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**ADVERTISING AND SOCIETY ADPR 3140  
Fall 2009, M-W-F, 1:25-2:15, JRMC Room 203**

**Overview**

The course is designed to foster a critical understanding of advertising and promotion as an institution, and its role in communication, society, culture, and our economy. Students develop a framework in which to understand the continuing dialogue between supporters and critics, and confront issues related to the institution's ethical conduct, regulatory issues, and social responsibility. The course is set up for interaction and dialogue. You are provided with an opportunity to try out and develop your ideas. Your job is to read, think, read some more, and write critically about the role of advertising in society. My job is to help you in the process of thinking through the material and developing your ideas.

**Objectives**

Understanding the larger role of advertising and promotion (and by extension marketing), will make you a much more thoughtful and productive professional and consumer. The main objective of the course is to place advertising within: a social context, a consumer culture, different economies, a changing commercial media system and a global environment. We are not focused on the professional areas of management, planning, research media or creative per se but will see how these areas are placed in a larger context.

You will encounter a number of contemporary issues surrounding advertising, examine controversial aspects of advertising content and practice, and develop a critical perspective that you can use to approach the subject. Many views of advertising we will encounter in class will be uncomplimentary; others will vigorously affirm contemporary advertising philosophy and practice. You need to engage a number of issues and then develop your own philosophy about the role of advertising in society. You will take a number of perspectives including, but not limited to, economist, sociologist, psychologist, media critic, cultural anthropologist, marketer, and consumer, in order to determine the role of advertising in society.

The course is designed to accomplish the following learning objectives:

1. to read, think and write critically about the role of advertising in society.
2. to enhance knowledge and understanding of the conflicting arguments surrounding the roles and influences of advertising in society.

3. to provide a macro-perspective of advertising as an economic and social institution.
4. to introduce contemporary social, economic, regulatory, and ethical issues surrounding the practice of advertising.
5. to develop a sense and appreciation of professional ethics.

### **How the Class Works**

The course is centered on lectures and class discussion. Students are active participants! Please complete the reading assigned for the day *prior* to coming to class. Being a prepared, attentive, and careful listener and an active, thoughtful participant each day will help make our individual experiences and our class experience more meaningful. See notes on discussion at the end of the syllabus.

Class Participation/Attendance: I encourage you to try out your ideas. As we engage in class discussion, it is imperative that everyone's opinions and views are respected at all times. Not everyone will agree with everything that is said or written—that's okay, as long as we create and maintain a learning environment that encourages open and honest exchanges of ideas and opinions at all times. We will be civil in our disagreements.

Of course, the only way to participate is to attend. I'll take attendance at the *beginning* of each class. All students are expected to attend each class section, be prepared for that class, and to actively participate in class discussion. You will be allowed a total of 3 unexcused absences. After the 3rd unexcused absence, you will lose one letter grade for each additional absence. If you arrive late for a class, you will be counted absent for that day (let me know if you have tight schedule that makes it difficult to get across campus).

Your grade will be determined by the following:

Class Discussion	20%
Presentation on reading 1	15%
Mid-term	25%
Presentation on book	15%
Final	25%

Readings 1 and 2 presentations will be accompanied by a short 1-2 page brief on the topic. Presentation on the book will be accompanied by a 3-4 page analysis of how the material relates to advertising and society.

### ***Required Texts***

1. Sheehan, Kim. *Controversies in Contemporary Advertising*. Sage Publications, 2004
2. Rotzoll and Haefner. *Advertising in Contemporary Society*, University of Illinois Press, 1996
3. Handouts and Cases.

## **Discussion Topics and Readings**

The schedule indicates approximate dates when selected topics and requirements will be covered. I am certain there will be deviations. It is the student's responsibility to stay informed of schedule change announced in class.

<b>August 17</b>	<b>Introduction to the Course, Starting Points</b>
<b>August 19</b>	<b>Overview, Advertising Criticized, Myths and Beliefs</b> Sheehan, Chapter 1
<b>August 21</b>	<b>Advertising Criticized, Myths and Belief</b> Sheehan, Chapter 1
<b>August 24</b>	<b>Institutional Perspectives</b> Rotzoll and Haefner, Chapters 1-3, (not pages 79-85 of Chapter 3).
<b>August 26</b>	<b>Institutional Perspectives</b> Rotzoll and Haefner Chapters 1-3, (not pages 79-85 of Chapter 3)
<b>August 28</b>	<b>Institutional Perspectives</b> Rotzoll and Haefner Chapters 1-3, (not pages 79-85 of Chapter 3)
<b>August 31</b>	Case/Class debate <b>Break up into teams to debate specific sides</b>
<b>September 2</b>	<b>Advertising Communication and Audiences</b> Rotzoll and Haefner, Chapter 5 Reading: Audience—Market, Commodity or Victim?
<b>September 4</b>	<b>Advertising Communication and Audiences</b> Rotzoll and Haefner, Chapter 5

Reading: Audience—Market, Commodity or Victim?

**September 7**

**Labor Day**

**September 9**

**Economics: How Does Advertising Contribute and Influence the Economy?**

Rotzoll and Haefner, Chapter 4

**Reading (Telser, JAR)**

**September 11**

**Economics: How Does Advertising Contribute and Influence the Economy?**

Rotzoll and Haefner, Chapter 4

**September 14**

**Economics: How Does Advertising Contribute and Influence the Economy?**

**Class debate regarding role of advertising**

**September 16**

**Political Advertising, Advertising Role in the Political Debate, Economics of Political Advertising**

Sheehan, Chapter 14

**September 18**

**Political Advertising, Advertising Role in the Political Debate, Economics of Political Advertising**

**September 21**

**Manipulation, Materialism and Social Values**

Sheehan, Chapter 2

Rotzoll and Haefner, Pages 79-85 of Chapter 3

**Reading TBD**

**September 24**

**Manipulation, Materialism and Social Values**

Sheehan, Chapter 2

Rotzoll and Haefner, Pages 79-85 of Chapter 3

<b>September 28</b>	<b>No class on Monday. Interactive assignment and discussion</b>
<b>September 30</b>	<b>Case/Class debate</b>
<b>October 2</b>	<b>Human Portrayals</b> Sheehan, Chapter 6
<b>October 5</b>	<b>Human Portrayals</b> Sheehan, Chapter 8
<b>October 7</b>	<b>Mid-Term</b>
<b>October 9</b>	<b>Human Portrayals</b> <b>Class debate</b>
<b>October 12</b>	<b>Vulnerable Audiences? Are some audiences vulnerable?</b> Sheehan, Chapter 9 <b>Vulnerable Audiences? Are some audiences vulnerable?</b> Sheehan, Chapter 9, 10
<b>October 14</b>	<b>Vulnerable Audiences? Are some audiences vulnerable?</b> Sheehan, Chapter 9, 10  Pick an ad/campaign that is aimed toward a vulnerable audience. Analyze whether the ad is sensitive to the audience. We will discuss in class.
<b>October 16</b>	<b>Gender, Sex in Advertising</b> Sheehan Chapter 7 <b>Reading TBD (Hunt Article)</b>
<b>October 19</b>	<b>Controversial Products in Advertising</b>

Sheehan Chapters 11, 12 & 13

**October 21**

**Controversial products**

Sheehan Chapters 11, 12 & 13

Find a controversial ad/campaign. We will see if it is controversial to others.

**October 23**

**Subliminal Approaches, Brand Placement, Stealth Appeals**

Sheehan, Chapter 5

Additional reading TBD

**October 26**

**Brand Placement, Stealth Appeals,**

Sheehan, Chapter 5

**October 28**

**Brand Placement, Stealth Appeals,**

Sheehan, Chapter 5

**Case/Class Debate**

**October 30**

**Fall Break**

**November 2**

**First Amendment, Government and Self Regulation**

Sheehan, Chapter 4, Rotzoll and Haefner Chapter 7

**Reading TBD**

**November 4**

**First Amendment, Government and Self Regulation**

Sheehan Chapter 4, Rotzoll and Haefner 7

**Reading TBD**

**November 6**

**First Amendment, Government and Self Regulation**

Sheehan, Chapter 4, Rotzoll and Haefner Chapter 7

**Reading TBD**

Case/Class Debate

- November 9**                    **Advertising and the Media**
- Sheehan, Chapter 3, Rotzoll and Haefner, Chapter 6  
**Reading TBD (NYT)**
- November 11**                    **Advertising and the Media**
- New Media, Pick an issue or emerging media trend
- November 13**                    **Advertising and the Media**
- Sheehan , Chapter 3, Rotzoll and Haefner, Chapter 6
- Case/Class Debate
- November 16**                    **Advertising Ethics**
- Rotzoll and Haefner, Chapter 8  
**Reading TBD Hunt Article**
- November 18**                    **Advertising Ethics**
- Rotzoll and Haefner, Chapter 8
- Sheehan, Chapter 14
- November 20**                    **Advertising Ethics**
- Cases/Class Debate**
- November 23-27**                    **Thanksgiving**
- November 30**                    **Managing Advertising’s Social Responsibility. Working Responsibly**
- Sheehan, Chapters 15 & 17
- December 2**                    **Managing Advertising’s Social Responsibility. Working Responsibly**
- Sheehan, Chapters 15 & 17
- December 4**                    **Trends in Contemporary Advertising**

**December 7**

**Summing it all Up**

**Final**

### **General Items**

The syllabus is a general plan for the course. There will inevitably be deviations. It is the student's responsibility to stay informed about changes announced in class.

All academic work must meet the standards contained in UGA's "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

UGA is committed to providing equal educational opportunities for qualified students with disabilities in accordance with state and federal laws including the American Disabilities Act.

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### **Notes on class discussion –**

- Readings will be done in advance. Preparation engenders discussion.
- Although anyone may volunteer, I will call on everyone. This avoids having one or two people from taking over.
- Now is the time to try out your ideas. - Misguided comments made in the spirit of moving the debate forward or answers that fall short are acceptable – no guts no glory.
  
- Criticism is part of taking the course.
- All questions are acceptable.
- I will avoid telling you my analysis too early. We are not necessarily looking for a "right" answer.

### **Grading Class Discussion**

- This is a subjective process.
- I keep track on a daily basis.
- There are at least three kinds of class contribution:

#### Personal Relevance

"Ah – this happened to me"

"I observed this ad..."

#### Recite Material

"This is what the reading states..."

#### Integration/Application

"This is what the article says and here is how I think it applies to the week's concepts or previous sections of the course"

“This is what the case says and here is what I think about the case”

“Here is how the readings apply to advertising and society”

While almost all comments are welcome, we will strive to reach integration/application.