



## MULTICULTURAL AUDIENCES & MESSAGES

ADV 336 | Spring 2019

Tues/Thurs 2 – 3:30 pm

CMA 2.104

Instructor: Prof. Kemp  
[dkemp@austin.utexas.edu](mailto:dkemp@austin.utexas.edu)

Office hours: BMC 4.376

Tuesdays 12:30 - 1:30 pm  
 (and by appointment)

TA: Taoli Zhang  
[taolizhang@utexas.edu](mailto:taolizhang@utexas.edu)

Office hours: BMC 4<sup>th</sup> Floor  
 Cubicle #7

Mondays/Wednesdays  
 10:30 am - Noon

Although people of different ethnic, socioeconomic, sexual orientation, and religious backgrounds are typically referred to as minorities, organizations are beginning to recognize multicultural groups as the “new majority.” In some US cities minority groups are the majority population. Increasingly, individuals identify with more than one cultural group, and, it is estimated that in the next 20 years 50 percent of the country will identify as a person of color.

This course examines the implications of these trends for media campaigns targeting various cultural groups. As the economic power of marginalized social groups continues to grow, strategies for communicating with them are also shifting. Industries from sports and fashion to hospitality and health care need to recruit culturally competent media professionals. As consumers, it is also important to understand how these trends shape our experience.

We will trace the evolution of strategies used to engage multicultural audiences, analyze current advertising and public relations campaigns directed at diverse audiences, discuss the role of marketing communications in reinforcing social dynamics or promoting cultural consciousness, and explore the ways in which multicultural audiences have actively influenced industry trends.

## Learning Objectives

Define key concepts related to multiculturalism and campaign development

Identify and describe characteristics of multicultural consumer groups

Demonstrate understanding of how multicultural issues are relevant to media campaigns

Explore the ways diverse audiences experience and engage industry marketing efforts

Analyze and develop strategies for connecting with multicultural audiences

## Textbook

Mueller, B. (2008).

*Communicating with the multicultural consumer: Theoretical and practical perspectives*. Peter Lang.

## Course Canvas Site

Canvas is an integral part of our class. We will use it for communication, class activities and assignment submissions. Readings and additional resources will be posted to Canvas in advance of each class session. Please bookmark and check the site frequently: <https://utexas.instructure.com/courses/1240147>

## Learning Assessments

*Participation (10%)*. Individual and group exercises to help you apply your understanding of the material, engage your classmates and reflect on cultural perspectives outside of your own. (Learning Objectives 1 – 5)

*Reflection Paper (10%)*. Interview two people who identify with an underrepresented cultural group different from your own. They could be other students, faculty members, or the barista at your favorite coffee shop. To prepare for your interviews, conduct background research on this cultural group as an audience or consumer segment. In your interviews, ask questions about their perceptions of advertising targeting the group they identify with. In what contexts do they see these messages? How would they evaluate them? Write a three- to four-page paper comparing their responses and reflecting on your experience conducting the interviews. (Learning Objective 4)

*In-class Exams (2 x 15%)*. Each exam covers key concepts and their application to audiences and campaign examples discussed in the first five and 10 weeks of the semester, respectively. (Learning Objectives 1 – 3)

*Case analysis (20%)*. Select a contemporary campaign that appears to target one or more cultural groups. Provide an overview of the campaign strategy and outcome and conduct an in-depth analysis of the strengths and weaknesses of this approach based on the cultural concerns discussed in readings and lecture notes. Identify the concepts you apply and why, and make recommendations for improvements or additions to the strategy. (Learning Objectives 3 & 5)

*Creative Brief & Presentation (30%)*. You will work in groups to identify an untapped consumer group for an assigned product or service. You may select a group discussed in class or another underrepresented cultural group—provide a rationale for your choice. Conduct situational analyses and audience research, including trends for marketing to this group, their media use, consumption behavior and preferences, and relevant cultural values. Use this information to develop a message strategy applying the concepts and cultural competencies introduced in this course. This assignment will be completed in stages with several deadlines before the final presentation. You will be evaluated on the final brief, your presentation format and skills, and your evaluations of each other. (Learning Objectives 1 – 5).

## Grading Scale\*

<i>Percentage</i>	<i>Grade</i>
94% or higher	A
90 – 93.99%	A-
87 – 89.99%	B+
84 – 86.99%	B
80 – 83.99%	B-
77 – 79.99%	C+
74 – 76.99%	C
70 – 73.99%	C-
67 – 69.99%	D+
64 – 66.99%	D
60 – 63.99%	D-
59% or lower	F

## Grading Policies

### *Writing Quality*

This is a professional communication course. Assignments will be evaluated for grammar, structure, and spelling in addition to content requirements. Be sure to proofread. You must also document all sources.

### *Grade Queries*

Questions or disputes about assignment grades must be raised no more than one week after the assignment has been graded and/or returned to you. Assignment grades are final after this point.

\*Grades will not be rounded.

**Note:** Graduate students must meet with me to discuss assignment adjustments.

## Format and Expectations

Class sessions will combine lectures and media presentations with discussion and in-class activities. Readings will draw on content from academic, industry and news publications. You should complete all readings before the assigned class and be prepared to participate in class discussion and exercises.

Attending each class and actively participating is essential for doing well in this course. Learning from your diverse backgrounds is a primary objective—this can only happen if you talk, listen, and interact with each other. We will discuss sensitive topics, and you may not agree each other's perspectives. Speak up and allow others to speak up too.

## Electronic Devices

We will regularly access the internet for class activities. Please bring a computer, cell phone, or other device with internet access, and ability to play videos, to each class.

Using electronic devices for personal activities is strongly discouraged as it distracts from instruction and learning—yours and others. Please silence all cell phones and other messaging devices during class and keep messaging, browsing, and typing to a discrete minimum.

## Late Assignments

Assignments are due by class time unless otherwise noted. Generally, with the exception of religious observance, assessments submitted after the deadline will receive an additional 5% deduction for each subsequent day they are late. I understand that we all experience unexpected personal events that limit our time and ability to get things done. In certain extenuating circumstances, a two-day grace extension will be allowed. You must discuss this with me in advance (not the day the assignment is due). You will only be allowed to use this option one time. It is not available for the in-class exams or final group project.

## Absences

You may miss up to two class sessions without penalty (in addition to your religious holidays). If you must miss class or a group meeting time, you are responsible for getting caught up on what you missed by visiting me or Taoli during office hours or working with a classmate to get notes, etc. Participation activities done during class cannot be made up (except for religious holiday absences in accordance with UT policy). Assignments due on dates you miss class will be considered late if not submitted by class time.

## Tentative Course Schedule

Date	Topic	Assignment
Tues. 1/22	Course Introduction	
Thurs. 1/24	America's Cultural Demographic	Chap 1 (on Canvas)
Tues. 1/29	Implications for Advertising & Public Relations	Chap 2; Reading on Canvas
Thurs. 1/31	Cultural Concepts	Chap 3; Reading on Canvas
	<b>Audiences &amp; Campaigns</b>	
Tues. 2/5	Hispanics	Chap 4; Reading on Canvas
Thurs. 2/7	African Americans	Chap 5; Reading on Canvas
<b>Tues. 2/12</b>	<b>Asian Americans</b> <i>Eyes on Teaching</i>	Chap 6; Reading on Canvas
Thurs. 2/14	Native Americans	Readings on Canvas <b>Reflection paper draft due</b>
Tues. 2/19	Native Hawaiians	Readings on Canvas <b>Reflection paper final due</b>
Thurs. 2/21	Multi-ethnic Groups	Readings on Canvas
Tues. 2/26	Social Class	Readings on Canvas
<b>Thurs. 2/28</b>	<b>In-class Exam 1</b>	
Tues. 3/5	Gender	Readings on Canvas
Thurs. 3/7	Sexual Orientation	Readings on Canvas
Tues. 3/12	Age/Generational Groups	Readings on Canvas
Thurs. 3/14	Persons with a Disability	Readings on Canvas
Tues. 3/19	<i>No Class (Spring Break)</i>	
Thurs. 3/21	<i>No Class (Spring Break)</i>	
Tues. 3/26	Religion	Readings on Canvas
<b>Thurs. 3/28</b>	<b>Language</b> <i>Guest Lecture: Lars Hinrich</i>	Reading on Canvas <b>Case Analysis Due</b>
Tues. 4/2	Intersectionality	Readings on Canvas
	<b>Industry Considerations</b>	
Thurs. 4/4	Multicultural Teams	Chap 7; Reading on Canvas
<b>Tues. 4/9</b>	<b>Multicultural Teams Cont'd</b> <i>Guest Lecture: Krystal Hawkins</i>	Reading on Canvas
<b>Thurs. 4/11</b>	<b>In-class Exam 2</b>	
Tues. 4/16	Social Responsibility	Chap 8; Reading on Canvas
Thurs. 4/18	Cultural Appropriation	Readings on Canvas
Tues. 4/23	Active Audiences	Readings on Canvas
<b>Thurs. 4/25</b>	<b>Group Meetings</b>	<b>Project draft due</b>
Tues. 4/30	Social Media	Readings on Canvas
Thurs. 5/2	Global Consumer Culture	Readings on Canvas
Tues. 5/4	<b>Group Presentations</b>	Presentation slides*
Thurs. 5/9	<b>Group Presentations</b>	Presentation slides*
Thurs. 5/16	<i>Submit group project</i>	<b>Final project due</b>

\*Submit by 1 pm on your assigned presentation day unless using your own device.

## **Student Rights & Responsibilities**

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

## **Statement of Respect and Inclusivity**

You are expected to contribute to an inclusive and respectful class environment. Students of all backgrounds are to be treated fairly and with honesty, integrity, and respect. We will cover sensitive issues in class. Civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others is required of all students.

## **Names and Personal Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to instructors with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## **University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

## **Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in a previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and

the University Honor Code which can be found at the following web address:  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php).

You should be aware that all required writing assignments may be submitted to a plagiarism-detection tool such as Turnitin. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for my judgement regarding detection of plagiarism.

### **Use of E-Mail for Official Correspondence to Students**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your email address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Q Drop Policy**

If you want to drop a class after the 12<sup>th</sup> class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <https://ugs.utexas.edu/vick/academic/adddrop/qdrop>.

### **University Resources for Students**

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we can develop a plan to meet your need and the requirements of the course. The University also provides a range of resources to help you achieve your academic and personal goals:

#### *Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 512-410-6644 (video phone) or [ssd@austin.utexas.edu](mailto:ssd@austin.utexas.edu). <http://ddce.utexas.edu/disability/about>



### *Counseling and Mental Health Center*

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

### *The Sanger Learning Center*

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

### *Moody Writing Support Program*

The Moody Writing Support Program provides one-on-one coaching, workshops, and video resources to help undergraduates become better writers.

[moodywriting@austin.utexas.edu](mailto:moodywriting@austin.utexas.edu)

<https://moody.utexas.edu/students/undergraduate/moody-writing-support-program>

### *Canvas Tech Support for Students*

Canvas technical support for students is available 24/7 at 1-855-308-2494. Or click the Help icon in Canvas to have a live text chat with a technical support representative.

*University Writing Center:* <http://uwc.utexas.edu>

*UT Libraries:* <http://www.lib.utexas.edu>

*IT@UT:* <https://it.utexas.edu>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency>

### *BeVocal*

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

## **Title IX Reporting**

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### **Important Safety Information**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The Office of Campus Safety and Security provides the following recommendations regarding emergency evacuation. For more information, visit <http://www.utexas.edu/safety> or call 512-471-5767.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: <https://emergency.utexas.edu>.