outside reading. These suggested materials will be for the interest and development of the student, and they will not be the basis for examinations. If you are interested in a specific topic or section, please let me know. I will be glad to share bibliographies and titles from my library.

Course overview
Students will examine how Hispanic marketing, marketing to African-Americans, marketing to consumers who are young parents, and marketing using multicultural intelligence in general can be adapted to other multicultural and ethnic groups. Students will examine all areas of the marketing mix, though much of the emphasis in the field so far has been in the area of Promotion. Ethics in this area of marketing will also be addressed.

Students will also explore a structured approach to working in groups.
At the successful conclusion of the course, you will be able to:

- Understand the key behavioral aspects of specific ethnic and multicultural groups as they pertain to marketing
- Use segmentation as a way to reach specific ethnic and cultural groups
- Adapt a marketing mix to satisfy the wants and needs of specific target populations
- Understand how contemporary marketing issues are developed and how competitive advantages may be gained by companies
- Gain a better understanding of demographic and behavioral data in the practice of marketing
- Understand the ethical challenges marketers face and develop a framework for making personal, ethical choices.

In addition, you will practice the kinds of skills necessary in marketing through the assignments and class work including:

- Working in small groups to address marketing issues
- Problem solving, individually and in small groups
- Business writing
- Thinking critically and making decisions with imperfect information
- Research capabilities as they pertain to marketing.

Course learning objectives
Please see the Appendix to determine how this course fits with the Undergraduate Program Learning Goals.

Special Note
Classroom discussions will include sensitive topics. While students are strongly encouraged to participate and discuss topics, at no point should a student reveal personal information that would make him or her feel uncomfortable or threatened. Every effort will be made to create a safe learning environment.

Please see the Community Standards of Behavior of the School of Business (page 8 of this syllabus).

Class structure
This class is a seminar. Students are expected to develop and expand the topics through discussion and critical thinking.

The course incorporates three basic elements or approaches—introduction of concepts through reading and discussion, application and development of these concepts through class discussions, and integration of the concepts into the group project. You will also develop your critical thinking skills as a foundation for the integration of the specific marketing and management concepts.
During the first weeks, the emphasis will be on the introduction of concepts. The middle section will emphasize application of concepts. The end will emphasize integration of the concepts.

Work in classes will focus on small-group exercises, and the presentations will be made by the group. You are responsible, however, for the primary learning.

The quality of your learning will increase dramatically if you are prepared for class. You will be provided with Reading Assignments to help you focus on the main concepts in the textbook chapters.

Your learning will be evaluated in three different ways:

- Examinations. The exams will follow the textbook sections.
- Class participation. How you contribute to the class will be a part of the overall evaluation.
- Group assignments. You will work with a group to develop a class presentation and written report. You will be evaluated as part of the group, and as appropriate, as an individual. The group will also evaluate the work of others on the group.

**Grades**

You may earn up to 1,000 points during the semester. Your grade will be determined by the number of points that you earn. Assignments and exams will received numerical scores, not individual grades.

Points may be earned as follows:

Examinations:
- Exam One: 100 points
- Exam Two: 100 points
- Final exam (comprehensive): 175 points

Points from Examinations: 375 points

Class project:
- Team Charter and Task Schedule: 75 points
- Segmentation deliverable: 100 points
- Marketing mix deliverable: 100 points
- Final report and presentation: 250 points

Total class project: 525 points

Class participation: 100 points

TOTAL POINTS TO BE EARNED: 1,000 points

Final grades are not negotiated. You will have opportunities to earn points throughout the semester, and in a variety of ways. There is no rounding, there will be no opportunities for extra credit, and there is no curve.
Grade scale
Your final grade for the course will depend on the total number of points you earn:

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<tr>
<th>Points</th>
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<tr>
<td>930 – 1,000</td>
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<td>900 – 929</td>
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The University considers a B to be a good grade. The School of Business considers a B to be a good grade. I consider a B to be a good grade. There may be several A’s in the class, but an A is a grade that is not earned automatically.

Examinations
You will take three closed-book, no-notes exams in the course—two exams during the course of the semester and a comprehensive final. The exams will consist of essay questions. As the schedule permits, the class will review major concepts before the exam.

The exams will cover the textbook materials, supplemental materials from the class and all in-class presentations.

Any use of electronic devices during the testing times will be interpreted as a violation of the University Honor Code. These devices include cellular phones, electronic translators, and similar devices, and all such devices must be turned off and out of sight during exams. Any student using such devices during an exam or any form of cheating during the exam will result in filing an accusation with the Office of Academic Integrity. There are recommended sanctions across the School for Honor Code Violations. We will discuss these in class and a copy will be posted on the course Blackboard site.

Consistent with University policy, only provable, i.e., documented, absences due to personal illness or family emergencies constitute acceptable absences for missing exams. Preplanned weddings, vacations and deep-discount airfares are not acceptable excuses.

If an examination is missed, you must make up the exam within one week. Unless you have made prior arrangements, a missed exam will result in a penalty of 10 percent of the total for the examination.

You must read the texts. Lecture, notes and summaries will help you understand the text, but they cannot be considered an adequate substitute for reading the texts.
Group project and evaluations
The class will be divided into small groups, and the groups will work together on the project to integrate the materials presented in the course. You will receive a specific assignment on the group project.

Group work is always a challenge, whether you are in school, at work or at play. The diversity of opinions and backgrounds will enrich the learning experience, but it brings additional challenges. You will explore a structured approach to working in groups that has been proven effective for student groups.

Each member of a group is responsible for making the group work. As an incentive, each member will privately evaluate all members of the group at the end of the semester. This evaluation portion of the grading will be applied to the course project points.

In extreme cases, and only with the instructor’s explicit and prior approval, a group may “fire” another member of the group. No student may be fired until it is clear that he or she will not work with the group. The group must first demonstrate attempts to resolve outstanding conflict. Students who are “fired” from the group will receive a zero for the assignment, and the firing group will receive a 5% penalty for the action. It is everyone’s interest to work effectively. In cases where the team member makes no effort to participate in the group work, the professor may waive the penalty. This will be handled on a case-by-case basis, and this is very rare.

Specific responsibilities
To meet the course objectives, you will use reading, assignments, projects, discussion and research. Emphasis will be placed on learning and applying theories and techniques to a variety of situations.

Attendance is expected. Much of the material will be developed in class and in discussion.

If there are emergencies or unavoidable absences, you should contact me prior to the class. You must arrange to get handouts and assignments from fellow students or Blackboard.

Detailed class and reading assignments will be made during the course. Cases for each chapter will be identified prior to the class.

Assignments will be posted on Blackboard

Class participation
Marketing is enhanced by dialogue, and this class will be greatly enhanced when students actively participate. This is a seminar, and participation is a fundamental part of the course design and structure. Marketing in general requires participation, dialogue and communications. Class participation is essential to develop communication skills and explore topics in depth.
Students will be evaluated on active participation including both speaking and listening, demonstrating the ability to evaluate others’ comments constructively, demonstrating familiarity with assigned readings and working effectively with groups and the class as a whole. Class participation will be worth up to 100 points toward the course grade.

To earn the full points, the student should:

- Volunteer examples, insights and responses in class.
- Demonstrate having read assignments, thought about the issues and ideas, and analyzed materials.
- Build on the comments of others—disagreeing where appropriate but also supporting the comments and integrating viewpoints.
- Share expertise and experiences relevant to the discussion.
- Comment on the substance and topic of the classes demonstrating integration of the materials.
- You do not have to wait for me to ask a question. Enter into the discussion or pose your own question when appropriate.

Not everyone likes speaking up in a class situation. If, however, the student does not enter into the discussions, there is no way to tell if he or she is learning or understanding the concepts presented. Each student is expected to contribute. Those who do not like to speak up in class will find opportunities to participate in the small groups, but all students are expected to speak up in class. You will be required to participate in marketing conversations as you develop your marketing career. This is good practice. Start now if you have not already done so.

You will also be evaluated separately by the members of your group in a peer evaluation.

In the middle of the course, you will complete a class participation self-evaluation. I will review the assessment to ensure we have a common perception of your class participation.

Presentations and written reports
All written reports should be neatly typed, legible and free of errors in grammar and spelling. Documents should be formatted as follows:

- Single-spacing, Times New Roman or Garamond font, 12-point font, with one-inch margins. Pages after the first page must have a header showing the course title, assignment title and page number.
- Use paragraphs and section headings.

To cite and reference professional or academic sources, please use APA style. Specific instructions for in-text citations and referencing are found in the Publication Manual of the American Psychological Association, 6th Edition or at
http://owl.english.purdue.edu/owl/resource/560/01/. To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at https://www.zotero.org/.

Case study deliverables should have a title page showing a title for the assignment, course name and number, date due and the students’ names.

Please bring a hard copy to class and send an electronic version to jkulick@gmu.edu

Part of the evaluation of each written assignment will be the quality of the writing, with specific emphasis on solid business prose. I will also look for analysis and synthesis based on appropriate principles of marketing and comments or recommendations that are reasonable given the environment in which the organizations function. Additionally, organization, understanding, originality, breadth, depth of coverage and clarity of expression are important evaluation criteria.

Marketing is an evidence-based discipline, and you may find it difficult to find information. In practice, this is much more typical of a marketing situation than finding easy information. Competitive advantage comes from finding information not used by your competitors as a basis for plans and actions.

The class project require a good deal of secondary research. The texts provide you with basic concepts and explanations. There is a wide range of supplemental material including academic texts, research, journals, popular books, internet-based sites, collections of anecdotes and more.

You may find it useful to conduct some primary research or basic ethnography to gather data for the project. In prior years, most student groups have done some, and they enjoyed doing so.

All work is due at the beginning of the class on the due date. Late work will not be accepted unless specific, prior arrangements have been made. If accepted late, late work will receive a lower grade. All work must be completed by the final examination.

Written and oral reports should always be appropriate to the audience and demonstrate concise business prose.

Community Standards of Behavior
In keeping with the School of Business statement, the following standards of behavior will be an integral part of the course:

- Respect for the rights, differences and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior
George Mason University Honor Code

Students are reminded of their responsibilities under the George Mason University Honor Code. GMU is an Honor Code University. Please see the University Catalog for a full description of the code and the honor committee process. It is understood that the students will uphold the highest standards of academic work and keep their efforts free of the four areas the Honor Code addresses specifically—cheating and attempted cheating, plagiarism, lying and stealing.

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Students are also evaluated individually. While individuals may wish to consult, analyze and discuss their work with others, the student is responsible for ensuring he or she complies with the Honor Code.

I take the Honor Code seriously. I will be glad to discuss any of the Honor Code definitions or implications. It is the responsibility of each student as well as the faculty to ensure the Honor Code is upheld.

The School of Business Faculty has created guidelines on penalties. These apply to all courses, all students and all faculty. I will discuss these in class, though I hope I will not have to use them.

Student resources

You will engage in significant research in this course, and you should be aware of the library resources.

Business Library Liaison Information: Jo Ann J. Henson, MLIS Business and Economics Liaison Librarian Fenwick Library Fairfax Campus: http://infoguides.gmu.edu/business

You will be required to access and understand secondary data. Data and information from specialized, business and academic databases are generally much more reliable and extensive than general sites like Wikipedia and Google. These areas can be used for background, but they should not be used as your primary research sources. In general, if you feel it is important to quote or cite these general sources, you should dig deeper and find the source of the information instead.

If you are a student with a disability and you need academic accommodations, please see me and contact The Offices of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc
If you are a student athlete participating in the sport during this semester, please let me know during the first two weeks of class.

If business writing is unfamiliar or if it is not one of your strengths, you are encouraged to seek the support of the Writing Center.

Students who will miss class for religious reasons should inform me of their anticipated absences as soon as possible.

Counseling Center: George Mason University has a counseling center that can provide assistance if you find yourself overwhelmed by life, or circumstances affecting your academic progress. More information is available at http://www.gmu.edu/departments/csdc/.

There are resources available to you on the School of Business website.

In addition, University Life has many resources available to students. You should explore these offering and take advantage of every one of these you can.

Information regarding weather-related changes in the University’s schedule (e.g., closing or late opening) will be provided on the GMU website and via MasonAlert. Students sign up for the Mason Alert system to provide emergency information of various sorts at https://alert.gmu.edu

An emergency poster exists in each classroom explaining what to do in the event of crises and that further information about emergency procedures exists on http://www.gmu.edu/service/cert
Key Topics, Reading Schedule, Assignment Due Dates and Exam Schedules

      Miller: *Black Still Matters: Why Increasing Your Cultural IQ about Black America is Critical to Your Business and Your Brand*
      Morse: *Multicultural Intelligence Eight Make-or-Break Rules for Marketing to Race, Ethnicity and Cultural Orientation*, 2nd edition
      Fromm and Vidler: *Millennials with Kids: Marketing to This Powerful and Surprisingly Different Generation of Parents*
      Wolfe: *Team Writing: A Guide to Working in Groups*

All classes meet Wednesdays, 1:30 until 4:10 P.M.

**Introduction to Multicultural Marketing**

**Week 01, Wednesday, January 23, 2019**

**Topics:** Introduction to course; whiteness, ethnicity, segmenting and stereotyping; group dynamics

**Readings:**
- Korzenny: Chapter 1: Cultural Marketing: A new understanding
- Morse: Chapter 1: Melting Pots, Multiculturalism and Marketing to the New America
- Wolfe: Chapter 1: Planning Your Collaboration
  - Chapter 2: Project Management

**Activity:** Form groups for project

**Week 02, Wednesday, January 30, 2019**

**Topics:** Hispanic marketing; black marketing; group dynamics

**Readings:**
- Korzenny: Chapter 2: The Composition of the Hispanic/Latino market;
- Miller: Introduction: The New Black
  - Chapter 1: The Profitable “Invisible Middle”
- Morse: Chapter 2: Hispanic Americans
- Wolfe: Chapter 3: Getting Started with the Team Charter
  - Chapter 4: Getting Started with the Task Schedule

**Assignment:** Choice of MC/ethnic group and industry due at 10:00 P.M., 02/02/19

**Week 03, Wednesday, February 6, 2019**

**Topics:** Key multicultural groups, markets and segments

**Readings:**
- Korzenny: Chapter 3: Latino essence of “Hispanic”
- Miller: Chapter 2: Why Marketers Say “No” – The Dynamics of Black Consumer Marketing
  - Chapter 3: Black America Today: It’s STILL a Different World
  - Chapter 4: Black Gold: Finding the Mother Lode Hidden in Plain Sight

(continued on next page)
Week 03 (continued)

(Miller) Chapter 5: Another Opportunity: Wellness Matters
Morse: Chap. Chapter 3: African Americans
   Chapter 4: Asian Americans
   Chapter 5: LGBT Americans

Assignment: **Team Charter and Task Schedule** due

Week 04, Wednesday, February 13, 2019
Topics: Millennials with kids
Readings: Fromm: Introduction
   Chapter 1: Who Are They Now
   Chapter 2: Welcome to the Ization Nation
   Chapter 4: The Power of Energy
Wolfe: Chapter 05: Constructive Conflict
   Chapter 6: Revising with Others

Assignment: In class discussion of role of Project Manager

Week 05, Wednesday, February 20, 2019
Activity: **Exam One**

**Marketing Basics**
Week 06, Wednesday, February 27, 2019
Topics: Language and assimilation
Readings: Korzenny: Chapter 4: Language considerations in marketing to US Hispanics
   Chapter 5: Enculturalization, acculturalization and assimilation: A bicultural horizon

Week 07, Wednesday, March 6, 2019
Topics: Cultural dimensions
Readings: Korzenny: Chapter 6. Latino subjective culture: insights for brand positioning
   Fromm: Chapter 5: The Middle of the Road Could Be the End
   Chapter 6: Spotlight on Millennial Dads
   Wolfe: Chapter 7: Communication Styles and Team Diversity
   Chapter 8: Troubleshoot Team Problems

**Spring Break**
**March 9 to March 17, 2019**
Marketing Specifics and Tools
Week 08, Wednesday, March 20, 2019
Topics: More cultural dimensions
Readings: Miller: Chapter 6: Under the Radar: Black Immigrants and Black Biracials
Chapter 7: Under the Radar: The Black LGBT Community
Chapter 8: Under the Radar: Black Men
Chapter 9 Under the Radar: Black Baby Boomers
Chapter 10: Under the Radar: Black Women
Chapter 11: Under the Radar: Blacks and the Green Movement
Assignment: Segmentation Identification assignment due

Week 09, Wednesday, March 27, 2019
Activity: Exam Two

Week 10, Wednesday, April 3, 2019
Topics: Research
Readings: Korzenny: Chapter 7. Culturally informed research among Latinos
Miller: Chapter 14: Research Must Be Relevant

Week 11, Wednesday, April 10, 2019
Topics: Communications and media
Readings: Korzenny: Chapter 9. The Digital World of US Latinos
Miller: Chapter 12: Making a Connection
Chapter 15: Blacks in Advertising Matter
Assignment: Marketing Mix Deliverable

Week 12, Wednesday, April 17, 2019
Topics: Marketing opportunities
Readings: Morse: Part Two: The Rules of Multicultural Marketing

Week 13, Wednesday, April 24, 2019
Topics: Conclusion
Readings: Korzenny: Chapter 10. The power of the new Latino consumers and the future of
U.S. marketing
Miller: Chapter 16: Why Black Still Matters
Morse: Conclusion

Week 14, Wednesday, May 1, 2019
Activity: Presentations

Final Exam: Wednesday, May 8, 2019, 1:30 P.M. to 4:15 P.M.
Appendix: Undergraduate Program Learning Goals
Ethnic and Multicultural Marketing

Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business. Ethnic and multicultural marketing draws upon many disciplines, including demographics, psychology, sociology, economics, public policy and regulation, law, accounting, information systems, management and statistics. While the focus of the course is domestic ethnic and multicultural marketing, the reality of international competition demands attention to global business, trade and immigration issues. Discussion of ethics is woven through the entire course in separate exercises and as a critical dimension in all areas. Legal dimensions occur throughout the course.

Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing. Students will submit written reports as part of a group. The discussion of the skills necessary for the successful conduct of ethnic and multicultural marketing are interwoven throughout the course.

Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business. Case studies and assignments allow the students to develop the specific ethnic and multicultural marketing skills. They ask students to apply and integrate the course material in a context of ambiguous or conflicting options. The focus is on making decisions and recommendations based on the evidence, analysis and application of appropriate theories and ideas.

Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management. In addition to the marketing-specific skills, approaches and theories, students will use all other core disciplines in discussions, cases, exercises and examinations. For example, as students recommend a marketing mix for a specific ethnic or multicultural ground, they will need to draw on the full range of business disciplines.

Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors. This is a marketing course, and students will develop a deeper understanding of the practice of marketing in general as well as the specialized approaches used in this area.

Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted. Students will use both primary and secondary research to develop the class project. In particular, ethnography is introduced, and students use many different approaches to discover the needs and wants of particular ethnic groups.