

Cover Sheet: Request 15627

ADV 3XXX – Multicultural Advertising in the U.S

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jennifer Goodman rgoodman@jou.ufl.edu
Created	12/18/2020 12:40:49 PM
Updated	12/18/2020 12:48:38 PM
Description of request	new courses added to our curriculum

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Advertising 23020000	Jennifer Goodman		12/18/2020
ADVxxxx Multicultural Advertising in the U.S. final.docx					12/18/2020
College	Approved	JOU - College of Journalism and Communications	James Babanikos		12/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15627

Info

Request: ADV 3XXX – Multicultural Advertising in the U.S
Description of request: new courses added to our curriculum
Submitter: Jennifer Goodman rgoodman@jou.ufl.edu
Created: 12/18/2020 9:37:14 AM
Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ADV

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:

Multicultural Advertising in the U.S.

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Multicultural Advertising

Degree Type

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

A study of multicultural communities and the process of developing advertising, promotional, and media communication tactics. This course will explore the methods of utilizing insights, research, and audience segmentation for developing and evaluating campaign development, while understanding the social, psychological, and cultural framework of diverse audiences.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

ADV 3008 & MAR 3023 with minimum grade of C

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course fills a void in diversity and multiculturalism in our curriculum. Advertising to diverse audiences and micro-targeting audiences is becoming more and more important. This course helps fill that gap and provide students with the ability to understand culture-based audience insights and apply them to advertising campaigns.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
The goal of this course is to provide students with the fundamental skills needed to understand U.S.-based multicultural audiences to develop advertising campaigns. The student learning outcomes for the course will be introduced and/or reinforced through regular opportunities that reinforce skills in critical thinking, problem-solving, oral and written communication, and peer collaboration. Students will develop:

- the social, psychological, and cultural understanding of diverse audiences within the U.S.
- critical thinking and contextual analysis of research surrounding multicultural audiences.
- the ability to employ decision-making skills (i.e., evaluate, justify, and defend) in the analysis and evaluation of advertising targeted to multicultural audiences.
- written and verbal communication skills necessary to support advertising teams in multicultural advertising development (e.g., client, agency team, creative specialists).

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
This course does not have a textbook. Instead, it uses current industry readings and academic articles for students to better understand how to apply course skills to campaigns.

The Multicultural Edge: Rising Super Consumers
<https://www.nielsen.com/us/en/insights/report/2015/the-multicultural-edge-rising-super-consumers/>
A Fresh Look at Multicultural Consumers <https://www.nielsen.com/us/en/insights/report/2017/a-fresh-look-at-multicultural-consumers/>
Insights: Values and Culture
The Hofstede Model: Applications to Global Branding and Advertising Strategy and Research
<https://psycnet.apa.org/record/2010-04016-003>

Remainder of the readings and videos:

The Hofstede Model: Historical Framework of Diverse American Communities (e.g. Social, Political, Psychological, Economical)
Cultural Insights Impact Monitor (CIIM)
Video: ADWEEK.com Effective Multicultural TV Ads
Women of Tomorrow:
U.S. Multicultural Insights
Are Women the New Men?
African-American Women: Our Science, Her Magic
From Consumers to Creators: The Digital Lives of Black Consumers
Video: BET – Black Women & Beauty Representation
Latina Power Shift
Latin 2.0
Connectivity Drives the Asian-American Consumer Journey
Asian-American Women: Digitally Fluent with an Intercultural Mindset
The Future 100 (2.0.2.0.)
State of the LGBT Consumer: What Gay, Lesbian, Bisexual and Transgender Households Buy
Reaching Prevalent, Diverse Communities with Disabilities
The Global, Socially Conscious Consumer
The Evolution of the Sustainability Mindset
Into Z Future

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1: What is Multiculturalism?

Week 2: Defining Culture (Part I)

Week 3: Defining Culture (Part II)

Week 4: Defining Culture (Part III). NOTE the weeks on defining cultural dive into Hofstede's cultural communication model and its dimensions (this site provides overview: <https://hi.hofstede-insights.com/national-culture>)

Week 5: Ad Evaluation/Effectiveness

Week 6 Community Group: Women (General Market)

Week 7 Community Group: Black / African-American

Week 8 Community Group: Hispanic / LatinX

Week 9 Community Group:Asian-Pacific Islander

Week 10 Special Topic: Covid-19 (this week will address different special topic each semester that is relevant at that time. Right now, Covid is having big impact on industry and society)

Week 11 Community Group: LGBTQIA+

Week 12 Community Group: Persons with Disabilities

Week 13 Community Group: Socially Conscious Consumers

Week 14 Community Group: GenZ

Week 15 Research Paper Presentation

Week 16 "Culture Brief" (outlined more in syllabus)

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Assessment Criteria

Student development and skills performance will be assessed on a cumulative letter grade scale.

Quizzes – 15% of Final Grade

- Based on Course Readings , weekly
- Individual Testing

Assignments – 45% of Final Grade

- Group / Team-Based Learning (2 Projects)

To fully comprehend multicultural advertising, students will have the opportunity to apply the skills learned in the course. The quality of one's experience in this course can be attributed, in part, to the level of involvement in the learning process. Therefore, students are expected (and encouraged) to be part of the learning process through regular and consistent participation.

Culture Brief (Final Project) – 30% of Final Grade

- ? 1 Comprehensive Multicultural Project
- ? Group / Team-Based Learning

Attendance and Participation – 10% of Final Grade.

Your participation grade consists of participation during class discussions, in-class activities including case study/campaign analysis discussion. Your input is a critical part of learning in this class. Your participation is heavily based on quality not quantity. It is more important for you to read the material before class, come and contribute insightful comments during discussion, and to be open and attentive to your fellow students. Contributing daily but without substance is not considered quality participation. It is more important that your participation be relevant and insightful and draw from the course material

Final Grade Requirements

A 100 – 94

C+ <80 – 77 D- <64 – 61
A- <94 – 90

C <77 – 74 F <61 – 0
B+ <90 – 87

C- <74 – 70
B <87 – 84

D+ <70 – 67
B- <84 – 80 D <67 – 64

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Raegan Burden

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

Response:
Yes

ADV XXXX Multicultural Advertising in the U.S. Semester, Year

Instructor: Prof. Raegan L. Burden, MMC
Email: raegan.burden@ufl.edu
Class Days: xxxxxxxx
Office Hours: xxxxxxxx

Overview

Catalog description: *A study of multicultural communities and the process of developing advertising, promotional, and media communication tactics. This course will explore the methods of utilizing insights, research, and audience segmentation for developing and evaluating campaign development, while understanding the social, psychological, and cultural framework of diverse audiences.*

Prerequisites

A minimum grade of C in ADV3008, MAR 3023.

Resources

Canvas

<http://elearning.ufl.edu/>

Required Textbook

None; course resources provided by Professor via Canvas. See course schedule for readings list (e.g. comprised of Peer Reviewed journal articles, segmentation studies, agency briefs, and case studies)

Requisite Skills for this Course

Students should be prepared to:

- 1) manage academic responsibilities and meet deadlines on the Canvas online course management system;
- 2) employ analytical skills in the evaluation of situations and content presented in course lectures and readings;
- 3) articulate thoughts and ideas clearly in writing (e.g. presentations, formal papers, online);
- 4) justify/defend your own perspective(s); and
- 5) argue on behalf of perspectives that potentially run counter to an individual's position about strategic cultural endeavors.

Course Goals (Student Learning Outcomes)

The goal of this course is to provide students with the fundamental skills needed to understand U.S.-based multicultural audiences to develop advertising campaigns. The student learning outcomes for the course will be introduced and/or reinforced through regular opportunities that reinforce skills in critical thinking, problem-solving, oral and written communication, and peer collaboration. Students will develop:

- the social, psychological, and cultural understanding of diverse audiences within the U.S.
- critical thinking and contextual analysis of research surrounding multicultural audiences.
- the ability to employ decision-making skills (i.e., evaluate, justify, and defend) in the analysis and evaluation of advertising targeted to multicultural audiences.
- written and verbal communication skills necessary to support advertising teams in multicultural advertising development (e.g., client, agency team, creative specialists).

Writing Resources

There are several tools you can use to improve your writing ability or double-check your work.

These include the following:

- [Purdue Online Writing Lab](#) to check grammar rules
- [Citation Machine](#) to assist with APA style source citing
- [Grammarly](#) to act as an additional check of your spelling and grammar

Digital Resources

The Wall Street Journal – UF is an institution subscriber to the Wall Street Journal. UF students can access a digital subscription to the WSJ through registration with a valid Gatorlink ID. The link to the education subscription site is https://education.wsj.com/?s=University+of+Florida&cat=2&page_type=searchresults . Note: If the hyperlink fails, simply copy and paste the address into a new browser, and then proceed with instructions for set up.

Kanopy (<https://ufl.kanopy.com>) – Kanopy Streaming Video is a service available through the UF Libraries and is free to students with a valid Gatorlink ID and username. Videos accessed off-campus will require remote login access. Students can take advantage of Kanopy’s extensive entertainment and education library at any time.

New York Times, Business section – For the first time, UF is able to provide free online subscriptions for students. To activate your *New York Times* subscription, go to [myUFL](#) and navigate to “Main Menu.” From there, go to “Quick Links,” then “NY Times” and click on “Subscribe now.”

Assessment Criteria

Student development and skills performance will be assessed on a cumulative letter grade scale.

Quizzes – 15% of Final Grade

- Based on Course Readings
- Individual Testing

Assignments – 45% of Final Grade

- Group / Team-Based Learning (2 Projects)

Culture Brief (Final Project) – 30% of Final Grade

- 1 Comprehensive Multicultural Project
- Group / Team-Based Learning

Attendance and Participation – 10% of Final Grade

Final Grade Requirements

A	100 – 94	C+	<80 – 77	D-	<64 – 61
A-	<94 – 90	C	<77 – 74	F	<61 – 0
B+	<90 – 87	C-	<74 – 70		
B	<87 – 84	D+	<70 – 67		
B-	<84 – 80	D	<67 – 64		

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> for more information on grading policies

Assignments

To fully comprehend multicultural advertising, students will have the opportunity to apply the skills learned in the course. The quality of one's experience in this course can be attributed, in part, to the level of involvement in the learning process. Therefore, students are expected (and encouraged) to be part of the learning process through regular and consistent participation.

Written assignments will be submitted through Canvas and should adhere to the specifications detailed with each project summary. All assignments are expected to be submitted by the designated due date to avoid point forfeiture.

Quizzes

Quizzes are intended to be short-form, low-stakes assessments that gauge the student's knowledge and understanding of the course readings and lectures. Quizzes will be administered via CANVAS on a weekly schedule. Students must take the quiz within the designated due date to avoid forfeiting the quiz opportunity. Students are allowed only one attempt per Canvas quiz. Each quiz is timed and will automatically close at the end of the allotted minutes.

Final Project

Groups will be asked to deliver a formal presentation of their research paper at the end of the semester. Each team will receive a calculated score. A grading rubric will be provided to clarify the Professor's expectations.

Attendance

Class Attendance will be taken at each meeting time. Students are also expected to actively participate in class.

Each student is allowed two "free" missed classes without penalty to the final attendance point total. However, "free" absences do not automatically excuse the student from assignment due dates. For excused absences, make-ups, and additional clarification of UF's attendance policy, please see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note that for religious absences, UF requires students notify the Professor prior to the absence.

Late Policy

Unless you have a documented reason for why you cannot complete an assignment by the due date (and with the exception of factors listed at the UF attendance policy link, above), late submissions on homework, exams, and quizzes will not be accepted. Extra credit projects will not be assigned in lieu of late submissions.

UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should read the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. See the course netiquette guidelines on Canvas.

Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

UMatter, We Care

Your well-being is important to the University of Florida. The *U Matter, We Care* initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress: please contact umatter@ufl.edu by phone at 352-392-1575; and/or visit [U Matter, We Care website](#) to refer or report a concern. A team member will reach out to the student in distress. The *UMatter, We Care Team* can help connect students to the many other helping resources available including, but not limited to: Victim Advocates, the Counseling and Wellness Center, and/or Student Health Care Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Communicating with the Professor

Students with questions, comments or concerns, should contact Professor Raegan Burden via email:

raegan.burden@ufl.edu

Course Schedule

WEEK	TOPIC	READINGS	ASSIGNMENT
1	What is Multiculturalism?	<ul style="list-style-type: none"> The Multicultural Edge: Rising Super Consumers A Fresh Look at Multicultural Consumers 	
2	Defining Culture (Part I)	<ul style="list-style-type: none"> Insights: Values and Culture 	<ul style="list-style-type: none"> Quiz (Individual) Culture Onion: Four Manifestations of Culture
3	Defining Culture (Part II)	<ul style="list-style-type: none"> The Hofstede Model: Applications to Global Branding and Advertising Strategy and Research 	None
4	Defining Culture (Part III)	<ul style="list-style-type: none"> The Hofstede Model: Historical Framework of Diverse American Communities (e.g. Social, Political, Psychological, Economical) 	<ul style="list-style-type: none"> Quiz (Individual) Hofstede Model: Cultural Mapping (Group: ALL)
5	Ad Evaluation/Effectiveness	<ul style="list-style-type: none"> Cultural Insights Impact Monitor (CIIM) Video: ADWEEK.com Effective Multicultural TV Ads 	None
6	Community Group: Women (General Market)	<ul style="list-style-type: none"> Women of Tomorrow: U.S. Multicultural Insights Are Women the New Men? 	<ul style="list-style-type: none"> MAD Men about Women: Sociocultural Identification (Group A)
7	Community Group: Black / African-American	<ul style="list-style-type: none"> African-American Women: Our Science, Her Magic From Consumers to Creators: The Digital Lives of Black Consumers Video: BET – Black Women & Beauty Representation 	<ul style="list-style-type: none"> Quiz (Individual) Ad Evaluation: Beauty Industry – Black Women and Representation (Group B)
8	Community Group: Hispanic / LatinX	<ul style="list-style-type: none"> Latina Power Shift Latin 2.0 	<ul style="list-style-type: none"> Quiz (Individual) LatinX – Branded Latina: Cultural Narratives (Group C)
9	Community Group: Asian-Pacific Islander	<ul style="list-style-type: none"> Connectivity Drives the Asian-American Consumer Journey Asian-American Women: Digitally Fluent with an Intercultural Mindset 	<ul style="list-style-type: none"> Quiz (Individual) Branding the Culture: Who, Why & API “Lucky & Rich” in TV/Film (Group D)
10	Special Topic: Covid-19	<ul style="list-style-type: none"> The Future 100 (2.0.2.0.) 	<ul style="list-style-type: none"> What’s Next??? <p>(All Groups)</p>
11	Community Group: LGBTQIA+	<ul style="list-style-type: none"> State of the LGBT Consumer: What Gay, Lesbian, Bisexual and Transgender Households Buy 	<ul style="list-style-type: none"> Quiz (Individual) Ad Evaluation: The Economy of Luxury (Group A)
12	Community Group: Persons with Disabilities	<ul style="list-style-type: none"> Reaching Prevalent, Diverse Communities with Disabilities 	<ul style="list-style-type: none"> Quiz (Individual) Ad Evaluation: Representation (Group B)

13	Community Group: Socially Conscious	<ul style="list-style-type: none"> ▪ The Global, Socially Conscious Consumer ▪ The Evolution of the Sustainability Mindset 	<ul style="list-style-type: none"> ▪ Quiz (Individual) ▪ Branding "CARE" (Group C)
14	Community Group: GenZ	<ul style="list-style-type: none"> ▪ Into Z Future 	<ul style="list-style-type: none"> ▪ Quiz (Individual) ▪ Freeform TV: Changing the Narrative (Group D)
15	Research Paper Presentation "Culture Brief" (Group A, B)	None	Final Project (Group)
16	Research Paper Presentation "Culture Brief" (Group C, D)	None	Final Project (Group)