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# Advertising & Society

COURSE DESIGNATOR SDNY 3019

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

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## COURSE DESCRIPTION

This course introduces students to the linkages between advertising and society. It is premised on the belief that advertising helps shape human attitudes and behaviours, just as the latter two in turn help direct and shape advertising. The emphasis is however firmly on advertising as a shaping agent – how it influences individuals and societies, the dynamic nature of the relationship, and the impacts (both positive and negative) that advertising may have on individuals and societies. It takes a critical and dispassionate view of advertising, rather than a managerial or practitioner's view. Various criticisms of advertising are flagged, and these are used as a basis for further coverage and discussion of the criticisms and issues raised.

## COURSE OBJECTIVES

On successful completion of this course, students will be able to:

- understand the fundamentals of how advertising itself works;
- understand the linkages between advertising and target markets;
- appreciate both the positive and negative nature of the linkages;
- understand some particular linkages in some depth; and
- critique selected advertising and the issues associated with it.

## LEARNING OUTCOMES

Students should have developed their ability to:

- analyse the relationship between advertising and society;
- form perspectives on the criticisms of advertising;
- appreciate the ethical dilemmas posed by some advertising; and
- decode and critique selected examples of advertising.

Students should demonstrate:

- an understanding of the communication objectives behind advertising;
- an understanding of advertising techniques utilised by advertising agencies;
- an understanding of ethical issues and the social outcomes of advertising; and
- critical thinking skills in the analysis of advertising.

## METHODOLOGY

This course is taught using a combination of formal lectures and informal interactive discussions. The former occupies around half the allocated time at each session, while the latter occupies around a third of the allocated time at each session. The remainder of the time at each session is devoted to the critiquing of advertising examples and/or case study analysis. Examples of advertising will be provided, as well as some case studies and students are required to become actively engaged in analysing and discussing these examples and cases.

## MY EDUCATION REQUIREMENT

There are two co-curricular My Education events (activities which the student selects and carries out independently) and these account for a further 5% of the total grade in this course. Students should select which two My Education events/activities they wish to undertake and which can be reflected on from an 'advertising and society' perspective. The lecturer of this course can help you identify the most appropriate events/activities. For each a one page reflective

summary of the event/activity should be submitted in the week following attendance at the event/undertaking the activity.

There will be a field visit to either an advertising agency or else to the recording of the ABC television show, 'Gruen Planet' ([www.abc.net.au/tv/gruentransfer](http://www.abc.net.au/tv/gruentransfer)). This television show is about contemporary advertising, and involves commentary on current and past advertising campaigns, and 'decoding' of the strategy between advertising appeals and executions.

This is a structured activity that involves a formal briefing, provision of a profile of the organization or show involved, and a self-completion form with semi-structured questions to be addressed either during or after the fieldtrip. The fieldtrip will be debriefed at the session in the week following the fieldtrip, and students will be expected to provide answers to the questions. These answers (approximately 1-2 A4 pages) must be submitted at this following week session, and these account for 5% of the total grade in this course. In the event of neither of the above field activities being possible to arrange, the lecturer will advise students of an alternative fieldtrip.

## REQUIRED READING AND RESOURCES

There is no set textbook for this course. Instead a set of readings will be supplied. These include selected chapters from different textbooks, academic journal articles, industry articles from newspapers and industry magazines, and websites. The readings will be distributed each week at lectures. They appear below in the table in the next section. The expectation is that students will read them prior to the following week's lecture and interactive discussion.

In addition, *B&T Weekly* and *Advertising News* (available at newsstands) are useful sources of contemporary applied Australian advertising material.

## GRADING

### CAPA PROGRAM AND INSTRUCTOR POLICY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behavior. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e., reading materials other than the work assigned, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation.

Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

### CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

### CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	95+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-94	Achievement that is significantly above the level necessary to meet course requirements.
B+	86-89	
B	83-85	

B-	80-82	Achievement that meets the course requirements in every respect.
C+	76-79	
C	73-75	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	66-69	
D	60-65	
F	<59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

### GRADING FOR ASSIGNMENTS

Mid Semester Examination	20%
Major Paper	20%
Final Examination	40%
Participation	10%
My Education	10%
Overall grade	100%

### SCHEDULE AND ASSIGNMENTS

The following schedule details the topics that will be delivered in a sequential order on a weekly basis during the CAPA semester, the interactive activities that will be undertaken at each of the weekly sessions, and details relating to assessable items in the course. A document detailing the interactive discussion questions relating to each specific topic will be distributed at the session dealing with that topic. Aside from Week 1, the set readings for each topic will be distributed at the session prior to the session dealing with the topic, enabling students to read the relevant material prior to the lecture and associated interactive discussions about them. It is strongly recommended that the set readings be undertaken prior to attending the relevant session in order to maximise personal learning, and individual academic performance.

Week	Topic	Interactive/Assessment	Readings
1	Introduction to Advertising & Society	Discussion Questions; Overview of Assessments	Chapter1 Belch, G. Belch, M. Kerr, G. Powell, I. Waller, D. Xavier, R. (2009) <i>Advertising and Promotion</i> , McGraw Hill, Sydney
2	How Advertising Works	Discussion Questions	Chapter 1 Wells, W. Moriarty, S. & Burnett, J. (2006) <i>Advertising Principles &amp; Practice</i> , 7 <sup>th</sup> Edition, Pearson Prentice Hall, New Jersey
3	Common Criticisms of Advertising	Discussion Questions; Major Paper Briefing	Pollay, R, Mittal, B. (1993) <i>Here's the Beef: Factors, Determinants and Segments in Consumer Criticisms of Advertising</i> , Journal of Marketing, Vol 57, July, pp. 99-114  Kirkpatrick, J. (1986) <i>A Philosophical Defence of Advertising</i> , Journal of Advertising, Vol 15:2, June, pp. 42-48 & 64

4	Advertising, Popular Culture & the Arts	Discussion Questions	Fowles, J. (1996) <i>Advertising &amp; Popular Culture – Foundations of Popular Culture</i> , Sage, United States
5	Advertising & the Culture of Consumption	Discussion Questions	Chapter 9 Ellis, N. Fitchett, J. Higgins, M. Jack, G. Lim, M. Saren, M. Tadjewski, M. (2011) <i>Marketing – A Critical Textbook</i> , Sage, London
6	Semiotics & Meaning	Discussion Questions; Mid Semester Exam Briefing	Chapter 1 Beasley, R. Danesi, M. (2002) <i>Persuasive Signs: The Semiotics of Advertising</i> , Mouton De Gruyter, United States Chapter 10 Ellis, N. Fitchett, J. Higgins, M. Jack, G. Lim, M. Saren, M. Tadjewski, M. (2011) <i>Marketing – A Critical Textbook</i> , Sage, London
7	Subliminal Messaging	Discussion Questions; Mid Semester Examination	Steven, K. (1979) <i>Subliminal Embeds in Print, Advertising: A Challenge to Advertising Ethics</i> , Journal of Advertising, Vol 8 (Summer), pp. 20-24
8	Advertising & Social Media	Discussion Questions; Mid Semester Exam debrief	Kaplan, A.Haenlein, M. (2010) <i>Users of the World Unite! The Challenges &amp; Opportunities of Social Media</i> , Business Horizons, Vol53, Issue 1, pp.59-68 Mangold, W. Faulds, D. (2009) <i>Social Media – The New Hybrid Element of the Promotion Mix</i> , Business Horizons, Vol52, Issue 4, pp.357-365
9	Advertising, Sexism & Ageism	Discussion Questions; Major Paper Due	Ford, J. D. LaTour, M. (1993) <i>Differing Reactions to Female Role Portrayals in Advertising</i> , Journal of Advertising Research, September/October
10	Advertising Aspiration & Materialism	Discussion Questions; Major Paper Mini Review	Buijzen, M. Valkenburg, P. (2003) <i>The Effects of Television Advertising on Materialism, Parent-Child Conflict and Unhappiness: A Review of Research</i> , Journal of Applied Developmental Psychology, Vol 24: 4, September, pp. 437-456
11	Global Advertising & Cultural Impacts	Discussion Questions; Course Review	Pollay, R. Gallagher, K. (1990) <i>Advertising and Cultural Values: Reflections in the Distorted Mirror</i> , International Journal of Advertising, Vol 9, pp. 359-372 + Tomlinson, J. (1991) <i>Cultural Imperialism</i> , Wiley, United States
12	Final Examination	Major Paper Return Course Debrief	No Readings

The Mid Semester Examination (to be held Week 7 in the lecture) will comprise a number of compulsory questions covering Week 1-6 materials from the lecture series, interactive discussion questions and the set readings. Duration – 1.5 hours.

### **MAJOR PAPER (20%)**

The Major Paper topic will be provided in Week 3 and centres around researching and analysing a major theoretical issue or area in advertising, and the discussion or critiquing of examples. The major paper will require considerable research, as well as applied thinking. It is to be undertaken by teams of two people. Maximum word length is 2,000 words, excluding the Table of Contents, Abstract, Bibliography and Appendices. Academic referencing is absolutely mandatory. Non-referenced papers receive an automatic fail. Referencing must be complete and use Harvard format.

The paper is due in Week 9 at the start of the lecture. Absolutely no extensions will be granted. The paper should be cleanly typed, double-spaced on A4 paper with pages numbered and 2cm margins. A Table of Contents, an Abstract (150 words max.), sub-headings and a Bibliography should be included. Appendices are optional. Staple the paper with a cover sheet, which provides your names, and course details. NOTE: Do not use plastic or board covers or folders (if you do your paper will be returned to you unmarked).

Assessment will be based on the following:

- Critical thinking about underlying theories, concepts, assumptions and arguments – 40% demonstrate in-depth applied analytical skills in critiquing advertising – 25%
- ability to utilise ideas from theorists in academic journals – 25%;
- demonstrated clarity, format, clarity and logic, correct spelling/grammatical – 10%.

### **FINAL EXAMINATION (40%)**

The Final Examination (to be held in Week 12 in the lecture) will comprise a number of compulsory questions covering Week 1-12 materials from the lecture series, interactive discussion questions and the set readings. Duration – 3 hours.

### **PARTICIPATION (10%)**

Participation is a vital part of your grade. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Assessment of participation by the lecturer is based on a 'mixed' quantitative/qualitative criteria i.e. the amount of participation will be considered x the quality of the participation (the quality of comments in terms of insights, and evidence of critical thinking) Note that it is possible to score full marks in this component of the course, just as it is possible to not score any marks.

### **MY EDUCATION (10%)**

Each of the My Education submissions is worth 5 marks. They will be reviewed for their reflective thinking on the event/activity, as well as the ability to make connections with the Advertising & Society course. Like the Participation component, it is possible to score full marks for the My Education assessments.

### **ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

### **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

#### **SCHOLASTIC DISHONESTY**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic

record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### **STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.