

## **The Global Consumer**

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**office hours: after class every day or by appointment**

**The Global Consumer** will focus on exploring the global marketplace, delineating the vast differences and commonalities within our worldwide village. The course is designed to examine the global marketplace in three primary regions: Italy, China, and sub-Saharan Africa. We will explore several basic principles of defining the identity of people, focusing on the triad of everyday experiences: family life, business experiences, and consumption patterns. Looking across these regions:

- How do people live?
- What are common family structures and living arrangements?
- Where do people live/work/play?
- What possessions do people value?
- What products do people buy?
- How do the product roles vary?
- Where do trends emerge in the same patterns?

Within this framework, we will explore business strategies that have been used to succeed in the regions of study. We will primarily examine ways that business is conducted but will also explore the competitive advantages that can be achieved by pursuing truly global brands...as well as the advantages gained through engaging the unique regional differences of the marketplaces around the world. Every effort has been made to design a course that appeals to all business majors, but in the end, I am a marketing professor and those are the examples that I tend to use on a regular basis.

**General Framework:** The course is comprised of four modules. To begin, we will explore Southeast Asia, focusing primarily on China. The second module will focus on our current home: Italy, providing you with some basic data about the country/marketplace which you are experiencing first-hand. Third, we will examine emerging markets in Africa, including the heartbreaking atrocities suffered recently in sub-Saharan Africa as well as the promising consumer segments arising in many marketplaces. The fourth module incorporates several models which have emerged for reaching the disenfranchised global consumers, lifting them from the bottom rungs of basic human needs.

**Course materials:** This is a seminar-style, readings based course. You will be responsible for numerous readings as assigned in the course pack as well as two books.

**Assessment of your performance:** You will be provided with a diverse set of ways in which to prove your knowledge of the material. My view of assessment is one which incorporates in-class exams, quizzes, and experiential assignments. Points are allocated as follows:

Mid-course assessment	200 points
End of course assessment	200 points

Grades will be assigned using a standard 90-80-70-60% split. Absolutely NO rounding will occur. ...for example, a grade of 89.99% is a B. Plus/minus grades will not be assigned. Please pay

attention to the Tippie grade policy as explained further on their website:  
<http://tippie.uiowa.edu/undergraduate/advising/grading-policies.cfm>

**Attendance:** Attendance is required and we will strictly follow all rules established by CIMBA, including the "three strikes and you're out" policy. Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- a. 1st absence will result in a loss of a 1/2 of a letter grade in that class
- b. 2nd (cumulative) absence will result in a loss of an entire letter grade in that class
- c. 3rd (cumulative) absence will result in a dismissal from the program

Absences due to illness require a note from the CIMBA Undergraduate Office Staff and/or the Instituto Filipino medical staff. If a student is sick and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

Because our class relies heavily on discussion, it is expected that you will arrive in class on time. While occasional lapses in timeliness can be tolerated, consistent tardiness will result in an "absence" which will then be reported to the front office. Whether consistent or inconsistent, a tardiness of 10 minutes will absolutely be considered an absence. We'll discuss this in class.

**Professional behavior:** As upper-level students, you are expected to engage in an enthusiastic pursuit of knowledge. Attending class, arriving at class on time, contributing to the class discussion, using appropriate resources when classes are missed, and behaving in a respectful manner are all minimum expectations. Accordingly, you will not receive rewards for doing so. Rather, I reserve the right to lower your course grade by as much as one-letter grade if you do not behave in a professional manner. I will provide verbal notice of concern in advance of the grade reduction. Also, I reserve the right to give a pop-quiz at any time. Pop-quiz points are embedded in your test scores, not an addition to your test scores.

**Miscellaneous policy issues:** : If you have a *disability* that may require some modification of seating, testing, or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly if you have any *emergency medical information* about which I should know, or if you need special arrangements in the event the building must be evacuated, please let me know. Please see me after class hours or during my scheduled office hours or schedule an appointment. One part of integrity is abstaining from acts like *cheating*, so cheating either on the tests or the assignments will result in an appropriate consequence, usually a zero for the grade in question. Moreover, all incidents of cheating will be reported to the Senior Associate Dean of the Tippie College of Business. In general, the decision of the Professor may be appealed to a Judicial Board, then to Dean Lon Moeller. The Honor Code for the Tippie College of Business will determine the appeal process (<http://tippie.uiowa.edu/honorcode.cfm>). The Tippie College of Business and the University of Iowa are committed to providing students with an environment free from *sexual harassment*. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, <http://www.sexualharassment.uiowa.edu/index.php>.

**Closing thoughts:** If you speak with peers who have had my class, I think you will find a consistent theme that, while I mandate and enforce high standards for professional behavior, my purpose in doing so is to provide an energetic, distraction-free, experience. I am committed to making this course as beneficial for you as possible and my top priority is to reward those students who are willing to work hard, behave professionally, and enthusiastically engage in the course. I greatly enjoyed putting this course together. I'm looking forward to the opportunity to share with you the latest material delineating global consumers. ☺ *This will be fun!*

## **MOLLY RAPERT**

### **Teaching Credentials:**

- Recipient, University of Arkansas Baum Teaching Award 2012
- Recipient, WCOB Excellence in Teaching Award 2012
- Recipient, Hornel Master Marketing Teacher 2010 (national winner)
- Recipient, Hornel Teaching Award Excellence 2010 (top three in nation)
- Recipient, Hornel Meritorious Teaching 2010 (ten ten in nation)
- Recipient, Beta Gamma Sigma Faculty of the Year Award 2008
- Recipient, WCOB Excellence in Service Award 2007
- Recipient, Arkansas Alumni Assn Excellence in Teaching Award 2002
- Recipient, WCOB Excellence in Teaching Award 2001
- Recipient, WCOB Excellence in Teaching Award 1998
- Nominee, WCOB Excellence in Teaching Award 1991-2008
- Member, University of Arkansas Teaching Academy
- Teaching evaluations in undergraduate, masters, and doctoral classes are consistently in the range of 4.8-5.0 (on a scale of 1 to 5)
- Affiliated with the CIMBA program for fourteen years

### **Courses taught:**

#### **Doctoral**

- Seminar in Marketing Strategy
- Seminar in Teaching

#### **Masters**

- Foundations of Marketing/Management
- Consumer and Market Research

#### **Undergraduate**

- Marketing Management
- Marketing Research
- The Global Consumer

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