

09-49
App 3/2/10
Info. 4/20/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: LBST 499 "Consumer Culture"

Instructor(s) of Record: Lisa M. Sciulli, Varinder Sharma, and Rajendar Garg

Phone: 724-357-5774 Email: sciulli@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The faculty members listed above (Sciulli, Sharma, and Garg) earned Ph.D.s in Marketing. They are extensively published and current in research in the marketing field. Each has received extensive training on various aspects of online instruction conducted by the IUP Instructional Design Center. In addition, each has taught several online courses at IUP for the past five years and actively include online resource tools for their in class instruction. These distance education courses include Principles of Marketing and Marketing Management (Dr. Sciulli), Consumer Behavior, International Marketing, and Retail Management (Dr. Sharma), and Principles of Marketing and Internet Marketing (Dr. Garg). Each has received training in Moodle, the new course management system at IUP.

Dr. Lisa Sciulli has been teaching and conducting research in Marketing, Advertising, and other related issues for the last 17 years at IUP. Dr. Sharma has been teaching and conducting research in International Marketing and buyer-seller relations at IUP for the past 13 years. He has been teaching Consumer Behavior for the last 4 years. Dr. Garg has taught a variety of courses in marketing area including Consumer Behavior, International Marketing, Seminar, and Marketing Management for the past 18 years at IUP. In addition, he has been engaging in several research projects relating to consumer cross-cultures and consumption patterns.

2. How will each objective in the course be met using distance education technologies?

The primary course outcomes will be achieved through assigned readings, investigative essays, journal entries, article critiques, exams, and active class and group participation. These outcomes will be integrated throughout the course as described in the course objectives, course outline, and evaluation methods provided below.

The student is required to read assigned posted materials / articles and review Moodle content materials including the discussion outlines for each module and any supplemental materials provided such as Internet links, power point slides, video clips, etc. The primary disciplines that have contributed toward the emergence of Consumer Culture entail Anthropology, Psychology, and Sociology and will be included in these materials. Students

Received

JAN 28 2010

Liberal Studies

will complete all tasks listed above including reading assigned materials, investigative essays, journal entries, article critiques, exams, and class and group participation.

Specifically each of the following course objectives / outcomes will be achieved as described below:

A. Explain what it means to belong to a consumer society. (COMPREHENSION)

Students will use the "Assignments" tool (located under the "Activities" block) in Moodle to link to specific course assignments and enable them to research and collect information on specific consumer culture topics. The students can also access this information via postings on the main page of Moodle course site under "Topics Outline". In addition, students will be provided with additional resources such as discipline specific websites, articles, cases, and videos to be used for analysis. Students will submit individual investigative essays (all students will be able to view the posts once the assignment access is closed) providing their own synthetic critique and analysis of the subject matter. Also, students will submit individual journal entries reflecting on their purchase behavior as well as future aspired purchases. The journal entries will be submitted privately to the instructor and not posted for class viewing. Each investigative essay and journal entry will be graded.

B. Critique the study of Consumer Culture from a comprehensive, integrative, and synthesized perspective (COMPREHENSION, ANALYSIS, SYNTHESIS)

Groups will be formed under the "Settings" tool. Small groups will be formed by the instructor (3 to 4 students). Students will discuss their perspectives and opinions of assigned articles as they pertain to ascribed topics. In addition, students will be provided with additional resources such as discipline specific websites, articles, cases, and videos, to be used for analysis as discussed above. Students will use the Group Discussion "Forum" tool to interact and compose their thoughts and opinions with their group members. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthesized thinking. Each group will submit a written group critical analysis of the assigned topic for grading. Students will be able to submit their assignments under the "Assignments" tool in Moodle. Based upon feedback from the instructor, groups will be able to revise and resubmit critiques as needed. Each group critique will be graded.

C. Reflect on personal, family, and cultural meanings of consumption and their influences on societies. (ANALYSIS, APPLICATION)

Students will submit individual investigative essays (all students will be able to view the posts once the assignment access is closed) providing their own critique and analysis of the subject matter. Also, students will submit individual journal entries reflecting on personal, family, and cultural meanings of their purchase behaviors as well as future

aspired purchases. The journal entries will be submitted privately to the instructor and not posted for class viewing. Each investigative essay and journal entry will be graded.

- D. Develop diverse theoretical frameworks for examining past, present, and future consumer behaviors. (ANALYSIS, SYNTHESIS)

Students will use the Group Discussion "Forum" tool to interact and compose their thoughts and opinions with their group members. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthesized thinking. Each group will submit a written group critique of the assigned topic for grading. Students will be able to submit their assignments under the "Assignments" tool in Moodle. Based upon feedback from the instructor, groups will be able to revise and resubmit critiques as needed. Each group critique will be graded.

A midterm and final exam will be completed via the "Quizzes" tool. The exams will be comprised of short answer questions pertaining to class discussions, assignment readings, and reflective practices. Questions will encourage introspective and synthesized thinking of the subject matter and evoke anticipatory reactions toward future consumer behaviors. This will be an individual activity.

These graded activities will also be used to assess their demonstrated ability to synthesize the topics that are cross cultural and future oriented.

- E. Discuss the impact of technology and the internet on consumer cultures. (ANALYSIS, SYNTHESIS, APPLICATION)

Students will use the Group Discussion "Forum" tool to interact and compose their thoughts and opinions with their group members. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthesized thinking. Each group will submit a written group critique of the assigned topic for grading. Students will be able to submit their assignments under the "Assignments" tool in Moodle. Based upon feedback from the instructor, groups will be able to revise and resubmit critiques as needed. Each group critique will be graded.

A midterm and final exam will be completed via the "Quizzes" tool. The exams will be comprised of short answer questions pertaining to class discussions, assignment readings, and reflective practices. Questions will encourage introspective and synthesized thinking of the subject matter and evoke anticipatory reactions toward future consumer behaviors. This will be an individual activity.

These graded activities will also be used to assess their demonstrated ability to synthesize the topics that are cross cultural and future oriented.

3. How will instructor-student and student-student, if applicable, interaction take place?

Course interactions will be actively arranged and encouraged through a variety of Moodle tools such as investigative essays, journal entries, and article critiques using the "Assignments" tool, and forum, mail, and message postings. All email communication, discussion forums, investigative essays, journal entries, article critiques, and exams will be completed online. Faculty / student correspondence, review, feedback, grading, etc., will be completed online.

Students will have telephone access to the instructors as needed. Interpersonal communication such as in-person meeting may be arranged depending on availability/location of the instructors and students.

Students will be able to contact other students via Moodle tools and assorted email / electronic venues as they deem appropriate. Student groups will be formed at the start of the class to enable ease of communication between fellow group members. Students will be randomly assigned groups. The "Forum" tool will also be incorporated throughout the course.

The quality of the student's class and group participation will be assessed using the above tools and the instructor will determine a grade for this activity.

4. How will student achievement be evaluated?

All submissions, tests, and graded activities will be conducted using Moodle. Student achievement will be evaluated based on their performance regarding successful completion of assigned tasks listed below:

Investigative Essays (Four)	20%
Journal Entries (Five)	20%
Critical Analysis Articles (Four)	20%
Class and Group Participation	20%
Mid Term Exam	10%
Final Exam	10%
	<hr/>
	100%

5. How will academic honesty for tests and assignments be addressed?

Academic honesty for tests and assignments will be addressed using the following tools:

- a. Randomized exam questions. (each exam will be unique and individual short answers composed)
- b. Fixed time allotments for exams.
- c. Use Java script protection which will not allow students to copy or paste the exams.
- d. Exams answers will not be posted until every student has successfully completed the exam.
- e. Release one question at a time to students.
- f. Use colored background screen for questions, this, in turn, would make printing of questions very difficult.
- g. Investigative essays, journal entries, and critical analysis of articles will require a student to submit their own original postings before they respond to the posts of others to ensure integrity of learning and strongly discourage plagiarism.

In addition, multi-assessment tools have been incorporated into the class to ensure academic reliability and adequacy of teaching instruction

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

The following attachments are provided:

- 1. Official syllabus of record.
- 2. Instructor developed online version syllabus.
- 3. Sample lesson including module content, powerpoint slides, article links, and links with content for investigative essay, journal entry, article critique, and exam question.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Positive
1/22/10
Signature of Department Designee

Date

Endorsed:

Pat Carey
Signature of College Dean

1/27/2010
Date

*Department Curriculum
Committee Chair*

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail S. Schriest March 2, 2010
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

G. W. Thompson 3/5/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

SYLLABUS OF RECORD

COURSE: LBST 499

COURSE TITLE: CONSUMER CULTURE

PREREQUISITES: 73 credits

I. Course Description:

Consumer Culture will explore what it means to belong to a consumer society. Students will interpret the act of consumption as it relates to such phenomenon as utilitarian needs, pleasure, values, and symbolism. We will consider ethnic, political, social class, religious, and gender identities that may influence consumer decision-making. The readings, assignments, and class interaction will stimulate students to reflect on personal, familial, reference group, social class, and cultural meanings of consumption and its future impact on societies. The course will be in seminar format and offer a synthesized view of theoretical knowledge pertaining to consumption and marketplace behaviors.

II. Course Objectives:

Upon completion of the course students will be able to:

1. Explain what it means to belong to a consumer society.
2. Critique the study of Consumer Culture from a comprehensive, integrative, and synthesized perspective.
3. Reflect on personal, family, and cultural meanings of consumption and their influences on societies.
4. Develop diverse theoretical frameworks for examining past, present, and future consumer behaviors.
5. Discuss the impact of technology and the internet on consumer cultures.

The primary course outcomes will be achieved through lectures, assigned readings, discussion questions, journal entries, essay, article critiques, and tests. These outcomes will be integrated throughout the course as described in the course outline and evaluation methods provided below.

III. Course Outline:

A. Introduction – Course Goals (One Week)

Discuss the role and significance of a synthesized course within a liberal studies curriculum and the purpose and appropriateness for this course offering as a learning enhancement tool.

What is Consumer Culture?
How to Discover Customer Needs
Creation of Value-Laden Relationships

B. Multidisciplinary Theoretical Considerations and Investigative Research Methods (Five Weeks)

Historical Perspective of Consumer Culture:
Anthropology -- The Meaning and Value of Consumption
Psychology – Satisfaction of Utilitarian and Hedonistic Needs
Sociology – How Consumers Use Purchases to Create Social Bonds and Distinctions

Investigative Research Methods:
Qualitative and Quantitative Research
Ethnographic Studies
Field and Laboratory Settings

C. Environmental, Technological, and Ethical Issues (Two Weeks)

Impact of Technology and the Internet
Nature and Significance of Ethics
Social Responsibilities, Green Marketing, and Materialism
Political and Legal Considerations
Government Regulatory Agencies
Public Interest Groups

D. Mid Term Exam

E. Consumer Audiences (Two Weeks)

Consumer Cultures and Behaviors

Sociocultural and Psychological Influences

Holidays, Rituals, and Religious Practices

Psychographics – Leisure, Pleasure, and Compulsive Consumption

Consumer Decision Process

High and Low Involvement Decisions

Impact of Self Image, Health Consciousness, and Materialism

F. Relationship Development / Consumer Communication and Interaction (Two Weeks)

Bridging Cultural Differences

Etiquette and Cultural Expectations

Building Customer Relationships

Rules of Engagement for Social Interactions

Communication Process

Interpersonal Versus Mass Communication

Cross Cultural Communication Objectives

Standardized Versus Adaptive Message Strategies

Impact of the Media and Creative Appeals

Disneyfication of Consumers

Viral and Guerilla Communications

G. Development of Synthesis Frameworks for Future Analysis (Two Weeks)

Students will read and discuss essays and journal entries and then offer critique and analysis for future learning.

H. Final Exam (Held during final exam period)

IV. Evaluation Methods:

Your grade will reflect your performance regarding successful completion of the following assigned tasks described below:

- A. Investigative Essay: Students will research an aspect of consumer culture that specifically interests them. They will offer their critique and analysis of the subject matter. (Individual Activity)

- B. **Journal:** Students will maintain a weekly journal including reflections on actual purchases they have made during the class as well as desired/aspirational purchases and those likely planned for the immediate future. (Individual Activity)

- C. **Critical Articles:** As a small group (3 to 4 students), students will discuss their perspectives and opinions of assigned articles as they pertain to class discussions. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthetic thinking. Each group will submit a written group critique (approximately two pages in length) for grading. There will be four written group critiques required. (Group Activity)

- D. **Midterm and Final Exams:** There will be two exams comprised of short answer questions pertaining to class discussions, assignments readings, and reflective practices. Questions will encourage introspective thinking of the subject matter and evoke anticipatory reactions toward future consumer behaviors. (Individual Activity)

- E. **Class Attendance and Participation:** Class participation will be strongly encouraged. Ideas, thoughts, and opinions presented by the student during class discussions will be the primary basis for this grade. Students will reflect on various perspectives and provide critical thinking regarding relevant issues for class discussions. (Group Activity)

Your final grade will be determined as follows:

Investigative Essay	20%
Journal	20%
Critical Articles	
(Four written group critiques / 5% each)	20%
Class Attendance and Participation	20%
Mid Term Exam	10%
Final Exam	10%

	100%

Sample grading scale: A = 90%--100%, B = 80%--89%, C = 70%--79%, D = 60%--69%, and Below 60% = F

V. Course Attendance Policy:

As stated in the University Undergraduate Catalog.

VI. Required Readings:

Books:

Featherstone, Mike, 2007, Consumer Culture and Post Modernism, Sage Publications, Second Edition, Los Angeles, CA.

Lury, Celia, 1996, Consumer Culture, Rutgers University Press, New Brunswick, NJ.

McCracken, Grant, 1990, Culture and Consumption: New Approaches to the Symbolic Character of Consumer Goods and Activities, Indiana University Press, Bloomington, IL.

Additional Readings:

Course packet will contain articles and select book chapters. See bibliography below for examples.

VII. Bibliography:

Arnould, Eric J. and Thompson, Craig J., "Consumer Cultural Theory (CCT): Twenty Years of Research", *Journal of Consumer Research*, 31 (March), 868-882, 2005.

Boden, Sharon and Williams, Simon, "Consumption and Emotion: The Romantic Ethic Revisited", *Sociology*, 36, 3, 493-512, 2002.

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Dwyer, F. Robert and Tanner, John, F., Business Marketing: Connecting Strategy, Relationships, and Learning, McGraw-Hill Irwin, 2006.

Entwistle, Joanne, The Fashioned Body: Fashion, Dress, and Modern Social Theory, Cambridge: Polity Press, 2000.

Friedman, Monroe, "The Consumer Culture Research Landscape", *The Consumer Culture Research Landscape* ", 30:1, 1-5. 2007.

Gabriel, Yiannis and Lang, Tim, "New Faces and New Masks of Today's Consumer", *Journal of Consumer Culture*, 8, 3, 321-340, 2008.

Haugtvedt, Curtis, Herr, Paul, and Kardes, Frank, Handbook of Consumer Psychology, Psychology Press, 2009.

Halliwell, E. and Dittmar, H. "Does Size Matter? The Impact of Model's Body Size on Advertising Effectiveness and Women's Body-Focused Anxiety", *Journal of Social and Clinical Psychology*, 23, 10-132, 2004.

Hebdige, Dick, "Dis-Gnosis: Disney and The Re-Tooling of Knowledge, Art, Culture, Life, Etc.", *Cultural Studies*, 17, 2, 150-162, 2003.

Imogen, Tyler, "From the Me Decade to the Me Millennium", *International Journal of Cultural Studies*, Sept, 10, 3, 343-363, 2007.

Jackson, Peter, "Commercial Cultures: Transcending The Cultural and The Economic", *Progress in Human Geography*, 26, 1, 3-18, 2002.

Jagger, Elizabeth, "Is Thirty The New Sixty? Dating, Age, and Gender in a Postmodern, Consumer Society", *Sociology*, 39, 1, 89-106, 2005.

Johnson, Michael, Herrmann, Andreas, and Huber, Frank, (2006), "The Evolution of Loyalty Intentions," *Journal of Marketing*, Volume 70, 2.

McRobbie, Angela, "Young Women and Consumer Culture", *Cultural Studies*, 22, 5, 531-550, 2008.

Murphy, Patricia, "The Commodified Self in Consumer Culture: A Cross-Cultural Perspective", *The Journal of Social Psychology*, 140, 636-647, 2000.

Nel, Philip, "The Disneyfication of Dr. Seuss: Faithful To Profit, One Hundred Percent", *Cultural Studies*, 17, 5, 579-614, 2003.

Ober, S., Contemporary Business Communication, Houghton Mifflin, 2003.

O'Connor, Pat, "Globalization, Individualization, and Gender in Adolescents", *International Journal Social Research Methodology*, 9, 4, 261-277, 2006.

O'Dougherty, Maureen, "Segmented Subjects: Framing Race, Ethnicity, and Sexuality in US Consumption and Marketing", *Reviews in Anthropology*, 32, 69-89, 2003.

Roberts, James and Jones, Eli, "Money Attitudes, Credit Card use, and Compulsive Buying Among American College Students", *The Journal of Consumer Affairs*, Winter, 213- 240, 2001.

Rutherford, Alexandra, "B. F. Skinner's Technology of Behavior in American Life: From Consumer Culture to Counterculture", *Journal of History of the Behavioral Sciences*, Winter, 39, 1-23, 2003.

Sassatelli, Roberta, Consumer Culture: History, Theory, and Politics, London, Sage, 2007.

Trentmann, Frank, "Crossing Divides: Consumption and Globalization in History", *Journal of Consumer Culture*, 19, 2, 187-220, 2009.

Woodward, Ian, "Investigating Consumption Anxiety Thesis: Aesthetic Choice, Narrativisation, and Social Performance", *The Sociological Review*, 263-282, 2006.

Zukin, Sharon and Maguire, Jennifer Smith, "Consumers and Consumption", *Annual Review Sociology*, 30, 173-197, 2004.

SYLLABUS
Indiana University of Pennsylvania
LBST 499
Consumer Culture
Moodle Based Online Course

Course: LBST 499 (3 credit hours)

Course Title: Consumer Culture

Prerequisites: 73 undergraduate credit hours

Course Delivery Format: Moodle based distance education / online course

Professor: Lisa Sciulli, Ph.D.

Office: 406C, Eberly College of Business & Information Technology

Phone: 724-357-5774

E-Mail: sciulli@iup.edu

I. Course Description:

Consumer Culture will explore what it means to belong to a consumer society. Students will interpret the act of consumption as it relates to such phenomenon as utilitarian needs, pleasure, values, and symbolism. We will consider ethnic, political, social class, religious, and gender identities that may influence consumer decision-making. The readings, assignments, and class interaction will stimulate students to reflect on personal, familial, reference group, social class, and cultural meanings of consumption and its future impact on societies. The course will offer a synthesized view of theoretical knowledge pertaining to consumption and marketplace behaviors.

II. Course Objectives:

Upon completion of the course students will be able to:

1. Explain what it means to belong to a consumer society.
2. Critique the study of Consumer Culture from a comprehensive, integrative, and synthesized perspective.
3. Reflect on personal, family, and cultural meanings of consumption and their influences on societies.
4. Develop diverse theoretical frameworks for examining past, present, and future consumer behaviors.

5. Discuss the impact of technology and the internet on consumer cultures.

Instruction will be conducted online via Moodle. The primary course outcomes will be achieved through assigned readings, investigative essays, journal entries, critical analysis of articles, exams, and active class and group participation. These outcomes will be integrated throughout the course as described in the course outline and evaluation methods provided below.

III. Course Outline:

A. Introduction – Course Goals (One Week)

Discuss the role and significance of a synthesized course within a liberal studies curriculum and the purpose and appropriateness for this course offering as a learning enhancement tool.

What is Consumer Culture?
How to Discover Customer Needs
Creation of Value-Laden Relationships

B. Multidisciplinary Theoretical Considerations and Investigative Research Methods (Five Weeks)

Historical Perspective of Consumer Culture:
Anthropology -- The Meaning and Value of Consumption
Psychology – Satisfaction of Utilitarian and Hedonistic Needs
Sociology – How Consumers Use Purchases to Create Social Bonds and Distinctions

Investigative Research Methods:
Qualitative and Quantitative Research
Ethnographic Studies
Field and Laboratory Settings

C. Environmental, Technological, and Ethical Issues (Two Weeks)

Impact of Technology and the Internet
Nature and Significance of Ethics
Social Responsibilities, Green Marketing, and Materialism
Political and Legal Considerations
Government Regulatory Agencies and Public Interest Groups

D. Mid Term Exam

E. Consumer Audiences (Two Weeks)

Consumer Cultures and Behaviors

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Holidays, Rituals, and Religious Practices

Psychographics – Leisure, Pleasure, and Compulsive Consumption

Consumer Decision Process

High and Low Involvement Decisions

Impact of Self Image, Health Consciousness, and Materialism

F. Relationship Development / Consumer Communication and Interaction (Two Weeks)

Bridging Cultural Differences

Etiquette and Cultural Expectations

Building Customer Relationships

Rules of Engagement for Social Interactions

Communication Process

Interpersonal Versus Mass Communication

Cross Cultural Communication Objectives

Standardized Versus Adaptive Message Strategies

Impact of the Media and Creative Appeals

Disneyfication of Consumers

Viral and Guerilla Communications

G. Development of Synthesis Frameworks for Future Analysis (Two Weeks)

Students will read and discuss essays and journal entries and then offer critique and analysis for future learning.

H. Final Exam (Held during final exam period)

IV. Evaluation Methods:

Students are expected to read assigned materials as posted in the modules. Review additional Moodle content as provided including Internet links, power point slides, video clips, etc. Read all postings including instructor and student correspondence, submissions, and comments. Your grade will reflect your performance regarding successful completion of the following assigned tasks described below:

- A. **Investigative Essay:** Students will research an aspect of consumer culture that specifically interests them. They will offer their synthetic critique and analysis of the subject matter. Complete four essays. Submit each essay as an attachment under the “Assignment” tool. Suggested length: Two pages each essay. (Individual Activity)
- B. **Journal:** Students will maintain a journal including reflections on actual purchases they have made during the class as well as desired/aspirational purchases and those likely planned for the immediate future. Complete five journal entries. Submit each journal entry as an attachment under the “Assignment” tool. Suggested length: One page each entry. (Individual Activity)
- C. **Critical Analysis Articles:** As a small group (3 to 4 students), students will discuss their perspectives and opinions of assigned articles as they pertain to class discussions. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthetic thinking. Each group will submit a written group critique as revised per instructor feedback / comments. Complete four group critiques. Submit each group critique as an attachment under the “Assignment” tool. Suggested length: Four pages each critique. (Group Activity)
- D. **Midterm and Final Exams:** There will be two exams conducted via Moodle using the “Quizzes” tool with each comprised of short answer questions pertaining to class materials, assignments readings, and reflective practices. Questions will encourage introspective thinking of the subject matter and evoke anticipatory reactions toward future consumer behaviors. Exams will be timed and questions randomly assigned to each student. (Individual Activity)
- E. **Class and Group Participation:** Class and group participation will be strongly encouraged. Ideas, thoughts, and opinions presented by the students will be the primary basis for this grade. Students will reflect on various perspectives and provide critical thinking regarding relevant issues for class discussions. Students are expected to provide references and cite links to materials they have researched and post them for other students to read in an effort to enhance the quality of online discussions. (Individual and Group Activity)

Your final grade will be determined as follows:

Investigative Essay (Four Essays)	20%
Journal (Five Journal Entries)	20%
Critical Analysis Articles ((Four Group Critiques)	20%
Class and Group Participation	20%
Mid Term Exam	10%
Final Exam	10%

	100%

Sample grading scale: A = 90%--100%, B = 80%--89%, C = 70%--79%, D = 60%--69%, and

Below 60% = F

V. Course Participation Policy:

Students are required to actively participate via the Internet on a daily basis. All participation will be conducted with Moodle Learning Management Software. Students must be diligent about logging on to Moodle in order to receive messages including class instructions and assignment updates. Students are responsible for reading assigned materials, participating in course assignments, and taking exams at the scheduled times. Each assignment or evaluation task must be submitted according to a specified deadline and no credit will be given for late or non-participation except for serious emergencies for which documentation must be presented to the instructor.

A **RELIABLE** high speed internet connection with a PC with video and sound capabilities is needed. It is necessary that you have Microsoft Word and PowerPoint on your system.

Academic integrity will be maintained by randomized exams as well as fixed time allotments for completion of tasks. Thus, each assignment and exam is purposefully unique. In addition, multi-assessment tools have been incorporated into the course to ensure academic integrity and adequacy of teaching instruction.

VI. Required Readings:

Books:

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Lury, Celia, 1996, Consumer Culture, Rutgers University Press, New Brunswick, NJ.

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Nel, Philip, "The Disneyfication of Dr. Seuss: Faithful To Profit, One Hundred Percent", *Cultural Studies*, 17, 5, 579-614, 2003.

Ober, S., Contemporary Business Communication, Houghton Mifflin, 2003.

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LBST 499: CONSUMER CULTURE

SAMPLE LESSON

TOPIC OUTLINE (ALL MODULES)

MODULE E: CONSUMER AUDIENCES OUTLINE

MODULE ARTICLE LINKS

ASSIGNMENT: INVESTIGATIVE ESSAY

ASSIGNMENT: JOURNAL ENTRY

ASSIGNMENT: ARTICLE CRITIQUE

FINAL EXAM QUESTION

POWERPOINT SLIDES



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Switch role to... Turn editing on

People

- Participants

Activities

- Assignments
- Forums
- Quizzes
- Resources

Search Forums

Go

Advanced search ?

Administration

- Turn editing on
- Settings
- Grades
- Outcomes
- Groups
- Backup
- Restore
- Import
- Reports
- Questions
- Files
- Profile

My courses

- Spring 2010 sciulli
Meta MKTG 433
- Advertising
- Spring 2010 sciulli
Meta MKTG 435
- Professional Selling and
Sales Management
- Fall 2009 MKTG 320
8B1

Topic outline

**LBST 499
CONSUMER CULTURE**

**Welcome to LBST 499
Consumer Culture**

**Lisa M. Sciulli, Ph.D.
406C ECOBIT
724-357-5774
sciulli@iup.edu**

Consumer Culture will explore what it means to belong to a consumer society. Students will interpret the act of consumption as it relates to such phenomenon as utilitarian needs, pleasure, values, and symbolism. We will consider ethnic, political, social class, religious, and gender identities that may influence consumer decision-making. The readings, assignments, and class interaction will stimulate students to reflect on personal, familial, reference group, social class, and cultural meanings of consumption and its future impact on societies. The course

Calendar

January 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Events Key

- Global
- Course
- Group
- User

Latest News

Add a new topic...

(No news has been posted yet)

Messages

No messages waiting

Messages...

Upcoming Events

There are no upcoming events

Go to calendar...

New Event...

Recent Activity

Activity since Wednesday, 27
January 2010, 12:22 PM

Full report of recent activity...

Nothing new since your last login

- Fall 2009 MKTG 320 8NB
- ↙ Fall 2009 MKTG 433 B01
- ↙ Fall 2009 MKTG 433 B02
- ↙ Fall 2009 MKTG 433 NB1
- ↙ Fall 2009 MKTG 433 NB2
- ↙ Fall 2009 MKTG 581 002
- ↙ sciulli Development Experimental
- ↙ Sciulli Development LBST499 Consumer Culture
- ↙ sciulli Development MKTG 433 Advertising
- ↙ sciulli Development MKTG 435
- Professional Selling and Sales Management
- ↙ Spring 2010 MKTG 433 B01
- ↙ Spring 2010 MKTG 433 B02
- ↙ Spring 2010 MKTG 433 NB1
- ↙ Spring 2010 MKTG 433 NB2
- ↙ Spring 2010 MKTG 435 B01
- ↙ Spring 2010 MKTG 435 NB1
- ↙ Summer 2009 MKTG 320 8B1
- ↙ Summer 2009 MKTG 320 8NB
- ↙ Summer 2009 MKTG 420 8B1
- ↙ Summer 2009 MKTG 420 8NB
- ↙ Summer 2009 MKTG 435 B01
- ↙ Summer 2009 MKTG 481 B01
- ↙ Summer 2009 MKTG 481 NB1
- ↙ Summer 2009 MKTG 493 001
- ↙ Summer 2009 MKTG 493 004
- ↙ Summer 2009 MKTG 493 006
- ↙ Summer 2009 MKTG 493 007
- ↙

will offer a synthesized view of theoretical knowledge pertaining to consumption and marketplace behaviors.

- 📄 Syllabus
- 📄 Instructor Course Updates / Latest News
- 📄 Student Course Comments / Issues
- 📄 News / Student Group Forum

1

A. Introduction - Course Goals (One Week)

Discuss the role and significance of a synthesized course within a liberal studies curriculum and the purpose and appropriateness for this course offering as a learning enhancement tool.

B. Multidisciplinary Theoretical Considerations and Investigative Methods (Five Weeks)

What is Consumer Culture?

How to Discover Customer Needs

Creation of Value-Laden Relationships

Historical Perspective of Consumer Culture:

Historical Perspective of Consumer Culture:

Winter 2009 MKTG 320
8B1
Winter 2009 MKTG
320 8NB

Anthropology -- The
Meaning and Value of
Consumption

Psychology –
Satisfaction of Utilitarian
and Hedonistic Needs

Sociology – How
Consumers Use
Purchases to Create
Social Bonds and
Distinctions

Qualitative and
Quantitative Research

Ethnographic Studies

Field and Laboratory
Settings

**C. Environmental,
Technological, and
Ethical Issues** (Two
Weeks)

Impact of Technology
and the Internet

Nature and Significance
of Ethics

Social Responsibilities,
Green Marketing, and
Materialism

Political and Legal
Considerations

Government Regulatory
Agencies and Public
Interest Groups

D. Mid Term Exam

**E. Consumer
Audiences** (Two
Weeks)

Consumer Cultures and
Behaviors

Sociocultural and
Psychological Influences

Holidays, Rituals, and Religious Practices

Psychographics – Leisure, Pleasure, and Compulsive Consumption

Consumer Decision Process

High and Low Involvement Decisions

Impact of Self Image, Health Consciousness, and Materialism

☒ Powerpoint Slides "Consumer Audiences"

☒ Article: From the Me Decade to the Me Millenium, International Journal of Cultural Studies, 2007

☒ Article: How Concept of Experience Defined in Consumer Culture Theory, Helsinki School of Economics, 2004

☒ Article: The Commodified Self in Consumer Culture, Journal of Social Psychology, 2000

☒ Article: Young Women in Consumer Culture, Cultural Studies, 2008

☒ Article: Consumption and Emotion: The Romantic Ethic Revisited, Sociology, 2002

☒ Article: New Faces and New Masks of Todays Consumer, Journal of Consumer Culture, 2008

2 F. Relationship Development / Consumer Communication and Interaction (Two Weeks)

Bridging Cultural Differences

Etiquette and Cultural Expectations

Building Customer
Relationships

Rules of Engagement for
Social Interactions

Communication Process

Interpersonal Versus
Mass Communication

Cross Cultural
Communication
Objectives

Standardized Versus
Adaptive Message
Strategies

Impact of the Media and
Creative Appeals

Disneyfication of
Consumers

Viral and Guerilla
Communications

**G. Development of
Synthesis Frameworks
for Future Analysis
(Two Weeks)**

Students will read and
discuss essays and
journal entries and then
offer critique and
analysis for future
learning.

H. Final Exam (Held
during final exam period)

3

Investigative Essays

Students will research an
aspect of Consumer Culture
that specifically interests them.
They will offer their critique and
analysis of the subject
matter. Four essays



are required. Approximately two pages for each essay.

- Investigative Essay #1
- Investigative Essay #2
- Investigative Essay #3
- Investigative Essay #4

4

Journal Entries

Students will maintain a journal including reflections on actual purchases they have made during the class as well as desired/aspired purchases and those likely planned for the immediate future. Five journal entries are required. Approximately one page for each entry.

- Journal Entry #1
- Journal Entry #2
- Journal Entry #3
- Journal Entry #4
- Journal Entry #5

5

Critique Articles

As a small group (3 to 4 students), students will discuss their perspectives and opinions of assigned articles as they pertain to course outline topics. This will engage students in an atmosphere where reflective and diverse thoughts will stimulate synthetic thinking. Each group will submit a written group critique. Four written group critiques are required. Approximately four pages for each group critique.


- Critical Analysis Article #1
- Critical Analysis Article #2
- Critical Analysis Article #3
- Critical Analysis Article #4

6 Midterm and Final Exams



 Midterm Exam

 Final Exam


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Visible

ID number 

Grade category

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[Update this Assignment](#)

No attempts have been made on this assignment

Students are to research an aspect of Consumer Culture that specifically interests them from Module E "Consumer Audiences". Offer your critique and analysis of the selected subject matter. Submit your individual essay with reference cites and links used for essay submission. The submission should be one attached file in Word format and two pages in length.

Available from: Monday, 18 January 2010, 05:40 PM
Due date: Monday, 25 January 2010, 05:40 PM

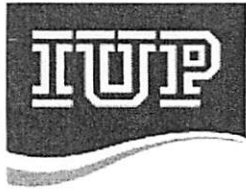
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Updating Assignment in topic 3

General

Assignment name*

Description*

Trebuchet | 1 (8 pt) | Lang | **B** | *I* | ~~S~~ | ^x | ^{x²} | | | | | | | | | | | | |

Students are to reflect and discuss recent purchases they have actually made, as well as desired/aspired purchases and those likely planned for the immediate future, that are of specific interest to them and are relevant to Module E "Consumer Audiences". The journal submission should be one attached file in Word format and one page in length.

Path:

Grade

Available from Disable

Due date Disable

Prevent late submissions

Online text


Allow resubmitting


Email alerts to teachers


Comment inline

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[Update this Assignment](#)

No attempts have been made on this assignment

-

Students are to reflect and discuss recent purchases they have actually made, as well as desired/aspired purchases and those likely planned for the immediate future, that are of specific interest to them and are relevant to Module E "Consumer Audiences". The journal submission should be one attached file in Word format and one page in length.

Available from: Wednesday, 16 December 2009, 02:15 PM
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You have not submitted anything yet

[Edit my submission](#)

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Settings

Updating Assignment in topic 4

General

Assignment name*

Description*

Trebuchet | 1 (8 pt) | Lang | **B** | *I* | ~~S~~ | x₁ | x₂ | | |

| | | |

Groups are to offer their critique and analysis of the selected articles and relevant subject matter pertaining to Module E "Consumer Audiences". Submit your group critiques and include reference cites and links used for the submission. The submission should be one attached file for the group in Word format and four pages in length.

Path: body » div#page » div#content.clearfix » form#mform1.mform » fieldset#general.clearfix » div.fcontainer.clearfix » div.fitem.required » div.felement.ftext » input#id_name

Grade

Available from Disable

Due date Disable

Prevent late submissions

Advanced uploading of files

Maximum size

Allow deleting

Maximum number of uploaded files

Allow notes

Hide description before available date

Email alerts to teachers

Enable Send for marking

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ID number

Grade category

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[Update this Assignment](#)

Separate groups: All participants

No attempts have been made on this assignment

Groups are to offer their critique and analysis of the selected articles and relevant subject matter pertaining to Module E "Consumer Audiences". Submit your group critiques and include reference cites and links used for the submission. The submission should be one attached file for the group in Word format and four pages in length.

Available from: Wednesday, 16 December 2009, 02:20 PM
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Submission draft

No files submitted yet

Upload a file (Max size: 1MB)

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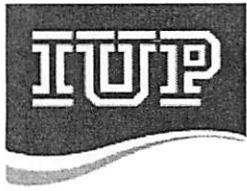
Final submission for assignment marking

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Settings

Updating Quiz in topic 5

General

Name* Final Exam

Introduction

Trebuchet | 1 (8 pt) | Lang | **B I S** | x_2 x^2 |

Path:

Timing

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Disable

Close the quiz 25 January 2010 12 55
Disable

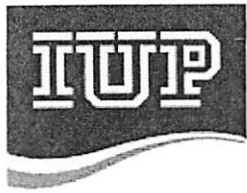
Time limit (minutes) 0 Enable

Time delay between first and second attempt None

Time delay between later attempts None

Display

Questions per page 1



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[Update this Quiz](#)

Editing Essay

You have permission to :

- Edit this question
- Move this question
- Save this as a new question

General

Current Category Default for Sciulli Development LBST499
Consumer Culture (1) Use This Category

Save in Category

Question name*

Question text

Trebuchet | 1 (8 pt) | Lang | **B** *I* ~~S~~ | x₂ x² | |
 | | | | | | | | |

Select one high involvement and one low involvement consumer purchase decision. Next, describe the relevant stages of the purchase decision process for each of the above purchases including problem recognition, information search, evaluation of alternatives, purchase decision, purchase, and post-purchase evaluation. Answer should not exceed two paragraphs.

Path:



Format HTML format

Image to display

Default question grade*

General feedback

Trebuchet | 1 (8 pt) | Lang | B I S | x x² | |

| | |

Path:

Feedback

Trebuchet | 1 (8 pt) | Lang | B I S | x x² | |

| | |

Path:

Created / Last Saved

Created by *Lisa Sciulli* on *Saturday, 23 January 2010, 04:07 PM*

Last saved by *Lisa Sciulli* on *Saturday, 23 January 2010, 04:07 PM*

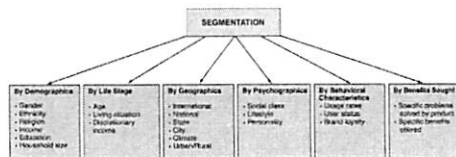
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Consumer Audiences

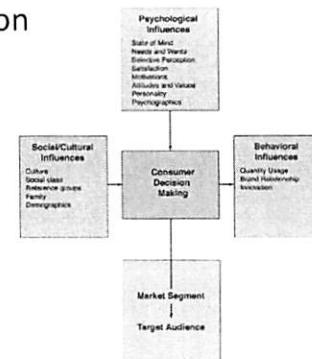
Consumer Segmenting and Targeting

- Segmenting
 - Dividing audience into groups of people who have similar characteristics in key related areas.
- Targeting
 - Identifying most profitable audience and likely to respond to communication messages.

Types of Segmentation



Influences on Consumer Decisions



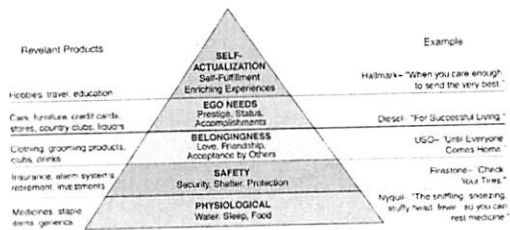
Buying Motives

- A buying motive is an aroused need, drive, or desire that stimulates behavior to satisfy the aroused need
- It's helpful to discover the "dominant buying motive" or DBM
- Four basic motive types—emotional, rational, patronage, and product

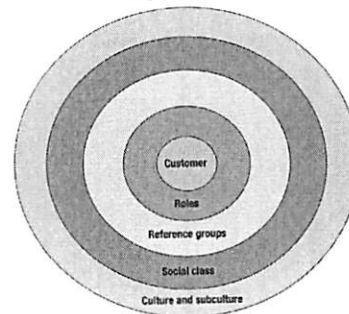
Psychology of Motivation

- Maslow's "Hierarchy of Needs"
- Purchases for diversion and stress relief
- Emotion-based motivations (achievement, power, novelty, affiliation, self-esteem)

Psychological Influences: Maslow's Hierarchy of Needs



Group Influences



Group Influences

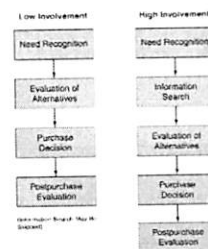
- Role: expectations associated with position
- Reference groups: categories of people you see yourself belonging to
- Social class: group with similar values, interests, lifestyles
- Culture: influences of group with common language, environment, also subcultures



Audience Involvement Levels

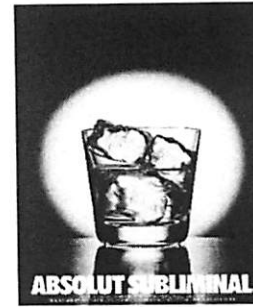
1. Low - small financial commitment
2. High - require higher level of decision-making and financial commitment
 - a. Loyalists
 - b. Information seekers
 - c. Routine buyers
 - d. Brand switchers

The Consumer Decision Process



Impact of Societal Messages on Consumer Culture

- Stereotyping
- Body and self-image
- <http://www.dove.us/#/cfrb/>
- Materialism
- Advertising claims
- Celebrity Endorsements

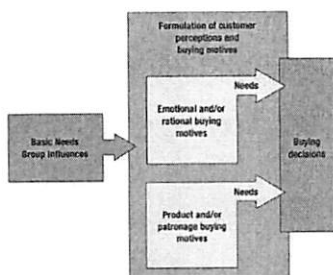


Consumer Experience Model

1. Perception Components
 - a. Psychological (motivation)
 - b. Economic (cost/value)
 - c. Consumer knowledge (information)
 - d. Marketing information (promotional message)
2. Consumer Satisfaction Components

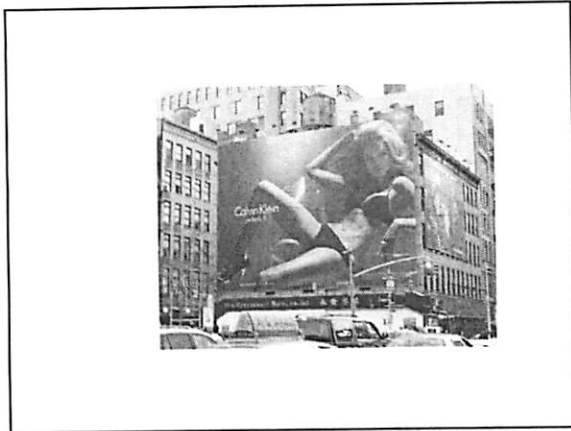


Consumer Perceptions and Buying Motives



Emotional and Rational Motives

- | Emotional | Rational |
|--|--|
| • Acts due to passion or sentiment | • Acts on reason or judgment |
| • Emotional appeals common | • Relatively free of emotion |
| • If two products are identical, the product that "connects" has the advantage | • Consumers gather, interpret, and disseminate logical information |



Attitudes - Enduring tendencies to perceive and or act in a consistent way

- Theory of reasoned action
- Fishbein model focuses on consumer
- Rosenberg model focuses on the experience

Forming and Changing Audience Attitudes

- Functional theory of attitudes factors
- Theory of planned behavior
- Attending decisions based on brand preference, genre familiarity, country of origin, and price-related consideration

Laddering Technique

- Provides a means of digging beneath the surface to uncover layers of consumer meanings that reveal audience motivations for purchasing experiences
- "Why" factor used in interviews to get at depth responses



Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail S. Schuist March 2, 2010
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.