

University of Southern California
Annenberg School for Communication
Summer 2017 Syllabus for CMGT-584
Class Number: 21776 Communication and the Multi-Cultural Marketplace
Monday, 6:00 p.m. – 10:10 p.m., Room: ANN 209

Instructor

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Office hours: Mondays 4:30pm-5:45pm

I. Course Description:

We live in an increasingly diverse marketplace, the multicultural market accounts for 40% of the U.S. population. Businesses can no longer deploy a one-size-fits all marketing strategy and expect continued success. Understanding and addressing the diverse multicultural consumer is an imperative to achieve sustainable growth. Depending on the company size, product/service offered and stage of the business and industry, multicultural audiences can be targeted through; 1) a total market strategy, 2) a segmentation strategy or 3) a combination of both. Engaging this coveted segment requires messaging that is authentic, reflective, in-culture and often in-language. Marketers must have a clear understanding of their customer's diverse backgrounds including cultural traditions, beliefs, values, norms, language and religion and how those attributes impact their purchasing behavior. Understanding such nuances together with a deep understanding of the multicultural media landscape, will allow for an effective communication strategy to influence consumer behavior in favor of the business' products or services.

This course rigorously examines contemporary texts, case studies and industry articles that explain how an increasingly globalized and multicultural society impact development of consumer products and services as well as their marketing campaigns across various platforms of communication.

The curriculum is intended to provide CMGT students the necessary skills to:

1. Understand a range of consumer segments and identify "best practices" for negotiating social and cultural identity in the construction of brand messaging under the selected communication strategy
2. Design an effective multicultural marketing strategy that identifies the proper messaging and media mix to effectively reach specific targeted segments
3. Learn through case studies and exercises the buying power of multicultural populations and how to build a holistic multicultural marketing budget
4. Obtain practical exposure to media and corporate industry professionals who work to create, manage, and extend consumer brands within diverse domestic and global markets.

II. Required Course Readings

Articles & Case Studies

1. <http://www.forbes.com/sites/chrisomorley/2016/12/05/why-focusing-on-cross-cultural-consumers-is-essential-for-the-growth-of-your-brand/#11c4a6722b08>
2. https://www.warc.com/LatestNews/News/Totalmarket_strategies_fall_short.news?ID=37861
3. <http://www.mediapost.com/publications/article/297732/the-debate-over-total-market-and-multicultural-m.html>
4. <http://www.mediapost.com/publications/article/290048/top-3-new-total-market-research-insights-we-learned.html>
5. <https://hbr.org/product/bet-com/800283-PDF-ENG>
6. "Asian Americans in Focus," Marketing News, 47(3), March 2013, 14.
7. <http://www.campaignasia.com/article/hall-of-shame-more-multicultural-brand-blunders/433601>

Required Books

- a. Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001.

- b. The Hispanic Market for Corporate America.: How to make your brand culturally relevant. Paperback – October 16, 2016, by Hernan Tagliani (Author)
- c. Black Still Matters in Marketing: Why Increasing Your Cultural IQ about Black America is Critical to Your Business and Your Brand First Edition, by Pepper Miller
- e. The Practical Guide to Multicultural Marketing Kindle Edition, Natalie Rouse (Author), Adriana Waterston (Author)

III. Competencies and Evaluation

Reading Summaries	300 points
Group Term Paper	400
Group Term Presentations	200
<u>Participation</u>	<u>100</u>
TOTAL	1,000 points

Reading Summaries

Thoughtful notes on reading assignments will be due by 5pm the day they are due (30% of final grade in total). Please submit these via e-mail. Notes should be 400-500 words and must include:

- The main points of the reading, definitions of major concepts and examples of their use in the text or other sources
- Significant quotations and commentary on items that you find interesting
- Your reactions/questions/critiques/connections with current or relevant marketing campaigns you are familiar with and “big ideas” we’ve covered in class
- The full bibliographic citation of the work and page references throughout

Reading summaries will be graded as follows:

	Key lecture points (maximum 30 points)	Application of concepts (maximum 30points)	Student reactions (maximum 20 points)	Format and presentation (maximum 20 points)
A Grade 100 points per summary, 300 total.	Identified main points of reading and demonstrated a depth of understanding by using relevant and accurate detail to support point selection (18-20 points)	Identified major concepts and provided accurate examples of their application (18-20 points)	reactions/questions/critiques/connections with other authors and “big ideas” we’ve covered in class (18-20 points)	Followed summary formatting template provided, included full bibliographic citation and page references, compliance with APA style, no grammatical errors (18-20 points)
B Grade equivalent	(15-17 points)	(15-17 points)	(15-17 points)	(15-17 points)
C Grade or worse equivalent	(14 points or fewer)	(14 points or fewer)	(14 points or fewer)	(14 points or fewer)

Group Term Paper

Students will work in small groups to develop a multicultural marketing plan for a specific brand. Brands will be determined by the professor and assigned to each group. Students are expected to apply course learnings and design a multicultural marketing plan including:

- a. Brand or product overview (what business are they in, target market, distribution, etc.)
- b. Plan Goals and Objectives
- c. Multicultural strategy & rationale (select from a total market or segmentation strategy and state reasons for such selection)
- d. Target audience research
- e. Tactics and Targeted Media mix
- f. Culturally relevant messaging
- g. Budget
- h. KPIs (key performance indicators)

The group term paper will consist of a 10-15 page marketing plan that elaborates on the above sections and is due via email to me by 5pm on August 7, 2017.

Group Term Paper will be graded as follows:

	Coverage of all plan sections (maximum 100 points)	Application of concepts (maximum 200 points)	Conducted Research to support recommendations (maximum 75 points)	Format and presentation (maximum 25 points)
A Grade 400 points	Plan fully covers each section of the marketing plan outline above (90-100 points)	Major concepts learned in class were applied in the development of each section (180-200 points)	Evidence of research conducted in the elaboration of tactical recommendations and target audience definition that goes beyond what was presented in class or in the assigned texts (70-75 points)	Compliance with APA style, no grammatical errors (23-25 points)
B Grade equivalent	(80-89 points)	(151-179 points)	(60-69 points)	(20-22 points)
C Grade or worse equivalent	(79 points or fewer)	(150 points or fewer)	(59 points or fewer)	(19 points or fewer)

Group Presentation

In addition to the written paper, students are required to produce a PowerPoint presentation that summarizes their plan and do an oral presentation to the class. Oral presentations must be business-like and last up to 10 minutes + Q&A.

Group Presentation will be graded as follows:

	Presentation Content (maximum 150 points)	Use of visual aids (maximum 25 points)	Presentation Skills (maximum 25 points)
A Grade 200 points	Slides reflect bullet pointed summaries of each of the Term Paper sections. Each slide has a mix of charts, graphs, imagery and no more than 7 single-line bullet points demonstrating depth of understanding and application of the topics covered (135-150 points)	Includes well designed and easily understood visual aids. Which the presenter refers to and explains at appropriate times in the presentation (18-25 points)	Total time of presentation is under 10 minutes. Each team member presents a section and introduces the following speaker in a way that the full presentation flows, is coherent and integrated. Presenters speak clearly, using eye contact and engaging the audience (18-25 points)
B Grade equivalent	(120-134 points)	(15-17 points)	(15-17 points)
C Grade or worse equivalent	(119 points or fewer)	(14 points or fewer)	(14 points or fewer)

Participation

Each student must contribute to the learning in this class. In most class sessions, you must speak, ask questions, argue respectfully. To do so, you must prepare well: read the assigned materials before class; read, view or listen to other relevant and interesting content; think. Staying silent is poor behavior. Silence is especially unacceptable when we have guest speakers. It sets a poor impression of being disengaged. Judgment of participation is based on the instructors' aggregate impressions gained throughout the semester. If you participate frequently and enthusiastically, you will earn the full score.

You will not earn the full score by merely attending classes. Simply attending classes and only occasionally participating will result in a mediocre score (e.g., half of the possible score). If you are absent, disengaged or disrespectful, you will earn a zero.

IV. Grading based on the accumulation of 1000 maximum points

- A 950 or higher
- A- 900-949
- B+ 877-899
- B 833-869
- B- 800-829
- C+ 770-799
- C 730-769
- C- 700-729 (failing grade)
- D 600-699 (failing grade)
- F 599 or lower (failing grade)

V. Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Note: Any draft submitted to the instructors is a formal document, subject to the University’s policies regarding plagiarism. Plagiarism is not excused for drafts.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departement/departement-public-safety/online-forms/contact-us>.

This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

VI. Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more.

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs*

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Course Schedule (May 22 – August 14, 2017)

Week	Date	Topic	Readings	Assignment Due
1	5/22	Multicultural America and the strategic value of diversity	Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Chapters 1, 2 & 7	
2	5/29	Total Market Vs. Segmentation Strategy: How to define your target market	http://www.archetypes.com/quiz Articles #1, #2, #3, #4	
3	6/5	Hispanic Americans part A (culture, values, population growth projections, political participation, small business ownership, key industries, Hispanic media landscape, social media and digital platforms usage)	Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Chapter 4 Nielsen Report: State of the Hispanic Consumer Pages 1-15	
4	6/12	Hispanic Americans part B Practical Case Study (Sony Pictures: El Jeremias Movie)	The Hispanic Market for Corporate America.: How to make your brand culturally relevant. Chapters 1-5	Hispanic Reading Summary (all readings)
5	6/19	African Americans Part A (culture, values, population growth projections, political participation, small business ownership, key industries, AfAm media landscape, social media and digital platforms usage)	Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Chapter 3 Black Still Matters in Marketing: Why Increasing Your Cultural IQ about Black America is Critical to Your Business and Your Brand First Edition, by Pepper Miller Chapters 1-5 & 8 Article #5 (BET case study)	
6	6/26	African Americans part B Practical Case Study (guest speaker TBD)	Black Still Matters in Marketing: Why Increasing Your Cultural IQ about Black America is Critical to Your Business and Your Brand First Edition, by Pepper Miller Chapters 10, 12-16	African Americans Reading Summary (all readings)
7	7/10	Asian Americans Part A (subcultures and sub segments, values, population growth projections, political participation, small business ownership, key industries, Asian media landscape, social media and digital platforms usage)	Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Chapter 5 Nielsen Report: Asian Americans: Culturally Diverse and Expanding their footprint Pages 1-49	
8	7/17	Asian Americans part B Practical Case Study (guest speaker TBD)	"Asian Americans in Focus," Marketing News, 47(3), March 2013, 14. Article #6	Asian Americans Reading Summary (all readings)

9	7/24	The role of multicultural research & grassroots	The Practical Guide to Multicultural Marketing Chapters 3 & 4 (to be provided) Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Chapter 8	
10	7/31	Putting it all together: Examples of Multicultural Marketing Plans & examples of what NOT to do.	Multicultural Marketing: Selling to the New America, Alfred L. Schreiber and Barry Lenson, NTC Business Books, 2001. Appendix, pages 237-290 Article #7	
11	8/7	Team Presentations		All final papers due
12	8/14	Team Presentations		

Note 1: Chapter coverage and timing may be altered at the discretion of the instructor.

Note 2: Case studies may be added to some of the chapter discussions, at the discretion of the instructor.

Note 3: The contents of this syllabus may be subject to change if circumstances require. If such changes do occur, they will be announced in class.