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 174, Enterprise Hall
Class Meeting Time: Tuesdays and Thursdays, 1:30 P.M. until 2:45 P.M.
Final Exam: Tuesday, May 10, 1:30 P.M. 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 136, Enterprise Hall
Telephones:
Campus: 703-993-4197
Home office: 703-281-2588 (preferred)
Cell: 703-851-6450
E-mail addresses: jkulick@gmu.edu
Course Website: Use Blackboard
Office hours: Thursdays, 3:30 P.M. to 5:00 P.M. Other times by appointment.

Course Prerequisites
Prior to beginning the course, students must have successfully completed Marketing 301 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:

- *Multicultural Intelligence Eight Make-or-Break Rules for Marketing to Race, Ethnicity and Cultural Orientation*, David R. Morse, Paramount Market Publishing, Inc., 2009,

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 for examination questions. Materials distributed in class will also be available on the University’s Blackboard site for the class. Additional selected readings are available through the Libraries.

Guest speakers have been invited to join the class. They will discuss their particular 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 in particular, marketing to affluent Americans, 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.
At the successful conclusion of the course, you will be able to:

- Understand the key behavioral aspects of ethnic and multicultural groups that 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 for a description of how this course addresses the Undergraduate Learning Goals.

The discipline-specific goal will be emphasized, and your learning will be measured in the project and in examinations:

1. Our students will be competent in their discipline.
   You will understand how the marketing mix is used. This course provides a foundation for marketing and other courses within the School of Business. These will help you create an acceptable marketing plan.

Special Note
Classroom discussions will very likely 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 course of the class. Your grade will be determined by the number of points that you earn.

Please note:
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. I hope there are many A’s in the class, but an A is a grade that is not earned automatically.
Points may be earned as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Examinations:</strong></td>
<td></td>
</tr>
<tr>
<td>Exam One</td>
<td>100</td>
</tr>
<tr>
<td>Exam Two</td>
<td>100</td>
</tr>
<tr>
<td>Final exam (comprehensive)</td>
<td>250</td>
</tr>
<tr>
<td>Points from Examinations</td>
<td>450</td>
</tr>
<tr>
<td><strong>Class project</strong></td>
<td></td>
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<tr>
<td>Segmentation deliverable</td>
<td>100</td>
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<tr>
<td>Marketing mix deliverable</td>
<td>100</td>
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<tr>
<td>Final report and presentation</td>
<td>250</td>
</tr>
<tr>
<td>Total class project</td>
<td>450</td>
</tr>
<tr>
<td><strong>Class participation</strong></td>
<td></td>
</tr>
<tr>
<td>Total POINTS TO BE EARNED</td>
<td>1,000</td>
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</table>

**Grade scale**

Your final grade for the course will depend on the total number of points you earn:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>940 – 1,000 points</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>900 – 939 points</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>870 – 899 points</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>830 – 869 points</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>800 – 829 points</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>770 – 799 points</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>730 – 769 points</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>600 – 729 points</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>Below 600 points</td>
<td>F</td>
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**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 a grade of zero for the test.

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 find both free riders and domineering people who refuse to listen to the thoughts of others.

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. 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 questions 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.

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.

You will also be evaluated 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
I look for analysis and synthesis based on appropriate principles of marketing and comments or recommendations that are reasonable given the marketing environment. 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.

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 with the instructor. 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.

All written reports should be neatly typed, legible and free of errors in grammar and spelling. Reports should have a title page showing a title for the report, course name and number, date due and the student's name.

Please provide both a hard copy and well as an electronic copy sent to jkulick@gmu.edu.

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 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.

Resources for Students
The School of Business, the libraries and the University provide students with a number of excellent resources. Students are urged to check the websites for help with writing and other career and academic areas.

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.

The University Librarian working with the School of Business will be consulted about resources to help the class with this project.
Other Useful Campus Resources

The Writing Center
The Writing Center is a valuable resource for students. If you are unfamiliar with business writing, or if your writing skills are not as strong as you’d like, please plan a little extra time to get help with the Writing Center.

The Writing Center is located in Robinson Hall A114, (703-993-1200), [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

University Libraries
You are strongly encouraged to use the University Databases and Libraries. You may want to use the “Ask a Librarian” service: [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)

Counseling And Psychological Services (CAPS):
(703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)

University Policies
The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.

Students with Disabilities
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 993-2474. All academic accommodations must be arranged through the ODS.
Key Topics, Reading Schedule, Assignment Due Dates and Exam Schedules

Texts: Korzenny and Korzenny, Hispanic Marketing: A Cultural Perspective
       Michman and Mazze: The Affluent Consumer
       Miller: Black Still Matters
       Morse: Multicultural Intelligence

All classes meet Tuesdays and Thursdays, 1:30 P.M. until 2:15 P.M.

Introduction to Multicultural Marketing
Week 01, January 19 and 21, 2016
Topics: Introduction to course; whiteness, ethnicity, segmenting and stereotyping
Readings: Korzenny: Chapter 1: Cultural Marketing: A New Understanding
         Miller: Introduction: The New Black
         Morse: Chapter 1: Melting Pots, Multiculturalism and Marketing to the New America
         Michman: Chapter 1: Wealth in America
Activity: Form groups for project

Week 02, January 26 and 28, 2016
Topics: Hispanic marketing; black marketing
Readings: Korzenny: Chapter 2: The Composition of the Hispanic/Latino Market;
         Chapter 3: Latino Essence of “Hispanic”
         Miller: Chapter 1: The Profitable “Invisible Middle”
         Morse: Chapter 2: Hispanic Americans
Assignment: Choice of MC/ethnic group and industry due at 10:00 P.M., 01/30/16

Week 03, February 2 and 4, 2016
Topics: Other key multicultural groups, markets and segments
Readings: Miller: Chapter 2: Why Marketers Say “No” – The Dynamics of Black
         Consumer Marketing
         Chapter 3: Black America Today: It’s STILL a Different World
         Morse: Chap. Chapter 3: African Americans
         Chapter 4: Asian Americans
         Chapter 5: LGBT Americans
         Michman: Chapter 2: Bridging the Gap
Week 04, February 09 and 10, 2016
Topics: Other key multicultural groups, markets and segments
Readings: Miller: Chapter 4: Black Gold: Finding the Mother Lode Hidden in Plain Sight
          Chapter 5: Another Opportunity: Wellness Matters
          Michman: Ch. 3: When Good Enough Is Not Good Enough
          Chapter 4: Changing Economic Dimensions
Activity: Groups should have decided on specific product and firm. Nothing to turn in.

Marketing Basics
Week 05, February 16 and 18, 2016
Topics: Language and assimilation
Readings: Korzenny: Chapter 4: Language Considerations in marketing to US Hispanics
          Michman: Chapter 5: The Affluent All-American Customer
Activity: Exam One (February 18)

Week 06, February 23 and 25, 2016
Topics: Cultural dimensions
Readings: Korzenny: Chapter 5: Enculturalization, Acculturalization and Assimilation: A Bicultural Horizon
          Chapter 6. Latino Subjective Culture: Insights for Positioning
          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
          Michman: Chapter 6: Segmenting the Affluent Market

Week 07, March 1 and 3, 2016
Topics: Research: more cultural dimensions
Readings: Korzenny: Chapter 7: Culturally Informed Research Among Latinos
          Miller: 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 (March 3)

Marketing Tools
Week 08, March 15 and 17, 2016
Topics: Putting it all together
Readings: Miller: Chapter 12: Making a Connection
Activity: Exam Two (March 17)
Week 09, March 22 and 24, 2016  
Topics: Media and the marketing industry  
Readings: Korzenny: Chapter 8. The U.S. Hispanic Marketing Industry  
Miller: Chapter 13: Black Media Matter: Old Rules Don’t Apply  
Chapter 14: Research Must Be Relevant  
Chapter 15: Blacks in Advertising Matter

Week 10, March 29 and 31, 2016  
Topics: Online and connecting  
Readings: Korzenny: Chapter 9. The Digital World of US Latinos  
Morse: Part Two: The Rules of Multicultural Marketing

Week 11, April 5 and 7, 2016  
Topics: Strategies and special topics  
Readings: Michman: Chapter 8: Upscale Strategies Are Not a Panacea  
Chapter 9: Redefining Affluent Consumer Lifestyles  
Assignment: MarketMix Deliverable due April 7

Week 12, April 12 and 14, 2015  
Topics: Special topics and catch-up

Week 13, April 19 and 21, 2015  
Topics: Conclusion  
Miller: Chapter 16: Why Black Still Matters  
Morse: Conclusion  
Michman: Chapter 10: Myths, Realities and Predictions

Week 14, April 26 and 28, 2015  
Activity: Presentations

Final Exam: Tuesday, May 102, 2015, 1:30 P.M. to 4:15 P.M.
Appendix: School of Business Undergraduate Learning Goals and the Course

This course addresses the following Learning Goals of the School of Business:

1. **Our students will be competent in their discipline.**
   Discipline competence will be measured in this course using exams, the course-long project, and participation in the class exercises and discussions.

2. **Our students will be aware of the uses of technology in business.**
   This course requires students to send and receive e-mails, access and navigate the Blackboard learning system, conduct online research, and create MS Word and PowerPoint project documents.

3. **Our students will be effective communicators.**
   This course requires all students to demonstrate their writing and speaking skills by composing and presenting a class project using Word and PowerPoint. Students also will be graded on their oral and written class participation.

4. **Our students will have an interdisciplinary perspective.**
   Multicultural and ethnic marketing draw upon many sister disciplines, including demographics, psychology, sociology, economics, public policy and regulation, law, accounting, information systems, management and statistics.

5. **Our students will be knowledgeable about global business and trade.**
   While the focus of the course is ethnic and multicultural marketing, the reality of international competition demands attention to global business, trade and immigration issues.

6. **Our students will recognize the importance of ethical decisions.**
   The books for this course weave discussions of ethics though the entire course in separate exercises and as a critical dimension in all areas.

7. **Our students will be knowledgeable about the legal environment of business.**
   Legal dimensions occur throughout the course.

8. **Our students will be knowledgeable about team dynamics and the characteristics of effective teams.**
   Students in this class will be part of a team working on the class project that requires some research and make recommendations. That project requires communication, cooperation, leadership, decision making and group consensus finding.
9. Our students will understand the value of diversity and the importance of managing diversity in the context of business. Assignments include market analysis that underscores group and individual differences based on age, geography, ethnicity, gender and income. Diversity is a key focus area for this course.

10. Our students will be critical thinkers. Examinations and the projects require students to understand, apply and synthesize a variety of marketing issues, concepts, approaches and principles in a comprehensive, strategic approach.