 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>1/30/23</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Marketing College College of Business (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
Prefix <b>MAR</b> Number <b>2503</b>	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course <input type="text" value="Lecture"/>	Course Title Culture, Consumers, and the Global Marketplace
Credits (See <a href="#">Definition of a Credit Hour</a> ) <b>3</b>	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) This course is an exploration of how cultural influences can affect consumers and their behavior across national boundaries. It also examines how companies and organizations may design their strategies to meet culturally diverse consumers' needs in the global marketplace. Specific emphasis is paid to Non-WEIRD (Western, Educated, Industrialized, Rich, and Democratic) countries.	
Effective Date (TERM & YEAR) <b>Fall 2023</b>	Prerequisites, <b>with minimum grade*</b>		
		Corequisites	Registration Controls (Major, College, Level)
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval to proposal. See <a href="#">WAC Guidelines</a> .		Intellectual Foundations Program (General Education) Requirement (Select One Option) Global Citizenship <input type="text" value="v"/> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b> Masters in Marketing, MBA, International Business, or related discipline with 18 credits relevant to course content.			
Faculty Contact/Email/Phone Melanie Lorenz <a href="mailto:lorenzm@fau.edu">lorenzm@fau.edu</a>		List/Attach comments from departments affected by new course	
Approved by Department Chair <u><i>MAR</i></u> College Curriculum Chair <u><i>Ethlyn Williams</i></u> College Dean <u><i>Paul Hen</i></u> UUPC Chair <u><i>Ethlyn Williams</i></u> Undergraduate Studies Dean <u><i>Dan Meeroff</i></u> UFS President _____ Provost _____		Date <u>10-21-22</u> <u>11/16/22</u> <u>11-21-22</u> <u>1/30/23</u> <u>1/30/23</u> _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**MAR 2503**  
**Culture, Consumers, and the Global Marketplace**  
**Fall 2023**

**Professor Information**

**Office Hours:**

**Course Description**

This course is an exploration of how cultural influences can affect consumers and their behavior across national boundaries. It also examines how companies and organizations may design their strategies to meet culturally diverse consumers' needs in global marketplaces. Specific emphasis is paid to Non-WEIRD (Western, Educated, Industrialized, Rich, and Democratic) countries.

**Instructional Method**

Mostly classroom

**Course Prerequisites and Credit Hours**

Prerequisite - none – 3 credit hours

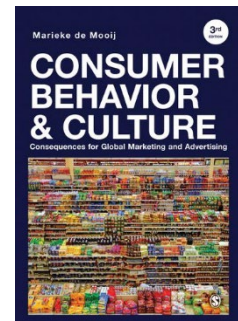
**Required Text and Materials**

*Textbook:* Consumer Behavior & Culture –

Consequences for Global Marketing and Advertising, 3<sup>rd</sup> edition, *Pub. Date:* 2019

*Author:* Marieke de Mooij, *Publisher:* Sage

*ISBN:* 9781544318165



Other recommended readings:

- *News Outlets: Economist, Financial Times, Wall Street Journal*
- *Academic/Practitioner/Public Literature:*
  - Kelly (2015). *The Most Common Mistakes Companies Make with Global Marketing*
  - Quelch And Hoff (1986). *Customizing Global Marketing. Harvard Business Review*
  - Khanna, Palepu, and Sinha (2005). *Strategies that Fit Emerging Markets*
  - Meyer (2014). *Navigating the Cultural Minefield. Harvard Business Review*
  - Meyer (2015). *When Culture Does not Translate. Harvard Business Review*
  - Earley and Mosakowski (2004). *Cultural Intelligence. Harvard Business Review*
  - [WEIRD: Adventures of an Acronym](#) (2020). *Many Minds Podcast*
- Meyer (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*

**Intellectual Foundations Program Course – Foundations of Global Citizenship**

This course is part of Foundations Global Citizenship area of FAU's Intellectual Foundations Program (part of the general education requirements for all undergraduate students). Global Citizenship courses emphasize the importance of understanding diverse cultures of the world. FAU students live in a region that is increasingly diverse because of immigration and international connections. They live in a world in

which individuals, societies, and governments are becoming more and more interconnected across national boundaries. To succeed in this world, students must understand diverse national and regional cultures and interests; they must understand the challenges and necessity of being able to communicate across these diverse cultures; they must understand the global forces that shape societies and nations and the relationships between and among them; they must have an awareness of global connectedness and interdependence, understanding how their actions can affect other peoples and places. The Global Citizenship learning outcomes (1. Origins and consequences of different individual, cultural, and national identities; 2. economic, political, environmental and/or social processes that influence human events across place and time; and 3. causes and consequences of interaction between and among cultures, societies, and nations) are addressed by the course learning outcomes and objectives (below).

### Course Learning Objectives/ Student Learning Outcomes

This Culture, Consumers and the Global Marketplace course focuses on those aspects of consumer behavior and marketing strategies unique to the global marketplace, with specific emphasis on culture. The goal of the course is to equip students with the awareness, knowledge, and skills that are needed to understand, communicate, and compete in the global economy of today.

*Upon successful completion of this course, students should be able to do the following:*

- Recognize the importance of cultural influences for consumers and companies alike (LO1)
- Identify different cultural models to assess cultural differences (LO2)
- Understand how consumer behaviors converges but also diverges across different cultures in the global market space (LO3)
- Realize the differences in consumer attributes, as well as social and cognitive processes across cultures (LO4)
- Apply the gained cultural understanding to create culturally appropriate marketing strategies for selected global markets. (LO5)
- Develop your cross-cultural tool kit (cross-cultural awareness, knowledge, motivation, and behavior) to effectively interact and communicate with consumers and companies in the global markets space. (LO6)

### Course Grading Scale\*

94.0 – 100%: A	80.0 – 82.99: B-	63.0 – 66.99: D
90.0 – 93.99: A-	77.0 – 79.99: C+	60.0 – 62.99: D-
87.0 – 89.99: B+	70.0 – 76.99: C	Below 60%: F
83.0 – 86.99: B	67.0 – 69.99: D+	

\*please note the exactness of the scale. To preserve objectivity throughout the course, there will be no rounding at the end of the semester.

### Course Evaluation Method

	%	Points	Details
<b>Exams (2) 25/25</b>	50%	200	Exams include but are not limited to multiple-choice and short essays. The exams (75min) may be paper & pencil, online, or mixed. In all cases, the exams will be closed-book and closed-notes. <i>Exam 1: LO1, LO2, LO3                      Exam 2: LO4, LO5</i>
<b>Culture Analysis</b>	35%	175	<i>Student groups select a US product and create a marketing plan for a selected foreign country location. The foreign country should be a non-WEIRD country. Students analyze the foreign country with focus on the cultural environment and the foreign consumers. Based on the analysis,</i>

			<p>students develop a marketing strategy to meet the needs of the culturally-different foreign consumer</p> <ul style="list-style-type: none"> <li>- Mid Semester Progress Presentation: 5% (25pts)</li> <li>- Final Presentation: 15% (75pts)</li> <li>- Final Report: 15% (75pts) <span style="float: right;">L01-L06</span></li> </ul>
<b>Chapter Quizzes (10)</b>	10%	50	<p>10 multiple choice questions per chapter or other content to be answered online on Canvas (10 Quizzes in total). Quizzes are due on the days we discuss the chapter(s)/or the case studies in class (due <u>before</u> class starts, refer to course outline for due dates) <span style="float: right;">L01-L04</span></p>
<b>Participation in class and group work/ Attendance</b>	5%	25	<p>This class will be interactive, so students are expected to participate with their own ideas, experiences, and concepts. Participation will depend on the following: attending class, completing assignments in class and outside of class, and participating in class (asking and answering questions, volunteering ideas, sharing experiences, offering comments etc.). Attendance alone is a necessary but not sufficient condition for a good participation/attendance grade. <span style="float: right;">L06</span></p>
<b>Total</b>	100%	500	

\*Groups will be randomly assigned by the professor at the beginning of the class. Students will stay in the same group for both projects.

## **Additional Course Policies**

### **Canvas**

**Canvas will be key to your learning success!** It is your responsibility to check Canvas, your email, and your syllabus regularly for content, quizzes, updates, group project sign-ups, and due dates - especially before class. Materials assigned should be read/watched before each class; that includes also the text book chapters, chapter videos, and case studies to be discussed.

### **Special Course Requirements - Technology and Technological Knowledge**

*In order to participate in this course, it is required that you have:*

- Fast internet that allows for streaming of synchronous and asynchronous class content
- Basic knowledge of Zoom, WebEx, Canvas, Lockdown Browser, PPT, Word, and Library services (for research). Please see help guides provided from the university

### **Missing Exams**

Generally, no make-up exams will be given. However, under university-approved circumstances a make-up exam may be permitted (see attendance policy statement). However, it is the student's responsibility to contact the professor about the possibility **before** the original exam is missed if absence is anticipated and within a reasonable time when unanticipated. The student has to provide proof (e.g. doctor's note) to excuse the absence. Similarly, students have to present at the day and time of their scheduled presentation. If a student knows in advance that s/he cannot attend their own presentation, they need to make the appropriate arrangements with the professor. No make-up presentation dates are given.

### **Late Assignments**

Late Assignments and makeup quizzes will not be accepted. All dates are known from the beginning of the semester so there cannot be a reason for a late or missed assignment or quiz. However, under university-approved circumstances a make-up quiz or late assignment may be permitted (see attendance policy statement).

### **Attendance Policy Statement**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Etiquette and/or Netiquette Policy**

Computers, tablets, and phones are permitted in class for learning purposes only! Students using electronic devices for non-course related work will lose their electronic privileges and the misconduct will be reflected in the participation grade. When communicating via email with the professor, students are required to use the course name and number in the subject line, address the professor appropriately by name and title, and use appropriate business language.

### **Anti-plagiarism Software**

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

## Course Outline

<b>Week</b>	<b>Date/Time</b>	<b>Location</b>	<b>Topic</b>	<b>Tasks (and due dates for the week)</b>
1			Review of Course Syllabus Introduction to the course, requirements, and projects Introduction to Library Resources and guidelines Introductions of the team	
2			<i>Chapter 1: Consumer Behavior Across Cultures</i>	
3			<i>Chapter 2: Values and Culture</i> - Definitions, Dimensions, and Models	
4			<i>Chapter 2 (continued): Values and Culture</i> - Comparing and Measuring Culture	
5			<i>Chapter 3: Convergence and Divergence of Consumer Behavior across Cultures</i>	
6			<i>Chapter 4: Consumers across Cultures: Attributes</i> - Self-concepts, brand personalities, brand image, attitudes & behaviors, lifestyles	
7			<b>Exam 1: Chapters 1, 2, 3, 4</b>	
8			Mid-Term Team Presentations	
9			<i>Chapter 5: Culture-related Social Process</i> - Motivations, needs, emotions, group-processes	
10			<i>Chapter 6: Culture-related Mental Processes</i> - Cognition, learning, language, perception, locus of control, information processing, and decision making	
11			<i>Chapter 7: Culture, Communication, and Media Behavior</i> - Communication styles, mass communication, advertising, media behavior, internet, brand communication	
12			<i>Chapter 8: Consumer Behavior Domains and Market Developments across Cultures</i> - shopping and buying behaviors, brand loyalty, innovation adoption etc.	
13			<b>Exam 2: Chapters 5, 6, 7, 8</b>	
14			Group work to finalize project. Live Q&A	
15			Group Presentations: Teams 1-4	
16			Group Presentations: Team 5-8	

## Selected University and College Policies

### Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

### Disability / Accessibility Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling>.

### **Religious Observances Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### **University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course. The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Disruptive Behavior Policy Statement**

Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.



### **Faculty Rights and Responsibilities**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.