FIU School of Journalism & Mass Communication
ADV 4201
Advertising and Society
Spring 2016
(3 Credits)

Instructor: David J. Park
Class Location: Paul Cejas Architecture 171 (MMC)
Class Time: Wednesdays 12:30-2:40 pm
Office Location: ACII / 324 (BBC)
Office Hours: Tuesdays 1-3pm.
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** This Class Meets Every Other Week In Person Similar to a Hybrid Class**

Course Description
The relationship between advertising, economic, political, moral, environmental, and ethical issues.

Course Objectives
Instead of approaching advertising from an explicitly professional, industry-oriented paradigm, this class examines advertising from a much broader and complex perspective that incorporates political systems, economics, consumerism, identities, new technologies, environmentalism, citizenship and many other socio/cultural aspects of society. The objective of this course is to cultivate critical thinking about the role of advertising in society and the effects that it has on people, culture, politics, economics and the environment. Critical thinking does not necessarily mean criticism, but instead should be thought of as promoting thoughtful, reflective and logical analysis of the various limitations and benefits contemporary advertising offers society. Living in one of the most commercial societies on the planet makes it extremely difficult to objectively analyze how advertising impacts the world we live in. This class will try to temporarily remove us from this world in order to assess and reinterpret the culture created by commercial marketers and advertisers.

Student Learning Outcomes
1). Understand relevant concepts and apply theories to advertising
2). Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
3). Think critically, creatively and independently
4). Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
5). Broaden understandings of advertising, public relations within digital environments.
6). Increase awareness political, social, economic, environmental and ethical concerns in advertising.

Text & Readings
Reading assignments and case studies will be provided. You will need the following books:


**SJMC DIVERSITY STATEMENT**

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Please note that assigned readings must be done before the designated class. Follow the schedule and read ahead. The schedule is designed to aid you in completing the readings before the discussions occur.

**Communication with the Instructor**

It is University policy for faculty to communicate with students via FIU e-mail. Please check your email for communications from your instructor. If you use another e-mail provider, please link your FIU e-mail with your personal e-mail so communication is forwarded. Likewise, please communicate with your faculty on routine matters via e-mail. I should be able to get back to you within a 48 hour window. Also, in person during my office hours is my preferred mode of communication. If that can’t work for you, call my office during my office hours.

**Class Attendance and Participation**

Attendance and active participation are integral parts of any discussion-based course – they are also important parts of your grade, given the nature of the topics discussed and the methodology employed. You will be expected to attend the class regularly, participate in class discussions, and prepare for class ahead of time. Your participation grade will be based on the frequency and the pertinence of what you say in relation to the scheduled topic. Every student should stay abreast of any changes to the schedule; absence from a prior class does not exempt anyone from this obligation. Again, it is expected that you will have read all assigned readings and will be familiar with the content details, even when you are not involved in leading a particular discussion.

If you cannot hand in the assignments on the due dates, you will have to ask for permission to hand in the assignment before the due date if you want to get credit. You will have to ask permission at least one week in advance if this is possible. If this is granted by the professor, you will be expected
to write an analysis for each reading missed. The professor will not accept anything after the due date unless the student has official documentation. For medical or personal emergencies when prior notification is impossible, documentation of the reason for the absence must be provided as soon as the student returns to the class in order for the instructor to consider excusing the absence. If you miss a quiz or exam and don’t have any official documentation, there is no need to discuss the absence with the professor.

Assignments

1. ONLINE QUIZZES: You have 9 online quizzes. The quizzes occur during the weeks when we do not meet in person, but also during the weeks when we do meet. The quizzes contain multiple-choice questions and usually have 10 questions per chapter. Most quizzes contain three chapters worth of material, while some may contain two chapters worth of questions. For quizzes with 20 questions, you’ll have 25 minutes to answer the questions. For quizzes with 30 questions, you’ll have 35 minutes to answer. Each quiz opens at 12.01 am on Tuesday morning and closes at midnight on Thursday of assigned week. So you have a three-day window when you can take each quiz. You can take the quiz at anytime during those three days.

2. DISCUSSION: read the chapters before class begins and come prepared to discuss the thesis, argument, how it was made, its limitations, benefits, logic of argument, effects on society, evidence etc. How does this information affect the public, what does it say about society, culture and advertising?

3. BROCHURE ASSIGNMENT - Make a brochure about the content from one of the assigned videos for class. The idea is to “teach the content” to the public through the brochure. Search “free brochure template” online and make the brochure through one of the sites. (You may have to register for a free education account depending on the site).
   1. After printing a few copies (2-3) of your completed brochure, I want you to “spread the news” by leaving them in a public-access area for people to read. Anyplace where people gather (example: a waiting room).
   2. Take a picture of the brochures once you drop them off in the public area.
   3. Do NOT put FIU, The Names of the Videos, or your name on the brochure. NO NAMES OR IDENTIFIERS. The brochures have to be anonymous. Just put information from the videos in the brochures that you found interesting – that maybe other people could find interesting as well. Your task is to educate people about the topic.
   4. Print out your brochure and the pictures of where you dropped off your brochures for the public, and bring to class on the due date.

You’ll be graded on your ability to communicate well, your knowledge of the DVDs content/arguments and your ability to integrate each into a creative platform for general public media consumption.

4. CULTURE JAM ASSIGNMENT - because everyone is or can be creative, I want you to practice being creative with whatever media you prefer to use and interpret/respond to the culture jam readings through your “art.” You can use any format – do something that interprets the reading or the topics discussed (or other current topic) through a creative form and intends to further extend the
message to the broader public outside of the university. You can take from the “culture jam” concept discussed in the beginning of class. If we have extra time at the end of our discussions we’ll spend class time where you can develop your response. Make sure to bring whatever medium/platform you prefer to class in order to work on your response. Present this on the day the assignment is due (see below for specific date). In the past most students have done visual culture jam interpretations. I’ll show you examples in class.

5. CRITICAL ADVERTISEMENT ANALYSIS ASSIGNMENT

Write a 3-page critical analysis of a print advertisement. Choose an advertisement that is compelling to you. An ad that enrages, excites or motivates you will be easier to analyze. Ads can be from magazines, newspapers, the internet, billboards (you can take a photo) or elsewhere. You must be able to attach the advertisement as Jpeg advertisement to the blackboard site or attach a printed version with your paper depending if it’s due online or in person. They are usually due in-person.

Before you write the paper, you should do the following:

Ask yourself the questions we talked about in class & the questions below.

Make sure you are familiar with the product being advertised!

Look at the ad from top to bottom, left to right, taking note of anything that seems significant or grabs your attention.

What you will do in your paper and questions to consider:

1. Describe the ad (what you see, what is said, how it is organized and so on) and the ad’s overall effect or tone. Is the ad old-fashioned, somber, disturbing, serene, purposely confusing, busy, funny, sarcastic, ironic, understated, sad, sexy, vague and so on? Does it sentimentalize, glorify, What grabs your attention? How do your eyes move across the page? Are the objects interacting in some way- implied or obvious? Is there implied movement? Foreshadowing? What is excluded? Be detailed.

2. Find the argument. What is the argument? What kind of lifestyle do you think your advertising tries to promote? What kind of values? What are the implied values? The explicit messages? What is the context? Discuss how the audience and the ad’s message are linked. What kinds of knowledge or experience does the ad assume its audience possesses? What associations might the audience make with the images in your ad? How and why are these associations important? How do they connect with the product? How might these associations motivate viewers to purchase the product? Who do you think is the target audience and how do you know? You don’t have to answer all of these, but discuss a few.

3. What does the ad say about the environment, gender, consumption in general, class, race, etc? What are the implications on some of these topics?

4. What can you deduce about American culture in general by looking at this ad? How should the target audience or public react to this ad?

Organization: Sample Outline

1. Introduction: What is the ad for? General summary of the context of ad, name the company or product, what is the ad doing or saying and who is the audience.

Create your thesis at the end of the introduction – a good thesis is an argument! Your original argument!

Thesis example for a Virginia Slims ad: “the advertisement conveys the message that modern women are empowered but only through consumption of the product. Because women are
not equal in US society, this advertisement conveys a falsehood and subverts real empowerment for women.”

2. Body Paragraphs:
(Use evidence from the ad to prove your thesis)
A. Describe the ad and the visual strategies the ad uses to target the audience. (1.)
B. Explain the Context & Target Audience. Where was the ad published? Who is the audience? Show the reader how the components of the ad are designed to target the audience. What are the values of the audience? (2)
D. What are the ad’s meanings or implications for the environment, gender, consumption in general, class, race, etc? (3) This needs to be the bulk of your paper – at least 1.5 pages.

3. Conclusion: Recap and discuss cultural implications or ideas (4.)

This paper must be written in APA format. 12 pt. Times font. Double-spaced. Left corner: name and info. Right: numbered. 1 inch margins. No cover. No folder. No colors or graphics. Include print out of ad with hardcopy of paper. 3 pages long.

THERE IS NO EXTRA-CREDIT FOR THIS CLASS.

Grades
Your final grade is based on the points you accumulate in several areas. The grades will be allocated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (total of 9)</td>
<td>250</td>
</tr>
<tr>
<td>Brochure Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Culture Jam Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Print Advertisement Criticism Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
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The following grade scale will be used:

- A = 465-500
- A- = 450-460
- B+ = 435-445
- B = 415-430
- B- = 400-410
- C-D = 350-395
- F = 345 or below

Important dates

Jan 19 = last day to add, drop or swap a course without financial liability
Jan 20 = Spring payment due
Feb 5 = last day to apply to graduation
Departmental Writing Policy

Good writing is vital to a career in Communications. Thus, all papers written outside of the classroom will first be graded for content. Following that, the paper will be reviewed for writing. While the first two “errors” will not impact the grade, and paper containing 3-5 errors will automatically lose 10 points (based on 100); any paper containing 6-8 errors will automatically lose 20 points (based on 100); any paper that contains 9-11 errors will automatically lose 0 points (based on 100); etc.

Note: No late cases will be accepted. Don’t wait until the last minute to print and proof your work. Printer jams or computer problems are not considered an excuse. Assignments are due at the start of class on the day of class.

Ethical Conduct & Plagiarism

Academic Honesty: Student must follow the Standards of Conduct described in the student handbook. (http://www.fiu.edu/~sccr/standards_of_conduct.htm). Students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. Participants are expected to perform individual assignments without consulting each other. This practice “homogenizes” the thinking brought to the class, negatively impacting the discussion and our learning experience. Participants in this course are also reminded that materials may not be pasted or paraphrased from printed, electronic or any other sources without appropriate citations and credits. Failure to do so constitutes plagiarism and will result in penalties as set forth by University policies.

Course Outline (Subject to change at instructor’s discretion)

Week 1

IN PERSON: January 13 – Introduction to Class – Advertising Images of Beauty and Women. (In Class Discussion and Group Work)

The Illusionists: a film about global beauty (Video Documentary)
Killing us Softly 4: Advertising’s Image of Women (Video Documentary)

Week 2

ONLINE: January 20 – Advertising/Identity and Worth

The Daily You: Chapters 1-2 (Read)

Online Quiz on chapters 1-2. 25 minute quiz. 20 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Week 3

IN PERSON: January 27 - Advertising/Identity and Worth (In Class Discussion/Group Work)

The Daily You: Chapters 3-5
Online Quiz on chapters 3-5. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

**Week 4**

**ONLINE:** February 3 - Advertising/Identity and Worth

The Daily You: Chapters 6-7

Online Quiz on chapters 6-7. 25 minute quiz. 20 questions. Open from Tuesday 12.01 am until Thursday at midnight.

**Week 5**

**IN PERSON:** February 10 – Advertising and Race, Stereotypes, Orientation and Gender (In Class Discussion and Group Work)

Chapter 6 (Advertising Choices: Influences of Stereotypes and Taste)
Chapter 7 (Gender and Advertising: How Gender Shapes Meaning)
Chapter 8 (Advertising and Race: Examining the Melting Pot)
Chapter 9 (Advertising and Age, Sexual Orientation, and Ability: Marginalized or Mainstreamed?)

Chapters are from *Controversies in Contemporary Advertising* (2nd Ed. 2014). All articles are in Blackboard.

**Week 6**

**ONLINE:** February 17 - Contemporary Political Advertising and Effects on Democracy

Dollarocracy: Intro-Chapter 3.

Online Quiz on chapters 1-3. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

**Week 7**

**IN PERSON:** February 24 - Contemporary Political Advertising and Effects on Democracy

Dollarocracy: Chapter 4-6 (In Class Discussion and Group Work)

Online Quiz on chapters 4-6. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Discuss Brochure Assignment (see description above for details).

**Week 8**

**ONLINE:** March 2 – Contemporary Political Advertising and Effects on Democracy

Dollarocracy: Chapter 7-9
Online Quiz on chapters 7-9. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Week 9

**IN PERSON:** March 9 – Commercialization of Children and Consumerism (In Class Discussion and Group Work)

Consuming Kids: The Commercialization of Childhood (Video Documentary)
Shop Till You Drop: The Crisis of Consumerism (Video Documentary)

Week 10

March 16 – Spring Break No Class.

Week 11

**IN PERSON:** March 23 – Effects of Advertising and Consumption on Environment/War (In Class Discussion and Group Work)

Advertising and the End of the World (Video Documentary)

A Burning Question: Propaganda & the Denial of Climate Change (Video Doc)

Brochure Assignment Due in Class (see description above for details).

Week 12

**ONLINE:** March 30 - Advertising, Consumerism, Economics and the Environment

Beyond Consumer Capitalism: Chapters 1-3

Online Quiz on chapters 1-3. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Week 13

**IN PERSON:** April 6 - Advertising, Consumerism, Economics and the Environment

Beyond Consumer Capitalism: Chapters 4-6

Online Quiz on chapters 4-6. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Week 14

**ONLINE:** April 13 – Advertising, Consumerism, Economics and the Environment

Beyond Consumer Capitalism: Chapters 7-9
Online Quiz on chapters 7-9. 35 minute quiz. 30 questions. Open from Tuesday 12.01 am until Thursday at midnight.

Week 15
**IN PERSON:** April 20 – Culture Jamming and Advertising (3 readings) (In Class Discussion and Group Work)

“Mixing Pop (Culture) and Politics”: Cultural Resistance, Culture Jamming, and Anti-Consumption Activism as Critical Public Pedagogy” by Sandlin & Milam (2008).
“Beyond the Culture Jam” by Scatamburlo-D’Annibale (2010).
All articles are in Blackboard.

Discuss Culture Jam Assignment

Week 16
**IN PERSON:** April 27 (Last Day of Class) – Culture Jam Assignment Due and Presentation, Critical Advertisement Paper Due w/ Presentation.

Final Exam Week – Final Paper/Project/Exam Due Date to TBA.