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Sophomore Grad Narrative:
"Integrated Marketing & Sustainability"

Johnston Center for Integrative Studies

University of Redlands

Advisor: Sara Schoonmaker

Sara Schoonmaker

“If everyone is moving forward together, then success takes care of itself.”
— Henry Ford

The dream of bringing all my academic interests under one umbrella was one that I thought I would never be able to fulfill, at least not in four years while keeping my sanity. My core subjects are: Marketing, Anthropology, Economics, and Environmental Studies (with an emphasis on Sustainability).

When beginning my college search, Marketing was the main focus – I promoted musicians who are currently on the rise (“Kids These Days” and “Chance the Rapper”) as well as hosted safe, friendly teen parties back in my hometown of Chicago with my own brand name (“Party in Peace”). I loved giving people something to smile about, somewhere to dance, and a place to network. Meeting and familiarizing myself with new people is such a great feeling; I have to pass it on somehow.

The other two subjects came as sort of “blessings in disguise” – as did Johnston. Anthropology was a subject that I never thought I would touch, until I was put in a situation where I had no choice. The summer of my junior year in high school, I went to an intense business camp at Duke University. One of the questions they asked us was: “What would you major in if you were to attend the University?” I thought: “Oh, well, since this is a business program – I will just go with something like Marketing.” This was not the case. “Undergraduates must select a major from the Trinity College of Arts and Sciences,” it stated. I went down the alphabetical list and came across Cultural Anthropology and stopped. In the description, there was mention of: “understanding of how cultural beliefs, social structures, systems of value, and notions of identity vary from place to place and over time.” This fit right

with Marketing as well as my interest to understand people a bit deeper than just saying "Hello" and "Have a good time." In this "Millennial" generation, personal communication is on the rise. I am extremely interested in capitalizing on what my generation wants, as well as understanding those of different backgrounds and their histories. This is now one of my main subjects of choice to learn – had I not done that program at Duke, I probably would have never been introduced to the field. This changed my life; the traditional business route was just not *enough* for me anymore. There was still one piece missing from what I wanted to add to my studies, however.

Sustainability happened in a different way. Growing up, there was one bin for waste – the trashcan. At school, there were the blue bins; but it was only blue because that was a different style of trashcan – never mind the three arrows and the word "RECYCLE." It was not important – until I would hang out with friends whose parent's instilled sustainable knowledge and look like a jerk because I wasn't recycling my water bottles. After these many occasions of me being naïve, recycling bins appeared in my home, green became my favorite color, and this I adopted these subconscious tendencies of "no littering" and always thinking, "I must recycle." The most recent act of mine was becoming an "Eco Educator" with Bright Beat, LLC. "Eco Educator" at Wicker Park Festival in Chicago, IL – one of the city's most popular music & arts festivals. My position entailed making sure that those at the festival knew why they were recycling, what they could recycle, and I had to go back and forth through this mile-long festival making sure all the participants had water as well as make sure there was no trash in the recycling bin & vice versa. Gosh, this was

uplifting. I spread the word of recycling, made sure people were hydrated, and helped keep the festival clean. I got to put all of my emphases to work.

Without Johnston however, none of this would have been possible. I got here sort of “on accident.” When doing my CommonApp application, the University of Redlands was the only school that I applied to that was under about 15,000+ students. My counselor, Rodney Gore, suggested the institution to me. While in the process of finishing the application, there was an option to either apply to the School of Music, or The Johnston Center for Integrative Studies. The music school was a definite no. Then there was Johnston; the place that “recognizes students have a great variety of interests and seeks to give each *person* extensive ownership of their education.” I thought, “hmmph, this is cool; I’ll apply – but I’m still probably not going to come here.” The small size, its distance from Chicago, and the fact that it didn’t have a big name was a turn off. None of this mattered after my visit.

I had never seen anything like it before – palm trees, smiles everywhere, and Rick Daily as my tour guide. I was pretty much sold – however I fought with myself that I had to go to a bigger school. I eventually came to my senses after realizing all the opportunities & difference I would experience in California, and then made the correct decision. At this time, I still hadn’t realized what Johnston actually was. When I got down here however, things turned out to be more than amazing; I had freedom to take what I wanted, how I wanted to be graded, I could combine all of my interests to one title, and I had Sara Schoonmaker as an advisor. All of this happened on accident. This situation served as sort of an “unknown-unknown” dream of mine that I had not fathomed as possible. This, to me, is the right way to go to school.

When it all set in and I figured out that it was my time to embark on this journey, after it all, I plan to do nothing but give back to this wonderful program, Whether that is through my money, me coming back to teach a class for a semester or speak at a seminar, or even taking the business I plan on starting and working with Johnston to further certain findings. I know that there are incredible minds that are capable of putting what some people consider “unpractical” or “impossible” ideas to work. There is no place like this – especially with both worlds on campus (CAS and Johnston) to give two perspectives to see.

Part of what I want to do here on campus is give both communities understanding of each other – without oversaturating. We are giving this living-learning community for “separation” reasons; however if we are in the same place, we might as well understand each other – rather than having all types of pre-conceived notions of each other and expressing unnecessary spite towards one another. My goal is to bring everyone together to understand and respect. This is why I have taken the roles that I have taken on campus in: ASUR, the Bulldog Weekly, African American Association, and joining The Kappa Sigma Sigma fraternity. However, being a strong Johnston Buffalo is what comes first.

As a Buffalo living on complex now – in Bekins basement #007, I have been around a lot. Even last year, when I lived in Williams Hall, I was on complex everyday; sometimes even falling asleep in the Jimmy Room, Bekins Kitchen or on the couches in Holt. This place was, is, and will forever be home to me. In the near future, I plan on being a Community Assistant in either Bekins or Holt my senior year, possibly becoming a Greek Johnston Representative, and taking advantage of

the opportunities I am currently in and bringing community members out. The University of Redlands is bigger than Bekins, Holt, Hall of Letters, Larsen Hall, and the Commons. I would also like to co-sponsor events between ASUR or whatever organization on campus with Johnston, such as the Johnston-Greek open mic; but take them to the next level. With my promotional skills and great community, I believe that we can do great things that encompass the interests of the student body. My dream senior project idea is to have an event on the main quad with all residence halls coming together to have "field day-esque" activities for all. Another senior project idea of mine is to have a designated area where I can sit, watch people, study traits, and come up with a sustainable "guerilla" marketing campaign to quickly: promote practical sustainability methods using ethnographic methods as well as marketing techniques.

To learn to effectively carry out these ideas as Buffalo, I plan to take my education to levels that I did not know what was possible. The depth of my education will consist of the following categories: Marketing, Sociocultural & Ethical Understanding, Sustainability, and Money Management. These subjects give me a comprehensive review of how to understand people, run a sustainable business, and communicate effectively.

Within the Marketing & Money Management sections, I plan to take basic intro courses in Business and Accounting to give me the foundation of what "Marketing" actually is. I also plan to take Theatre courses to fulfill this requirement - if I know how to set-up at events and present myself differently in situations (including improvisation skills), I will succeed. These subjects are important

because they will teach me not only how to influence people on a vocal level; but to know how to act, what formula works, and I will know how to set up certain events or campaigns that fit to the theme while applying the principles at the same time. This is the first “piece of bread” of my emphasis “sandwich.”

Next, there is the “Sociocultural & Ethical Understanding” section. In this field, I have: Sociology & Anthropology, Business, Economics, Philosophy, and Race & Ethnic Studies courses. These subjects will teach me how to dig into people’s minds to understand their thinking patterns. I am interested in this because I plan to influence minds positively in a world where doubt and lack of proactivity prosper more often than not. The topics serve this purpose in helping me gain understanding as to why we think the way we do. Connecting culture to Marketing will be *the* way to understand how to have that emotional edge to appeal. Pathos is prime when connecting to the target audience. This section serves as the “meat” of my emphasis “sandwich.”

Third, there is the “Sustainability” section, which focuses heavily on the environment and ethics. In this section are courses with the subjects of: Business, Environmental Studies, Philosophy, Philosophy, Johnston courses, as well as a COURSERA Sustainability Online course that can hopefully be contracted as an independent study; it is an 8-week intensive online program on Sustainability. This section will teach me how to partake in the act of pushing society to protect our earth. There is too much energy being wasted by us everyday and there is too much smog in the air – this is our fault. Also, all of these emissions that we *think* is not our problem, definitely is. This economic greed that we prioritize on so much as a

nation needs to slow down because the Earth is not in the greatest place right now. Now is the time to act.

Many of my questions on ethics and sustainability will be answered within this section. Questions such as: "What can we do to push our economic footprint down and have it appeal to the general public?" "What are the descriptions of the bigger problems we face as a unsustainable society?;" and "How can I influence my peers to do what it right?;" are my focus. Practical methods to push sustainability, such as using algae to produce fuel, choosing what appliances to use to cut back on our energy use; as well as what can be implemented in the already large-companies and the process of appealing to them will also be taught in this section. This works as the other piece of bread in my emphasis "sandwich."

The breadth will deal with mostly self-improvement and a bit of my dream courses – that I do not even know yet. Johnston courses have always been a huge interest of mine and will continue to be. Along with Johnston as a core subject of my breadth, there will be courses within the subjects of: Creative Writing, Race & Ethnic Studies, and Women's & Gender Studies. I am not exactly sure yet how I will split these courses up. These courses will be weaved in with my core courses to give me the opportunity to take a figurative "breath." These subjects give me the ability to build writing skills, people skills, as well as give me an insight to why different genders think the way that they do. I love people.

To enhance my experience, I plan on going to either: New Zealand, Denmark, Costa Rica, Sweden, Peru, or Germany for my cross-cultural experience. This will

happen in Spring 2014. All of these countries have emphasis on sustainable and ethical lifestyles and businesses.. I will do further research on these programs.

I want my career to be my lifestyle at the end of the day. To be able to look at myself in the mirror and say, "you did it" on multiple occasions is my goal. I know there will be failure along this road, but that is what this road is about. Building on my skills of: learning, leading, and loving; *that* is Malik. I do not want that to change.

Courses

Fall 11

FS-100 39 Next Stop: The Twilight Zone
JNST-000J "Straight"
JNST-000N 01 "Salon"
SOAN-102 01 "Intro to Cltrl Anthro"

Spring 12

CRWR-104 01 "Non-Fiction Workshop I"
JNST-000H 01 "Infinity: Big #s, Ideas, L"
SOAN-100 02 "Intro to Sociology"
SPCH-115 01 "Business Speech"

May 12

REST 260 01 "Teaching Kids About Race"

Fall 12

BUS-369 02 "Organizational Communication" (*helping me become more concise)
CSAC-380 01 "Community Service" (Garden)
EVST-340 01 "Green Business"
REST-235 01 "Hip-Hop & Racial Politics"

Spring 13

BUS 136 "Principles of Marketing"
SOAN 336 "Consumers & Consumption"
SOAN 302 - "Quantitative Sociology"
EVST 210 - "Energy & The Environment"
JNST 000 "Women in Comedy" / WGST 249 - "Chickflicks" (possible down credit)

May 13

ECON 250 - "Microeconomics"

Fall 13

SOAN 323 - "Mapping People, Mapping, Place" (GIS love)
BUS 342 - "Consumer Behavior"
ACCT 210 - "Principles of Financial Accounting & Reporting"
ECON 251 - "Macroeconomics" (Isenberg)
THTR 140 - "Acting Fundamentals" (contract stage work)

(Cont'd on next page)

Spring 14

Abroad

May 14

SOAN 347- "Visual Ethnography"

Fall 14

BUS 362 - "Social Entrepreneurs"

CRWR 311 - Literary Magazines

PHIL 330 - Environmental Ethics

BUS 434 - "Applied Business Ethics"

THTR 125 - "Stage Design Techniques" (possible down-credit)

Spring 15

ECON 355 - Environmental & Resource Economics

REST 225 - "Juvenile Justice"

EVST 335 - "Environment & Development"

CRWR 312 - Literary Magazines

JNST course (possible down-credit)

Categories

-Marketing

BUS 136 "Principles of Marketing"
THTR 125 – "Stage Design Techniques" (possible down-credit)
THTR 140 – "Acting Fundamentals" (contract stage work)
JNST-000N 01 "Salon"
SPCH-115 01 "Business Speech"
BUS-369 02 "Organizational Communication" (*helping me become more concise)

-Sustainability

EVST 210 – "Energy & The Environment"
EVST 335 – "Environment & Development"
PHIL 330 – Environmental Ethics
CSAC-380 01 "Community Service" (Garden)
EVST-340 01 "Green Business"
*COURSERA online course

-Sociocultural & Ethical Understanding

SOAN-102 01 "Intro to Cltrl Anthro"
SOAN-100 02 "Intro to Sociology"
SOAN 336 "Consumers & Consumption"
SOAN 302 – "Quantitative Sociology"
SOAN 323 – "Mapping People, Mapping Place" (GIS love)
BUS 342 – "Consumer Behavior"
BUS 362 – "Social Entrepreneurs"
ECON 250 – "Microeconomics"
ECON 251 – "Macroeconomics" (Isenberg)
ECON 355 – Environmental & Resource Economics
REST 225 – "Juvenile Justice"
PHIL 330 – Environmental Ethics
FS-100 39 Next Stop: The Twilight Zone
JNST-000J "Straight"
SOAN-102 01 "Intro to Cltrl Anthro"
SOAN-100 02 "Intro to Sociology"
REST 260 01 "Teaching Kids About Race"
REST-235 01 "Hip-Hop & Racial Politics"
JNST course

-Money Management

ACCT 210 – "Principles of Financial Accounting & Reporting"

-Self-Improvement/Reflection/"Dream Courses"

JNST course (possible down-credit)
CRWR 311 & 312 – Literary Magazines
JNST 000 "Women in Comedy" / WGST 249 – "Chickflicks" (if offered & possible down credit)

