

Advertising and Society

Course Details

Course Designator & Number: BCLA 3004

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

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 behaviors, just as the latter two in turn help direct and shape advertising. However, the emphasis in this course is 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

Through a combination of readings, class discussion, case analyses, group projects, field trips, and invited experts, 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
- Critique selected advertising and the issues associated with it

Learning Outcomes

At the end of the course, students should be able to:

1. Analyze the relationship between advertising and society
2. Form perspectives on the criticism of advertising
3. Appreciate the ethical dilemmas posed by some advertising
4. Decode and critique selected examples of advertising

Students should demonstrate:

1. An understanding of the communication objectives behind advertising
2. An understanding of advertising techniques utilized by advertising agencies
3. An understanding of ethical issues and the social outcomes of advertising; and
4. Critical thinking skills in the analysis of advertising.

Methodology

This course is taught using a combination of formal lectures, interactive learning activities, and informal interactive discussions (principally conducted online). The course will consist of two hours of face-to-face teaching and 1.5 hours of online class interaction per week. Through advertising examples and case study analysis, students will be actively engaged in exploring the key concepts in relation to advertising and society.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. Students will actively explore the global city in which they are currently living. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

There is one co-curricular My Education event (an activity which the students select and carry out independently), and it accounts for a further 10% of the total grade in this course. Students should select which My Education activity they wish to undertake, which should be reflected on from an “advertising and society” perspective. The lecturer of this course can help students identify the most appropriate activity. For that activity, a PowerPoint presentation and a report should be developed. This task is due in week 10.

The paper will require considerable research, as well as applied thinking. The maximum length is 2,000 words, excluding the table of contents, abstract, bibliography, and appendices. Academic reference is absolutely mandatory. Non-referenced papers receive an automatic fail. Referencing must be complete and use Harvard format.

The paper should be typed on A4 paper, double-spaced with 2cm margins. A table of contents, an abstract (150 words max.), subheadings, and a bibliography should be included.

Appendices are optional. Students should staple the paper together with a cover sheet and provide their name and course details.

Examples of activities students could choose include the following:

- Visit El Born and analyze the case of gentrification
- Visit the Olympic neighborhood to study how an event transformed the city of Barcelona
- Visit restaurants like Tickets and study how haute cuisine is helping Barcelona to develop a brand image
- Study Barcelona's different advertising campaigns and their impact on the city
- Visit El Forum de las Culturas and study how an event has helped to rebuild a poor neighborhood
- Analyze the relationship between Barcelona's image and brands like Desigual, Custo Barcelona, and Mango
- Visit Port Vell and research how it became a leisure area
- Research the most emblematic and iconic buildings in the city and their relationship with Catalan culture

Course Prerequisites

This course does not require students to have undertaken prior courses in advertising. However, it does assume that students have some prior knowledge about marketing. Some understanding of sociology, cultural studies, and/or communications and media studies would be an advantage. In the first two lectures, this course does provide a "soft" introduction to advertising and the themes explored. Beyond this, students should consult a textbook on advertising—or, more broadly, on marketing communications—to familiarize themselves sufficiently with basic theories, concepts, driving principles, and terminology

Required Reading / Materials

- Pardun, C.J., ed. (2013). *Advertising and Society: an introduction*. John Wiley & Sons. Second Edition. ISBN. 9780470673096
- Belch, G., M. Belch, G. Kerr, I. Powell, D. Waller, and R. Xavier (2009), *Advertising and Promotion*, Sydney: McGraw-Hill
- Wells, W., S. Moriarty, and J. Burnett (2006), *Advertising Principles & Practice*, 7th edition, New Jersey: Pearson Prentice Hall
- Vakratsas, D., and T. Ambler (1999), "How advertising works: what do we really know?" *Journal of Marketing*, vol. 63, no. 1 (January), pp. 26-43
- Pollay, R, and B. Mittal (1993), "Here's the Beef: Factors and Determinants and Segments in Consumer Criticisms of Advertising," *Journal of Marketing*, vol. 57 (July), pp. 99-114

- Kirkpatrick, J. (1986), "A Philosophical Defense of Advertising," Journal of Advertising, vol 15, no. 2 (June), pp. 42-48 & 64
- Ford, J. D., and M. LaTour (1993), "Differing Reactions to Female Role Portrayals in Advertising," Journal of Advertising Research, September/October
- Buijizen, M., and P. Valkenburg (2003), "The Effects of Television Advertising on Materialism, Parent-Child Conflict and Unhappiness: A Review of Research," Journal of Applied Developmental Psychology, vol. 24, no. 4 (September), pp. 437-456
- Fowles, J. (1996), Advertising & Popular Culture, United States: Sage, Foundations of Popular Culture
- Kaplan, A., and M. Haenlein (2010), "Users of the World Unite! The Challenges and Opportunities of Social Media," Business Horizons, vol. 53, issue 1, pp. 59-68

The required readings appear within the units in the Course Content section. The expectation is that students will read them prior to the following week's lecture and interactive discussion

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	

Letter Grade	Score or Percentage	Description
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
Class participation/small group discussion	10%
Midterm exam	30%
Group project presentation (15–20 minutes)	10%
Group project's final paper and presentation	20%
Final exam	30%
Overall grade	100%

Assessment Details

Midterm and Final Exams

The midterm and final exams (90 minutes) consist of short questions with open answers on topics covered in class to date: lecture series, interactive discussion questions, and set readings.

Participation

Participation is a vital part of students' grade. They are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. The lecturer's assessment of participation is based on mixed quantitative/qualitative criteria. Note that it is possible to score full marks in this component of the course, just as it is possible not to score any marks.

To a large extent, the success of this course depends on student participation. Hence, this course places an emphasis on student participation, and participation is an assessable item. It is expected that participation will take four forms:

- Asking questions about the content of the lecturer materials
- Responding to the set discussion questions in groups
- Critiquing the advertising examples against a set brief
- Analyzing and discussing case studies set questions

Course Content

Unit 1

Introduction to Advertising and Society

- Class overview

Unit 2

Introduction to Advertising and Society

- Lecture / class activity
- Seminar Discussion Questions
- Chapter 1: Belch, G., M. Belch, G. Kerr, I. Powell, D. Waller, and R. Xavier (2009), Advertising and Promotion, Sydney: McGraw-Hill

Unit 3

How Advertising Works

- Lecture / class activity
- Seminar discussion questions
- Chapter 1: Wells, W., S. Moriarty, and J. Burnett (2006), Advertising Principles & Practice, 7th edition, New Jersey: Pearson Prentice Hall
- Vakratsas, D., and T. Ambler (1999), "How advertising works: what do we really know?" Journal of Marketing, vol. 63, no. 1 (January), pp. 26-43

Unit 4

The Economic Impact of Advertising

- Lecture / class activity
- Seminar discussion questions
- Chapter 2
- Major paper briefing

Unit 5

Common Criticism of Advertising

- Lecture / class activity
- Seminar discussion questions
- Chapter 3
- Pollay, R, and B. Mittal (1993), "Here's the Beef: Factors and Determinants and Segments in Consumer Criticisms of Advertising," *Journal of Marketing*, vol. 57 (July), pp. 99-114
- Kirkpatrick, J. (1986), "A Philosophical Defence of Advertising," *Journal of Advertising*, vol 15, no. 2 (June), pp. 42-48 & 64

Unit 6

Advertising, Sexism, and Ageism

- Lecture/class activity
- Seminar discussion questions
- Chapters 7 & 8
- Ford, J. D., and M. LaTour (1993), "Differing Reactions to Female Role Portrayals in Advertising," *Journal of Advertising Research*, September/October

Unit 7

Advertising and Materialism

- Lecture/class activity
- Seminar discussion questions
- Buijzen, M., and P. Valkenburg (2003), "The Effects of Television Advertising on Materialism, Parent-Child Conflict and Unhappiness: A Review of Research," *Journal of Applied Developmental Psychology*, vol. 24, no. 4 (September), pp. 437-456
- Prepare for the midterm exam

Unit 8

Midterm Exam

Unit 9

Political Advertising

- Lecture/class activity
- Seminar Discussion Questions
- Chapter 4

Unit 10

Guest Speaker

- Each student will be required to ask at least one question

Unit 11

Advertising, Popular Culture, and the Arts

- Lecture / class activity
- Seminar discussion questions
- Fowles, J. (1996), *Advertising & Popular Culture, United States: Sage, Foundations of Popular Culture*

Unit 12

Field Trip

Unit 13

Global Advertising and Cultural Impacts

- Lecture / class activity
- Seminar discussion questions
- Pollay, R., and K. Gallagher (1990), "Advertising and Cultural Values: Reflections in the Distorted Mirror," *International Journal of Advertising*, vol. 9, pp. 359-372

Unit 14

Advertising and Social Responsibility

- Lecture / class activity
- Seminar discussion questions
- Chapter 16
- Prepare for presentations/papers

Unit 15

Project Presentation

- Final project papers must be printed and handed in

Unit 16

Advertising and Social Responsibility

- Lecture / class activity
- Seminar discussion questions
- Chapter 16
- Coke case study
- Kaplan, A., and M. Haenlein (2010), "Users of the World Unite! The Challenges and Opportunities of Social Media," *Business Horizons*, vol. 53, issue 1, pp. 59-68

Unit 17

Final Exam

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](#).