

Advertising in Spanish Society

Course Details

Course Designator & Number: BCLA 3004W

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: TBD

Course Description

This course focuses on the importance of advertising as a communication tool, focusing on the presence (and lack) of JEDI in mainstream media in Catalonia and Spain. This is a writing-intensive upper-level course designed for communication majors studying abroad in Barcelona. The course explores how diversity is represented in Spanish advertising's ethics and strategies, focusing on race, gender, sexuality, and culture. Emphasis will be placed on developing advanced writing and research skills tailored to communication professionals. Through academic readings, critical analysis, and hands-on writing assignments, students will examine the role of media in shaping social perceptions and discuss the impact of diverse representation on brand messaging and consumer behavior. Students will also engage with local case studies and campaigns, enhancing their understanding of Spain's unique cultural landscape.

Content warning:

At times, this course intentionally invites students to engage with readings and content that are controversial. Students might find this disturbing. The intention is not to endorse perspectives, but rigorously engage with them. If certain material is emotionally challenging, students can discuss with the faculty before or after class. Students may also leave the classroom without academic penalty, if the discussion becomes too emotionally challenging. Students are, however, responsible for all missed material, and so should arrange to get notes from another student or see the faculty member individually.

Course Objectives

Upon completion of this course, you should be able to:

- Describe the role of advertising in the Spanish economy, particularly focusing on the presence or absence of cultural diversity and social justice initiatives.
- Recognize ads that are false, misleading, or deceptive, and explain their ethical implications, especially in relation to marginalized communities in Spain.
- Understand the four basic approaches to moral philosophy, and demonstrate an understanding of how to apply these to advertising issues.
- Conduct a systematic analysis of specific advertising situations to determine an ethically appropriate action to take.
- Identify major types of criticisms about the cultural, social, and psychological impacts of advertising, particularly regarding underrepresented or misrepresented communities.
- Evaluate the evidence presented to substantiate or refute the criticisms of advertising.
- Identify key issues involved in several controversial aspects of advertising, especially those affecting diversity and inclusion.
- Conduct an analysis of an issue regarding the relationship between some aspect of advertising and society and develop a well-reasoned conclusion.
- Analyze the portrayal of diverse groups (e.g., ethnicity, gender, sexuality) in Spanish advertising and its influence on societal attitudes and consumer behavior.
- Examine how Spain's cultural diversity is reflected in advertising strategies and campaigns.
- Critically assess the effectiveness of inclusive advertising in Spain's media landscape, taking into account both local and global perspectives.
- Develop persuasive and ethical advertising proposals that address diverse audiences within Spain.
- Explore the regulatory and cultural challenges of implementing diversity-focused advertising in Spain's marketplace.

Methodology

This course uses a combination of guided lectures (flipped classroom), in-class debates and discussions, written assignments, student presentations, field studies, and company visits in order to merge a firsthand experience, academic learning, and critical thinking to better understand and reflect on the topic of advertising in Spanish society. Active participation is

essential in this course and is part of the final grade. A detailed rubric of participation assessment can be found below.

Students are expected to attend each class and field study course component, as outlined in the CET Attendance Policy. Students are expected to read all assigned materials (20–30 pages per class session) before the relevant class session according to this syllabus and come ready to engage in class discussions. All assignments must be submitted via Canvas by the deadline unless otherwise noted.

Experiential Learning & Field Visits

TBD

Required Reading / Materials

- Grau-Rebollo, Jorge, & Lorite-García, Nicolás. 2022. "[The representation of phenotypic diversity in audiovisual advertising in Spain: professional perspectives and implications for the cultural dynamics of inclusion](#)". *Anàlisi*, Extra, 131–148. <https://doi.org/10.5565/rev/analisi.3401>
- Heath, Eugene. 2018. *The Routledge companion to business ethics* (E. Heath, B. Kaldis, & A. M. Marcoux, Eds.; 1st edition). Routledge.
- Hernández Guerra, Conchi. (2020). "[Public Service Announcements to promote integration of People with Down Syndrome: a synchronic análisis](#)". *Revista de Lenguas Para Fines Específicos*, 26(1), 167–179.
- Holtzhausen, Derina Rhoda, Fullerton, Jami A., Lewis, Bobbi Kay, & Shipka, D. 2021. *Principles of strategic communication* (1st ed.). Routledge.
- Iglesias-Sánchez, Patricia P., Jambrino-Maldonado, Carmen, de las Heras-Pedrosa, Carlos, & Díaz-Tendero, Rafael. 2023. "[Queervertising: An empowerment tool for the gay men and lesbian community](#)". *F1000 Research*, 12, 295–295. Kincaid, Harold. 2012. *The Oxford handbook of philosophy of social science*. Oxford University Press.
- Lindsay-Pérez, M. (2023). [Becoming white\(r\): skin-whitening creams for white women? Contradictory cosmetics in early twentieth-century Spain](#). *Journal of Spanish Cultural Studies*, 24(4), 481–507.
- Llovet, Carmen, & Establés, María José. 2023. "[Undressed to succeed? Content analysis of self-objectification of influencers in Spain](#)". *Revista de Comunicación/Revista de Comunicación*, 22(2), 271–297.
- Martínez-Rodríguez, Susana. 2022. "DIANA (1969-1978): The First Women's Finance Magazine in Spain." *Feminist Media Studies* 23 (5): 1889–1904. [doi:10.1080/14680777.2022.2055606](https://doi.org/10.1080/14680777.2022.2055606).

- Miranda, José Antonio, and Felipe Ruiz-Moreno. 2020. "Selling the Past. The Use of History as a Marketing Strategy in Spain, 1900-1980." *Business History* 64 (3): 491–510. [doi:10.1080/00076791.2020.1717473](https://doi.org/10.1080/00076791.2020.1717473).
- Montes, Antonia. 2021. "[Gender stereotyping and retro-sexism in advertising discourse from a postfeminist perspective](#)". *Feminismo/s*, 38, 177-.
- Palardy, Diana Q. 2014. "[The Evolution of Conguitos: Changing the Face of Race in Spanish Advertising](#)". *Transmodernity*, 4(2), 38–56.
- Roca, David, Chalá-Mejía, Priscila, & Suárez, Aína. 2024. "[The glass ceiling effect in Spanish advertising creative departments](#)". *Communication & Society*, 37(2), 143–158.
- Serra Folch, Carolina, & Castellano Martorell, Cristina. 2024. "[Roldós y Compañía, the oldest operating advertising agency in the world](#)". *Journal of Historical Research in Marketing*, 16(3), 243–257.
- Snyder, Wally S. 2017. [Ethics in advertising: making the case for doing the right thing \(First edition\)](#). Routledge.
- Zayer, Linda Tuncay, McGrath, Mary Ann, & Castro-González, Pilar. 2020. "[Men and masculinities in a changing world: \(de\)legitimizing gender ideals in advertising](#)". *European Journal of Marketing*, 54(1), 238–260.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	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.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation in class	15%
Class Discussion	20%
Weekly Reports	25%
Group Projects	40%
Overall grade	100%

Assessment Details

Graded assignments include:

- Participation: Active class participation is required for this class. Students are expected to read and watch the materials in advance, engage in class discussion, dialogue and debate with their classmates and the professor, and raise relevant questions. Students are encouraged to express their opinions in class with the professor and the other students, always with a tolerant and respectful tone to create an inclusive environment for everyone. Class participation will request students to engage with Spanish media and culture by watching, reading, and/or listening to different academic and advertising products that will often need to be analyzed through the lens of justice, diversity, equity, and inclusion.
- Guiding class discussion: With the support of the professor, students will be asked to guide and moderate one of the in-class debates or discussions, by briefly presenting a critical analysis of one of the materials to their classmates, encouraging discussion and raising relevant and thoughtful questions to help create a welcoming environment for reflection.
- Reports: Students will write individual weekly reports (around 1,000 words each, a total of 10), in the form of brief academic essays, analyzing and reflecting on the weekly proposed topic related to Spanish society, mass media and advertising based on what they are learning in the course. Those reports may deal with field study visits, guest speakers, company visits, or product analysis. All the essays will be graded and returned with feedback by the professor in order to improve the students' writing skills.
- Group project: In groups of 4–5 people, students will create a multimedia advertising project aligned to the topics seen in class. Students will present their projects to their classmates explaining the process of analysis, critical thinking, and creation that guided the final product.

Course Content

Unit 1

Introduction to Communications and journalism writing: How do we write a good report?

Unit 2

History of Advertising in Spain

- Early Beginnings of Advertising in Spain: Newspapers, Radio, and Propaganda
- Evolution of Media and Advertising in the 20th Century: Spanish Civil War, Dictatorship, and Democracy
- Influence of Globalization on Spanish Advertising: The Arrival of the Internet
- Key Historical Advertising Campaigns in Spain

Proposed field studies: *Walking Tour of Spanish Civil War (Barcelona Other Eyes Tour), and visit to Freixenet.*

Unit 3

The Marketing & Advertising Industry in Spain

- Structure of the Spanish Advertising Industry: Key Players and Agencies
- Regulatory Bodies and Advertising Laws in Spain
- Media Channels and Advertising Strategies in Spain
- Economic and Cultural Influences on Advertising Practices
- The Role of Diversity in the Spanish Advertising Market

Proposed visit: *advertising agency*

Unit 4

Philosophy of Advertising: Morals & Critical Thinking

- Introduction to Moral Philosophy and Ethics in Advertising
- The Four Approaches to Moral Philosophy
- Applying Ethical Frameworks to Spanish Advertising
- Justice, Equity, Diversity, and Inclusion (JEDI) Considerations in Ethical Advertising

Proposed field studies: *Visit to TV3, and ROSAPARKS.*

Unit 5

Advertising in Current Spanish Society: Gender

- Gender Representation in Spanish Advertising
- Impact of Feminism and Social Media on Advertising Trends in Spain
- Case Studies: Gender Stereotypes in Spanish Ads, a Historical Perspective
- Best Practices for Gender-Inclusive Advertising

Proposed activity: *street marketing scavenger hunt and guest lecture*

Unit 6

Advertising in Current Spanish Society: Ethnic Minorities & Migration

- Spain's Demographic Landscape and Migration Patterns
- Social Media Impact on Popular Perception of Migration in Spain
- Representation of Ethnic Minorities in Spanish Advertising
- Cultural Sensitivity in Multicultural Advertising Campaigns
- Case Studies: Ads Reflecting Spain's Multicultural Society

Proposed field studies: *Top Manta, Mescladís.*

Unit 7

Advertising in Current Spanish Society: Gender & Sexuality

- Evolution of Sexuality in Spanish Advertisements
- LGBTQAI+ Representation and Diversity in Spanish Media and Advertising
- Case Studies: Inclusive and Controversial Campaigns
- Strategies for Creating LGBTQIA+ Inclusive Ads in Spain

Proposed field studies: *Barcelona LGBTQIA+ center*

Unit 8

Advertising in Current Spanish Society: Accessibility

- Disability Representation in Spanish Advertising
- Legal Framework and Regulations on Accessibility in Advertising
- Case Studies: Successful Accessibility-Focused Campaigns
- Designing Accessible Advertisements for Diverse Audiences

Proposal field studies: *ONCE, guest lecturer.*

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & 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. This information can be found [on the Learning Abroad Center website](#).