

JRMC 8130—ADVERTISING PSYCHOLOGY
(SPECIAL TOPIC SEMINAR)
FALL 2009

Instructor:	Dr. Wendy Macias	<u>Class time:</u> Th 2:00pm-4:45pm
Office:	218 Journalism	<u>Class room:</u> J 203
Phone:	706-542-4984	<u>Office hours:</u> TTh 1-2pm
Home:	706-621-5323 (<i>“emergency” only & only between 8am-10pm</i>)	& by appointment
email:	wmacias@grady.uga.edu (<i>**usually the <u>best</u> way to reach me</i>)	

Please read this syllabus carefully and ask questions about any item that is not clear to you. This syllabus is a contract between us that defines our mutual expectations and responsibilities as students and professor.

COURSE LEARNING OBJECTIVES:

This course is designed to give you a working map of some of the important theories related to advertising and psychology. The course begins with a historical overview of advertising research and industry trends and moves through the major areas of the interdisciplinary theories commonly used in advertising (and psychological) literature.

We can not possible cover all the literature under the “advertising psychology” umbrella and it is extremely unlikely that you will find all of the articles we do cover equally appealing or helpful for your personal research/interests. You are encouraged to develop your own perspective on theory, on advertising, and on the various topics that we shall cover during the course. Use this class as an opportunity not only to become familiar with the literature that are out there, but also to try to figure out which topics you are most interested in, how you think advertising works, which theories make the most sense, etc.

It is important that you remember to be a critical reader. As you read, keep asking yourself: Why is this important? What does it contribute to knowledge? How does this help us better understand advertising (i.e., the industry, advertisements), people (i.e., consumers, audiences, etc.) and theory/research.

In designing the reading list, I assumed you have a core understanding of the basic literature and theories from advertising, psychology and consumer behavior. Because of this, I decided not to assign a “textbook” as I felt these would be unnecessary for most in the class. However, if you don’t have a strong background in these areas or feel you need more readings to put the class material into a broader context, I have listed some optional textbooks/readings below. I have several of these books and may be able to let you borrow one.

REQUIRED READINGS:



Our discussions each week will center around readings from several books and journal articles. I decided to try something new for me and put all your readings on a CD. This way you can read them on your computer or print them as you prefer. Regardless of how you read them, you will need detailed enough notes in class for discussion.

OPTIONAL TEXTS:

Hoyer, Wayne D. and Deborah J. MacInnis (2007), *Consumer Behavior*, 4th Edition, Boston, MA: Houghton Mifflin Company.

Kardes, F. R. (2001), *Consumer Behavior and Managerial Decision Making* (2nd ed.). Upper Saddle River, NJ: Prentice Hall/Pearson Education.

Brock and Green (2005), *Persuasion: Psychological Insights and Perspectives*, (Second Edition), Sage Publications.

... (I have many more to choose from as well)

GRADING:

Weekly Analytical Reading Summaries	20%
Project	50%
Presentation	10%
Discussion/attendance	20%

Grade cutoffs:

A = 92-100	(4.0)	C+ = 77-78.9	(2.3)
A- = 90-91.9	(3.7)	C = 70-76.9	(2.0)
B+ = 88-89.9	(3.3)	C- = 69-69.9	(1.7)
B = 81-87.9	(3.0)	D = 60-68.9	(1.0)
B- = 79-80.9	(2.7)	F = below 60	(0.0)

DISCUSSION & ATTENDANCE:

Learning in this seminar class is a collaborative endeavor. You are responsible for both your own learning and for helping others learn. Your discussion grade will be influenced by your attendance in class, your active contributions both in asking questions and responding to questions, the insightful way your contributions indicate you have engaged the material, the respect you show to all other contributions, and feedback and suggestions to fellow students as appropriate.

Our class will be conducted with a maximum of student participation and with an openness to free, wide-ranging conversation about the nature of intellectual work. Every meeting depends on how well you prepare the material and discuss the topics. I will facilitate the journey and serve as your guide by sometimes framing the material, focusing the discussion and elaborating on the material as needed. But, the more important component will be your engagement of the material expressed in class discussions and written work. Our discussions will privilege questions over answers with the active expression of varying perspectives encouraged.

DESCRIPTION OF WRITING ASSIGNMENTS

ANALYTICAL READING SUMMARY:

Each week you will need to fill out one Analytical Reading Summary (a blank form is included at the end of the syllabus) for the reading of your choice (feel free to do it for all if you prefer) and bring it to class with you the day we are going to discuss that reading. Filling out the form helps prepare you to successfully participate in the discussion. A file of these forms is a great resource for studying for comprehensive exams and thesis/dissertation/project writing.

The discussion questions requested on the form **MUST** be grounded in the Questions Stems for Facilitating Discussion also included at the end of the syllabus. Each form is due the day of the class discussion. To receive credit, the forms must be word-processed (that means no hand written forms accepted).

CUSTOMIZED PROJECT AND PRESENTATION:

From what I know of the students who are registered for this class, you have diverse backgrounds, educational and professional goals. Because of this, I have decided to allow you to customize the project and resulting paper and presentation for this class. Part of the reason for this is also because I want the project to be something that will help you accomplish your goals (beyond getting a good grade in the class). I don't believe in "one size fits all."

With my help, I want you to design something that not only interests you but will help you accomplish some other educational or professional goal you have. Some of you may decide to have a professional, industry-focused project and others may have a more academic research project. Obviously, all the projects must relate to the content of the class—advertising and psychological principles. Some students may be happy about the latitude of the project while others will feel overwhelmed with the required self-direction. I will personally meet with each of you throughout the semester to advise each of you to help ensure a successful project.

We will discuss ideas on the first day of class but some may include:

- Academic-style research manuscript to be submitted to a journal or academic conference
- Application of psychological principles and theories to an industry-focused issue (e.g., ad content, ethical issue, consumer-driven issue, etc.)
- Communication challenge that you have encountered in your job that might benefit from applying psychological principles.
- Creation of advertising campaign using psychological principles.

I expect the deliverables to be as diverse as your topics. If applicable, your project should be double-spaced, word-processed with normal margins. Basically, the paper should be long enough to cover the topic without padding and should be no longer than 15-25 pages excluding the required bibliography and end notes. You may use any documentation style for the paper that is commonly used in our communication journals (i.e. APA, Chicago). It is due at the beginning of the last class period, **Thursday, December 3**. *During the final class period on Dec. 3, you are also responsible for making a summary presentation of your findings to the class of no longer than 15-20 minutes.* We will discuss appropriate format several weeks before.

ACADEMIC INTEGRITY: *All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.* (http://www.uga.edu/honesty/ahpd/culture_honesty.htm) Students who violate the University of

Georgia's Academic Honesty policy are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. **Papers must use proper attribution to all sources utilized to write the paper. You are responsible for knowing what plagiarism is.**

EMERGENCIES: In the case of emergencies or extenuating circumstances that cause you to miss class over an extended period of time, please notify me as soon as possible via telephone or email.

DISABILITY SERVICES: We have a Disability Service Department at UGA. We are committed to providing equal educational opportunities for qualified students with disabilities in accordance with state and federal laws including the American Disabilities Act.

Class Schedule^{1 2}

<u>Date</u>	<u>Topics</u>
<u>August 20</u>	<u>Introduction & Historical Review</u> <hr/> <ol style="list-style-type: none">1. Stewart, David W. (1994), "Chapter 1: Introduction," <i>Attention, Attitude, and Affect in Response to Advertising</i>, Clark, Brock and Stewart (eds.), (pp. 1-9).2. Maloney, John C. (1994), "Chapter 2: The First 90 Years of Advertising Research," <i>Attention, Attitude, and Affect in Response to Advertising</i>, Clark, Brock and Stewart (eds.), (pp. 13-54).3. Tellis, Gerard J. (1994), "Chapter 3: Modeling the Effectiveness of Advertising in Contemporary Markets: Research Findings and Opportunities," <i>Attention, Attitude, and Affect in Response to Advertising</i>, Clark, Brock and Stewart (eds.), (pp. 55-65).4. Johnson, Eric T., Michel Tuan Pham and Gita Venkataramani Johar (2007), "Consumer Behavior and Marketing," In E. T. Higgins & A. W. Kruglanski (Eds.), <i>Social Psychology: Handbook of Basic Principles</i>, 2nd ed., (pp. 869-887). New York: Guilford.
<u>August 27</u>	<u>Trends in the Advertising Industry</u> <hr/> <ol style="list-style-type: none">1. Gallup, George (1974), "How Advertising Works," <i>Journal of Advertising Research</i>, 14(3), 7-11.2. Rust, Roland T. and Richard W. Oliver (1994), "The Death of Advertising," <i>Journal of Advertising</i> 23(4), 71-78.3. Fox, Richard J. and Gary L. Geissler (1994), "Crisis in Advertising," <i>Journal of Advertising</i> 23(4), 79-84.4. Richard W. Pollay (1986), "The Distorted Mirror: Reflections of the Unintended Consequences of Advertising," <i>Journal of Marketing</i>, 50 (April), 18-36.5. Morris B. Holbrook (1987), "Mirror, Mirror, on the Wall, What's Unfair in the Reflections of Advertising?" <i>Journal of Marketing</i>, 51 (July), 95-103.
<u>September 3</u>	<u>Attention and Perception</u> <hr/> <ol style="list-style-type: none">1. Raymond, Jane E. (2003), "When the Mind Blinks: Attentional Limitations to the Perception of Sequential Visual Images," in <i>Persuasive Imagery: A Consumer Response Perspective</i>, Linda M. Scott and Rajeev Batra (Eds.), Mahwah, NJ: Lawrence Erlbaum, Chapter 3 (59-73).2. Mazzocco, Philip J. and Timothy C. Brock (2006), "Understanding the Role of Mental Imagery in Persuasion: A Cognitive Resources Model of Analysis," <i>Creating Images and the Psychology of Marketing Communication</i>, Lynn R. Kahle and Chung-Hyun Kim (eds.), Chapter 4 (65-78).3. Krugman, Herbert E. (2000), "Memory Without Recall, Exposure Without Perception," <i>Journal of Advertising Research</i>, (Nov/Dec), 49-54. (note: this is a reprint of the original 1977 article in JAR's "Classics" issue.)4. Grimes, Anthony and Philip J. Kitchen (2007), "Researching Mere Exposure Effects to Advertising," <i>International Journal of Market Research</i>, 49(2), 191-219.

¹ This is our *planned* schedule of topics and readings. We may need to make deviations along the way—adding readings, hearing from guest speakers or making other changes which will be announced in class or via email and your responsibility to know about.

² Attributions: Thanks to Drs. Pat Stout and Carson Wagner for allowing me to adopt ideas and readings from their syllabi.

September 10 Memory and Learning

1. Nisbett, R. E., & Wilson (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.
2. Parker, Andrew and Neil Dagnall (2009), "Effects of Retrieval Practice on Conceptual Explicit and Implicit Consumer Memory," *Applied Cognitive Psychology*, 23: 188–203.
3. Finlay, Karen, Harvey H. C. Marmurek and Rachel Morton (2005), "Priming Effects in Explicit and Implicit Memory for Textual Advertisements," *Applied Psychology: An International Review*, 54(4), 442–455.

September 17 Attitudes

1. Allport, Gordon W. (1935), "Attitudes," In C. Murchison (Ed.), *A Handbook of Social Psychology*. Worcester, MA: Clark University, Chapter 17 (798-844).
2. Heath, Timothy B. and Gary J. Graeth (1994), "Chapter 8: Theory and Method in the Study of Ad and Brand Attitudes: Toward a Systematic Model," *Attention, Attitude, and Affect in Response to Advertising*, Clark, Brock and Stewart (eds.), (125-148).
3. Herr, P. M., & Fazio, R. H. (1993). The attitude-to-behavior process: Implications for consumer behavior. In A. A. Mitchell (Ed.), *Ad Exposure, Memory, and Choice* (pp. 119-140). Hillsdale, NJ: Erlbaum.

September 24 Attitude Change & Models of Persuasion

1. Maio, Gregory R. and Geogfrey Haddock (2007), "Attitude Change," In E. T. Higgins & A. W. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles*, 2nd ed., (pp. 565-586), New York: Guilford.
2. Choi, Sejung Marina and Salmon, Charles T. (2003), "The Elaboration Likelihood Model of Persuasion After Two Decades: A Review of Criticisms and Contributions," *The Kentucky Journal of Communication*, 22(1), 47-77.
4. Chen, S., & Chaiken, S. (1999). The heuristic-systematic model in its broader context. In S. Chaiken, & Y. Trope (Eds.), *Dual-Process Theories in Social Psychology* (pp. 73-96). New York: Guilford

October 1 Brands and Advertising

1. Muniz, Jr., A. and Thomas C. O'Guinn (2001), "Brand Community," *Journal of Consumer Research*, 412-432.
2. Kim, Jooyoung, Jon D. Morris and Joffre Swait (2008), "Antecedents of True Brand Loyalty," *Journal of Advertising*, 37(2), 99-117.
3. Boush, David M. and Scott M. Jones (2006), "A Strategy-Based Framework for Extending Brand Image Research," *Creating Images and the Psychology of Marketing Communication*, Lynn R. Kahle and Chung-Hyun Kim (eds.), Chapter 1 (3-29).
3. Plummer, Joseph (2000), "How Personality Makes a Difference," *Journal of Advertising Research*, 40(6), 79-83. (note: this is a reprint of the original 1985 article in JAR's "Classics" issue.)

October 8 Hierarchy of effects

1. Vaughn, Richard (1980), "How Advertising Works: A Planning Model," *Journal of Advertising Research*, 20 (5), 27-33.
2. Weilbacher, William M. (2001), "Point of View: Does Advertising Cause a 'Hierarchy of Effects'?", *Journal of Advertising Research*, 41(6), (Nov/Dec), 19-26.
3. Barry, Thomas E. (2002), "In Defense of the Hierarchy of Effects: A Rejoinder to Weilbacher," *Journal of Advertising Research*, 42(3), (May/June) 44-47.

October 15 Information Processing and Decision Making

1. Kardes, F. R. (1994). Consumer judgment and decision processes. In R. S. Wyer & T. K. Srull (Eds.), *Handbook of Social Cognition Vol. 2: Applications*, Hillsdale, NJ: Erlbaum, Chapter 8 (pp. 399-466).
2. Epstein, Seymour and Rosemary Pacini (1999). "Some Basic Issues Regarding Dual-Process Theories from the Perspective of Cognitive-Experiential Self-Theory," In S. Chaiken & Y. Trope (Eds.), *Dual-Process Theories in Social Psychology*, New York: Guilford, Chapter 23(pp. 462-482).
3. Tversky, Amos and Daniel Kahneman (1974), "Judgment under Uncertainty: Heuristics and Biases," *Science*, vol. 185 (September), 1124-1131

October 22 Advertising Appeals and Style elements

(Choose one of the Reichert pieces to read and briefly skim the other. They overlap and have different foci.)

1. Reichert, Tom (2002). Sex in Advertising Research: A Review of Content, Effects, and Functions of Sexual Information in Consumer Advertising. *Annual Review of Sex Research*, 13, 241-273.
2. Reichert, Tom (2007). Does Sex in Advertising Work? A Review of Scholarly Research Informed by Professional Opinion. *Advertising & Society Review*, 8 (2), <http://muse.jhu.edu/journals/asr/v008/8.2reichert.html>
3. Sternthal, Brian and C. Samuel Craig (1974), "Fear Appeals: Revisited and Revised," *Journal of Consumer Research*, 1 (3), 22-34.
4. Eisend, Martin (2009), "A Meta-Analysis of Humor in Advertising," *Journal of the Academy of Marketing Science*, 37(2), 191-203.
5. McQuarrie, Edward F. and Barbara J. Phillips (2008), "It's Not Your Father's Magazine Ad: Magnitude and Direction of Recent Changes in Advertising Style," *Journal of Advertising*, 37(3), 95-106.

October 29 Images and Emotion

1. Zajonc, R. B. (1980), "Feeling and Thinking: Preferences Need No Inferences," *American Psychologist*, 35(2), 151-175.
2. Erevelles, Sunil (1998), "The Role of Affect in Marketing," *Journal of Business Research* 42, 199-215.
3. Kenney, Keith and Linda M. Scott (2003), "A Review of the Visual Rhetoric Literature," in *Persuasive Imagery: A Consumer Response Perspective*, Linda M. Scott and Rajeev Batra (Eds.), Mahwah, NJ: Lawrence Erlbaum.
4. Edward F. McQuarrie and Barbara J. Phillips (2005), "Indirect Persuasion in Advertising: How Consumers Process Metaphors Presented in Pictures and Words," *Journal of Advertising* 34(2), 7-20.
5. Linda M. Scott (1990), "Understanding Jingles and Needledrop: A Rhetorical Approach to Music in Advertising," *Journal of Consumer Research*, 17 (2), 223-236.

November 5 Interactivity and New Media

1. Liu, Yuping and L. J. Shrum (2009), "A Dual-Process Model of Interactivity Effects," *Journal of Advertising*, 38(2), 53-68.
2. McMillan, Sally J. and Jang-Sun Hwang (2002), Measures of Perceived Interactivity: An Exploration of the Role of Direction of Communication, User Control, and Time in Shaping Perceptions of Interactivity," *Journal of Advertising*, 31(3), 29-42.
3. Mitchell, Andrew and Ana Valenzuela (2005), "How Banner Ads Affect Brand Choice Without Click-Through," in *Online Consumer Psychology: Understanding and Influencing Consumer Behavior in the Virtual World*, Curtis P. Haugtvedt, Karen A. Machleit and Richard F. Yalch, Mahwah, NJ: Lawrence Erlbaum, 125-142.
4. Henry, Paul (2005), "Is the Internet Empowering Consumer to Make Better Decisions, or Strengthening Marketers' Potential to Persuade?" in *Online Consumer Psychology: Understanding and Influencing Consumer Behavior in the Virtual World*, Curtis P. Haugtvedt, Karen A. Machleit and Richard F. Yalch, Mahwah, NJ: Lawrence Erlbaum, 345-360.
5. Kent, Robert J., Patrick D. Lynch and Srimi S. Srinivasan (2005), "Going Mobile: Marketing and Advertising on Wireless Networks Around the World," in *Online Consumer Psychology: Understanding and Influencing Consumer Behavior in the Virtual World*, Curtis P. Haugtvedt, Karen A. Machleit and Richard F. Yalch, Mahwah, NJ: Lawrence Erlbaum, 195-204.

November 12 Applied Topical Areas (Health, Political, etc.) (choose three readings)

1. Leventhal, Howard, Linda Cameron, Elaine A. Leventhal and Gozde Ozankinci (2005), "Do Messages From Your Body, Your Friends, Your Doctor, or the Media Shape Your Health Behavior?" *Persuasion: Psychological Insights and Perspectives* (2nd Ed.), T. C. Brock and M. C. Green (eds.), Sage Publications, 195-223.
2. Rothman, Alexander J. and Peter Salovey (2007), "The Reciprocal Relation between Principles and Practice: Social Psychology and Health Behavior," In E. T. Higgins & A. W. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles*, 2nd ed., New York: Guilford, (pp. 826-849).
3. Higgins, E. Tory (1999), "Promotion and Prevention as a Motivational Duality: Implications for Evaluative Processes," In S. Chaiken & Y. Trope (Eds.), *Dual-Process Theories in Social Psychology*,. New York: Guilford, (503-525).

November 19 Working Week (No Readings)

November 26 **No Classes—Thanksgiving Holiday**

December 3 Student Presentations

Ad Psych Analytical Reading Summary

(only fill in what applies to the particular article)

Name _____

1. Title and author of work being analyzed:

2. Theory/theories considered (if applicable):

3. Central Thesis:

4. Key Terms (you need not include definitions on the form):

5. Key claims or Propositions:

6. Why is this reading important?

7. What does it contribute to knowledge?

8. What do you agree with? Why?

9. What don't you agree with? Why?

10. What values and implications lie behind the surface statements made in the reading?

11. Three Discussion Questions
(See suggestions from the Question Stems for Facilitating Discussion included below) (You need not know the answers to the questions you pose and you should not write answers on the form...only the questions.)

Question Stems for Facilitating Discussion³

1. How would you use _____ to _____?
2. What is an example of _____?
3. Explain why _____.
4. What do you think would happen if _____?
5. What is the difference between _____ and _____?
6. How are _____ and _____ similar?
7. What is a possible solution to the problem of _____?
8. What conclusions can you draw about _____?
9. How does _____ affect _____?
10. In your opinion, which is best, _____ or _____? Why?
11. What are the strengths and weaknesses of _____?
12. Do you agree or disagree with the statement: _____? Support your answer.
13. How is _____ related to _____ that we studied earlier?

Feel free to come up with your own....

³ Source: King, A. (1990). Enhancing peer interaction and learning in the classroom through reciprocal questioning. *American Educational Research Journal*, 24, 664-687.