

# ADVERTISING AND SOCIETY

ADPR 3140 – Fall 2009  
Department of Advertising & Public Relations  
Grady College of Journalism & Mass Communication

Class Time: MWF, 11:15 a.m. to 12:05 p.m.  
Location: 214 Miller Learning Center (MLC)

Class Time: MWF, 1:25 to 2:15 p.m.  
Location: 275 Miller Learning Center (MLC)

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Co-Instructor: Dr. Len Reid, Professor of Advertising  
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Office Hours: MWF, 10:45 to 11:45 a.m. or by appointment

Co-Instructor: Ms. Hye Jin Yoon  
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E-mail: [hjyoon@uga.edu](mailto:hjyoon@uga.edu)  
Office Hours: MWF 2:30-3:30 p.m.

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## *Required Texts*

1. Sheehan, Kim. *Controversies in Contemporary Advertising*, Sage Publications, 2004
2. Rotzoll, Kim and James Haefner. *Advertising in Contemporary Society*, University of Illinois Press, 1996
3. Carol J. Pardun, ed., *Advertising and Society: Controversies and Consequences*, Wiley-Blackwell, 2009.
4. Handouts and Cases.

## *Course Description*

This course is different from other courses in the curriculum in that it moves the study of advertising away from an explicitly professional, industry-oriented paradigm into a more institutional, analytical, critical one. The overriding course goal is to place advertising within its social context: a consumer culture, a capitalist economy, an increasingly concentrated commercial media system, an expanding global environment.

Significant attention will be given to the cultural/ideological power of advertising both with regard to form and content and to the implications of the material/economic power of advertising as a cultural institution that supports other cultural industries and forms.

The focus will be on **advertising**, not **advertisements** (except those used as examples of broader issues). There will be very little examination of advertisements per sé. We primarily will investigate the ways in which advertising has become a crucial part of contemporary culture, both *informing* and *informed by* that culture.

You will read basic theoretical and conceptual literature on a variety of contemporary issues surrounding advertising, examine controversial aspects of advertising content and practice, and develop a critical method that you can use to approach the subject of advertising. Many views of advertising we will encounter in class will be highly

uncomplimentary; others will vigorously affirm contemporary advertising philosophy and practice. I want you to engage in honest, thoughtful, critical reflection, and develop a personal stance on the topics we discuss, the role of advertising in society, and how you see yourself participating in the advertising profession, that is, how you interpret the *meaning of your work* as a future advertising professional (or consumer).

## ***Course Objectives***

The course is designed to accomplish the following learning objectives:

1. to enhance knowledge and understanding of the conflicting arguments surrounding the roles and effects of advertising in society (and to do this by moving beyond broad generalizations and unsupported assumptions that both critics and defenders often turn to for support).
2. to provide a macro-perspective of advertising as a powerful socioeconomic institution.
3. to introduce contemporary social, economic, regulatory, and ethical issues surrounding the practice of advertising.
4. to enhance the sensitivity of future advertising practitioners (and consumers) to the social influence of the practice of advertising.
5. to develop a sense and appreciation of professional ethics.

## ***Instructional Approach***

The course will combine lecture/discussion/student presentation. Ideally, I would like to have discussions in which we engage with the readings and draw out relevant information as a group. As such, each of us is responsible for the quality of learning that takes place in class. The course will require considerable effort both in and out of class. You will have **substantial, but manageable, daily reading assignments**. 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.

## ***Course Requirements and Grading***

You will demonstrate learning in three ways:

**Great Debates:** You will be required to prepare two group debates following midterm of the semester. Groups of about 2 to 3 students will prepare the pro and con sides of a particular argument, participate in a public debate representing the group's side of the argument, and submit preparation notes (e.g., presentation outline, list of references/sources). Topics and designated "for and against" sides for each topic will be randomly determined at some point before midterm.

**The Pardun text will serve as a reference and starting point for the Great Debates.**

**Midterm & Final Exams:** A midterm and a final exam will be given. The final exam will be scheduled in accordance with University exam scheduling. The test and exams will not be cumulative; they will cover the specifics of assigned readings and class lectures up to a to-be-designated point. An objective question format will be used (multiple choice, true/false, etc).

Class Participation/Attendance: As noted previously, the success of the class depends very heavily on your participation, which includes **reading and carefully considering the assigned material** *each* day, and **listening** as well as **speaking**. As such, participation includes the **quality of your comments** and **evidence that you have read and thoughtfully engaged with the readings** for the day. There may be occasional **in-class writing** as well.

I suggest that you “take notes” on each reading. To be most useful to you, these notes should not be “factual” in the typical sense, nor should they simply be your reactions (i.e., “I liked it,” or “It was fascinating”). Instead, think of the notes as memoranda: use them to make critical interpretations, ask questions, suggestions connections with other readings, etc. “Reading” in this manner should help you feel more confident in participating in class conversations: your notes will help you review for the exams.

I encourage you to attend media and to bring topic-relevant examples of advertising to class for discussion/argumentation. One way to think about this is – *Ads We Can Do Without*. Another way is – *Ads That Support Your Point of View*.

As we engage in class discussion, it is imperative that everyone’s opinions and views are respected at all times. **There is absolutely no place in this course for rudeness, discourtesy, or intolerance.** 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.

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 5 unexcused absences.** After the 5th unexcused absence, you will lose **ONE LETTER GRADE** from your final course grade for each additional absence. If you arrive more than 15 minutes late for a class, you will be counted absent for that day.

### Grading Distribution and Scale

Your grade in this course will be determined as follows:

Great Debates	50% (25% per debate)
Midterm Exam	20%
Final Exam	20%
Class Participation	10%

Grades will be assigned based on the following scale:

$$A = 100-90; B+ = 89-87; B = 86-80; C+ = 79-77; C = 76-70; D+ = 69-67; D = 66-60; F = 59-0$$

Grades will be computed by multiplying by weight (90 X .20%, etc.), and adding up the numbers to determine your final grade. Most likely you will not end up with a whole number; the number will be rounded up to determine the final grade. In rare instances, I may round up or down depending on your pattern of participation and attendance in class.

### Exam Dates

The exact date of the test will be announced at least two weeks in advance. The final exam will be in accordance with the UGA Exam Schedule, and will not be cumulative.

## General Class Policies

- Pre-notification is required for an excused absence. **"After-the-fact" excuses will not be honored.**
- **No late work will be accepted** except in the case of documented illness or documented family emergency. In either instance, it is absolutely necessary to inform me of your inability to complete your work **prior** to the class meeting at which the assignment is scheduled. Note that should you be absent on the day of an unannounced in-class writing exercise, you will not be able to make it up.
- Tardiness is disruptive to the lecture or other activities when all heads turn to watch your entrance. *If your schedule does not allow you to get to this class on time, drop it and take one that is convenient for you.*
- **Try not to schedule appointments or activities during your class hour.** It is disruptive and rude to leave a class in the middle of a lecture or discussion. If you must leave, please notify me before class and sit near the most unobtrusive exit and leave quietly.
- **Written assignments are graded on organization, clarity of issues and arguments, originality and content, as well as on grammar, spelling and punctuation.** Please type and double-space all written work using a 12 point font size. All work including secondary sources must have a reference page (*Journal of Advertising* format) that indicates where the information is obtained.
- Students will be solely responsible for missed class notes, handouts, and any announcements made in their absence, even if they pre-notified the absence to the instructor.
- **E-mail submission of assignments will NEVER be accepted (and will not be graded).**
- **No make-up exam will be given** except in the case of a documented family emergency or a documented personal illness/injury. Students must contact me before the test time in such a case. Under such a circumstance, the make-up will be given within one week of the student's return to class. However, the makeup may be different from the original. The same exam cannot be given in order to protect the integrity of the exam process. Any makeup exam may be more difficult than the original, and/or it may be in a different format.
- Students have **10 days** after the exam and assignment grades have been posted to review their work and dispute any questions and concerns regarding their grade.
- Spend time understanding the course syllabus and requirements from the start to cut down on later misunderstanding.
- Newspaper reading is an important activity for those who plan to start their career in the field of advertising and/or public relations. However, **the activity must be kept outside the classroom.** If I sense that you are habitually conducting other business in my classroom (e.g., reading other materials, doing puzzles, etc.), I will publicly "call you out" and deduct points from your participation grade.

### Honor Code

All academic work must meet the standards contained in "A Culture of Honesty," the University of Georgia policy on academic honesty. Each student is responsible to inform him/herself about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. See: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

### Americans with Disabilities Statement

Students with a disability or health-related issue who need a class accommodation should fill out the necessary forms at the Office of Disability Services and make an appointment to talk with me as soon as possible so that we can make arrangements.

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## Discussion Topics and Readings\*

The course will be partitioned into two segments: Segment 1 will cover Weeks 1 through 8; segment 2 will cover Weeks 9 through 16.

### *Segment 1: Lectures and Readings Weeks 1-8, August 17 through October 9.*

#### Introduction to the Course

#### Advertising Criticized: Myths, Attitudes, & Beliefs

Sheehan, Chapter 1  
Pardun, Chapter 1

#### Advertising Communication and Audiences

Rotzoll and Haefner, Chapter 5

#### Institutional Perspectives on Advertising

Rotzoll and Haefner, Chapter 1, 2, & 3 (*not pages 79-85 of Chapter 3*)

#### Manipulation, Materialism, & Social Values

Sheehan, Chapter 2  
Rotzoll and Haefner, Chapter 3, pps. 79-85.

#### Regulation of Advertising

Sheehan, Chapter 4  
Rotzoll and Haefner, Chapter 7.

#### Advertising Ethics

Rotzoll and Haefner, Chapter 8

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Midterm Exam                      October 7, 2009

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### *Segment 2: The Great Debates (topics will correspond to the readings) Weeks 9-16, October 12 through December 7*

#### Human Portrayals in Advertising

Sheehan, Chapters 6 & 8  
Pardun, Chapter 9

## **Vulnerable Audiences & Advertising**

Sheehan, Chapters 9 & 10  
Pardun, Chapter 3

## **Sex in Advertising**

Sheehan, Chapter 7  
Pardun, Chapter 8

## **Cigarette, Drug, and other Controversial Forms of Advertising**

Sheehan, Chapters 11, 12 & 13  
Pardun, Chapters 5, 6 & 10

## **Political Advertising**

Sheehan, Chapter 14  
Pardun, Chapter 4

## **Brand Placement, Subliminal Appeals, & Advertising**

Sheehan, Chapter 5  
Pardun, Chapter 7

## **Economics of Advertising**

Rotzoll and Haefner, Chapter 4  
Pardun, Chapter 2

## **Advertising and the Media**

Sheehan, Chapter 3  
Rotzoll and Haefner, Chapter 6

## **Managing Advertising's Social Responsibility**

Pardun, Chapters 11 & 12

## **Final Exam as Scheduled by University**

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### **IMPORTANT DATES**

September 7 (M), Labor Day – NO CLASS  
October 7 (W), Midterm Exam  
October 8 (R), Midterm of Semester  
October 22 (R), Withdrawal Deadline  
October 30 (F), Fall Break

**November 23-27 (M-F), Thanksgiving Holiday – NO CLASSES**  
**December 8 (T), Last Day of Semester Classes**  
**December 9 (W), Reading Day**

\*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 about changes announced in class.

\*\*Some days in Segment 2 will be used for preparation, student/faculty consultations, and AD TRIVIA.

\*\*\*AD TRIVIA is a game, where students will be divided into teams and will answer questions from the readings, lectures, and debates. For each session, the winning team will be awarded extra points that will be added to midterm, exam, and Great Debate grades (yet-to-be-determined).