

Spring 2018

**Advertising: The Magic System
Emory University**

Ling. 190/Soc. 190

You can fool all the people all of the time if the advertising is right and the budget is big enough.

Joseph E. Levine

Rhetoric is the art ... that deals with the use of discourse ... to persuade ... an audience... Ad-writers are some of the most skilled rhetoricians in our society.

Edward P.J. Corbett and Robert J. Connors

Roberto Franzosi

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Lectures Tu–Th 4:0 PM–5:15PM Candler Library 121
Office Hours Tu–Th 12:30–2:30PM or by appointment (please, use email for contacts)

Acknowledgments: course title taken from Raymond Williams’s essay by the same title and assigned in this class (Raymond Williams. 1980. “Advertising: The Magic System.” In: Pp. 170-195, Raymond Williams, *Problems in Materialism and Culture*. London: NLB).

THIS IS A SPECIAL EVIDENCE-FOCUSED SEMINAR. FOR MORE INFORMATION, SEE [HTTP://EVIDENCE.EMORY.EDU/IN-THE-NEWS/EVIDENCE-FOCUSED-COURSES.HTML](http://evidence.emory.edu/in-the-news/evidence-focused-courses.html)

COURSE OBJECTIVES

This course aims to provide an introduction to the study of advertising. The course deals with contemporary societies, although it does trace the historical development of advertising and its role in consumer society. The course focuses on how to “read” advertisements (rhetorically, linguistically, semiotically). Students will put into practice what they learn in the course in individual presentations of specific advertisements (case studies) and in a group research project on a comparative analysis of a set of advertisements.

Learning outcomes

By the end of term, students are expected to be able to:

1. Access, locate, identify evidence on a variety of advertising themes both cross-nationally and over time (e.g., male and female sexism in advertising; the representation of race in advertising; forms of rhetorical appeal in advertising in individualistic and collectivistic

- countries)
2. Evaluate the reliability and validity of the evidence
 3. Given the interdisciplinarity involved in the study of advertising (e.g., sociology, linguistics, psychology, semiotics, rhetoric), distinguish uses of evidence across disciplines
 4. Interpret the evidence and contextualize it in a body of scholarly work
 5. Construct hypotheses and arguments from the evidence collected
 6. Ask such questions as:
 - a. If I had a magic wand, what kind of evidence would I ideally have to answer my research questions?
 - b. What kind of research question(s) does the evidence suggest?
 7. Interpret the role of colours, structure, and position of objects in space in an advertisement
 8. Identify the relation between text and pictures
 9. Identify the difference between open and closed texts
 10. Spot intertextual frames
 11. Interpret an advertisement in terms of both text and con.text
 12. Spot overt and covert meaning in advertising messages
 13. Identify and recount the story told in an advertisement
 14. Identify the type of story told (e.g., tragedy, comedy)
 15. Identify the rhetorical figures used in an advertisement
 16. Recognize the possible sexist, racist, nationalist nature of an advertisement
 17. Be aware of the historical embedment of advertising (and of the importance of history)
 18. Be aware of the cultural embedment of advertising
 19. Be aware of the ideological embedment of advertising
 20. Find answers to the question: How else could it be?
 21. Find answers to the question: Who benefits (*cui prodest?*)?

In addition, students will learn:

1. To work in teams
2. To work with cases
3. To make public presentations before an audience
4. To view things from different perspectives
5. To develop critical thinking
6. To design and carry out a research project aimed to test specific hypotheses
7. To write a research report
8. To be aware of the implications of different *rhetorical* strategies for writing a text

More generally, you will also learn how to read and write, how to ask questions, how to behave in a classroom, to manage your time. Hadn't I told you all the things you learn in this course, you would have most likely missed them. In my days, no one told you these things in a syllabus and you spent an entire term learning absolutely nothing. What a waste of time universities used to be! Aren't you lucky you are at Emory in 2018? ☺

Welcome to the world of Max Weber's bureaucratic rationalization. And, yes, by all means, add to the list: "students will learn the use of irony" (one of the fundamental tropes of rhetoric, something you will also learn in the course).

COURSE REQUIREMENTS AND GRADING

Requirements

The course requires students:

- 1) to attend and participate in the class;
- 2) to make two group presentations to the class;
- 3) to take a first **in-class, open-book exam**;
- 4) to take a second **in-class, open-book exam**;
- 5) to carry out a group staged research project, present it in class, and write a project report.

Deadlines and important dates

Term break: March 12-16

Last day of classes: April 30

Presentations: Every Thursday

First exam: February 20 First in-class, open-book exam

Second exam: April 10 Second in-class, open-book exam

Group projects presentations:

1. Week 5, First group project presentation (10 mins each)
2. Week 15: Final group project presentations (20 mins each)
3. May 5, Final research report due by email (10-15 double spaced pages max)

Grading

Grading will be based on the following items:

- 1) *first exam* (30%). Students are expected to take an open-book, in-class exam made up of short and long-answer questions and based on the readings, lectures, and in-class discussions up to the exam date. **Grading will reflect students' engagement with issues of evidence.**
- 2) *Second exam* (30%). Students are expected to take a second open-book, in-class exam made up of short and long-answer questions and based on the readings, lectures, and in-class discussions up to the exam date and from the date of the first exam. **Grading will reflect students' engagement with issues of evidence.**
- 3) *participation* (10%). Students are expected to attend classes regularly (attendance is enforced through a sign-up sheet) and contribute to class discussion. **Pop quizzes will be given to ensure that students do the reading so as to be able to participate meaningfully to class discussions.**
- 4) *presentations* (10%). Each student is expected to make a 15-minute PowerPoint presentation in class of advertisements or commercials of their choice. **Issues of evidence must be highlighted and discussed.**
- 5) *group project* (20%). Students are expected to work in groups (consisting of **3 students**) on a staged project based on the comparative analysis of a set of advertisements. **The group project is a staged assignment in two stages, each stage carrying a grade. Issues of evidence must be clearly highlighted and discussed.**

For the group project, each group will need to submit a statement where they outline the contributions made by each member of the group (e.g., Paula: attended 1 meeting out of 4; read and summarized 3 journal articles; Kevin: attended 4 meetings out of 4; coded the data collected; Tracy: attended 4 meetings out of 4; wrote the first draft) and the percentage of effort expended by each in relation to other members (e.g., Paula 90%, Kevin 100%, Tracy, 100%). Individual grades for the group project will reflect individual effort.

Students who are not satisfied with a grade received are welcome to ask for re-grading for well-motivated reasons. The result of re-grading may be a higher grade, the same grade, or a lower grade.

Staged group research project

Students are expected to work in groups (consisting of **3 students**) on a project based on the comparative analysis of a set of advertisements. Groups will make in-class presentations of their projects at the end of term and submit a final research report (10-15 double spaced pages). The research report should be of the type described in the journal articles that you will have read through the course. These articles typically take a comparative approach (e.g., across countries, over time, across magazines). Comparison will give you the best way to find different patterns in your data. For instance, you could study how male bodies (perhaps from different races) are represented in men's and women's magazines (or in magazines that target men and women of different age, social status, or race). Conversely, you could study the representation of female bodies. You could look at whether certain types of advertisements may prefer a comic emplotment (e.g., condoms). You could look at how different car manufacturers, which target different consumer markets, advertise their products. You could look at whether rhetorical strategies have changed overtime (comic or tragic story emplotment) in a set of adverts. Once you have zoomed in on a topic, you will need to draw a sample of adverts that you will then analyze using content analysis as a technique for collecting your data. For this, you will need to design a coding scheme, based on a set of different coding categories that allow you to extract information from your adverts and, perhaps, to test specific hypotheses that you have in mind. You can put these coding categories in an Excel spreadsheet and apply this scheme consistently to each advert in your sample (putting each advert in a new column). Once you have completed data collection, you can analyze the data with simple graphical tools (pie charts or bar charts, percentages). You will report your findings in a final research report. This report should have the basic structure of any of the journal articles assigned in the course, namely a statement of the problem (why you have chosen a specific issue to study), literature review (i.e., whether and how the problems has been studied already in the literature), data and method (here you report your coding scheme design and coding categories; each of the articles you read will give you an example of coding scheme); empirical results (where you report your findings), and conclusions. In discussing your findings and drawing your conclusions, please, make sure you use the concepts and tools learned from the readings.

The group project is a **staged assignment** in two stages with different requirements and different deadlines for each stage. At each stage, students are expected to make PowerPoint presentations of the work carried out to that point.

1. The first presentation illustrates briefly what the group will work on (e.g., race or gender portrayal in advertising), what basic literature is available (a good research tool for this purpose is Google Scholar), and what evidence they will use (i.e., which advertisements they will use and what problems they expect)

3. The second and final presentation illustrates the overall project and its findings.

Hints at data sources

1. For a list of websites of advertisements, History Matters, <http://historymatters.gmu.edu/mse/ads/online.html>
2. The ANA Educational Foundation (AEF) www.aef.com with a collection of advertisements
3. Advertisements of the World™ advertisements of the World™: <https://adsoftheworld.com/>
4. Archive of advertisements, American Marketing Association <https://archive.ama.org/archive/Community/ARC/Pages/Additional/History/AdArchives.aspx>
5. Duke University Libraries. “Duke Digital Collections.” <https://repository.duke.edu/dc/adaccess>; <https://repository.duke.edu/dc/ea>
6. Vintage Ad Browser <http://www.vintageadbrowser.com/>
7. Coloribus archive <https://www.coloribus.com/>
8. American Advertising Federation <http://www.advertolog.com/brands/american-advertising-federation-aaf-6541305/>
9. The National Museum of American History <http://americanhistory.si.edu/collections/subjects/advertising>
10. Creativity <http://creativity-online.com/>
11. Adverlicious <http://adverlicio.us/>

Presentations

Since this is an evidence-based seminar, in both individual and group presentations, you will need to address explicitly issues of evidence. The first and fundamental question is: What is the evidence for the claims you are making? Does the evidence come from data you collected or from the scholarly literature?

1. If you collected your own data, how did you collect it? What *research design* did you adopt (and what does this mean)? How valid and reliable is the evidence you collected? And what does it mean to talk about *validity* and *reliability* of evidence? But perhaps before asking all these questions, you should ask yourself: **why should we care about evidence?**
2. If the evidence for your claims comes from a review of published work on a topic (e.g., gender in advertisement, race in advertisement), do the above questions about evidence still apply? How can you weigh the value of any given study? Are some studies “better” than others? How can you answer that question?

So, whether you are presenting your own project or a specific scholarly study (or a set of them), whether you are dealing with gender advertisement or children advertisement, advertising in countries characterized by an individualistic culture (e.g., the US) or a more collectivistic culture (e.g., South Korea or China) you will need to address these questions.

Exams

February 20 First **open-book, in-class exam** (30% of final grade)
 April 10 Second **open-book, in-class exam** (30% of final grade)

Honor code

The Emory University honor code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. For reference, please consult the Emory website.

For the group project, each group will need to submit a statement where they outline the contributions made by each member of the group (e.g., Paula: attended 1 meeting out of 4; read and summarized 3 journal articles; Kevin: attended 4 meetings out of 4; coded the data collected; Tracy: attended 4 meetings out of 4; wrote the first draft; Alexandra: never attended meetings; edited the final draft) and the percentage of effort expended by each in relation to other members (e.g., Paula 90%, Kevin 100%, Tracy, 100%, Alexandra 20%). Individual grades for the group project will reflect individual effort.

Readings

Readings for the course come from books and journal articles or book chapters. **All reading material has been placed on reserve.**

Readings have been separated in the syllabus into *Required Readings* and *Suggested Readings*. Suggested readings are only meant to provide a minimal bibliography. For the purpose of your grade, you are not expected to read them (unless, of course, you are a glutton for punishment! Although ... it is also true that the more you read, the more you know... and the better you would do in your presentations and written work).

Required books

Stephen Ewen. 2001[1976]. *Captains of Consciousness: Advertising and the Roots of the Consumer Culture*. New York: McGraw-Hill.
 ISBN-13: 9780465021550

Highly recommended books (out of print but available on the web as used books and placed on reserve at the Emory Library)

Erving Goffman. 1979. *Gender Advertisements*. New York: Harper Colophon Books.
 Torben Vestergaard and Kim Schröder. 1985. *The Language of Advertising*. Oxford: Blackwell.

Documentaries

Killing Us Softly 3. Advertising's Image of Women. 1999. Directed by Sut Jhally. With Jean Kilbourne. (33 mins.)

Dove-Evolution <http://www.youtube.com/watch?v=MFPGa0pKyTg> (3 mins.)

Considering a career in advertising? You may then consider taking advertising courses at SCAD Atlanta

For those of you who want to pursue a career in advertising, you may want to consider taking courses at SCAD Atlanta (Savannah College of Art and Design, Atlanta campus). SCAD is one of the leading art institutes in the country. SCAD's program in advertising (<http://www.scad.edu/advertising/>) offers a range of courses in creative copywriting, strategic planning, business and integrated brand marketing.

Students at Emory can take courses at SCAD (e.g., in advertising) at no extra expense (as part of their tuition) and with full recognition of the credits taken at SCAD. SCAD and Emory are members of the ARCHE program, a cross-registration program sponsored by the Atlanta Regional Council for Higher Education. You can find more information about ARCHE at <http://registrar.emory.edu/students/arche.html> For a list of all participating schools through ARCHE: <http://www.atlantahighered.org/Collaboration/CrossRegistration/ParticipatingInstitutions/tabid/611/Default.aspx>

Interested students should get in touch with the Registrar office at Emory. They have the appropriate forms and will work directly with the registrar at SCAD, Atlanta.

Week 1 (Jan 16-18)**1. Getting started: How to read advertisements***Required readings:*

- Williams, Raymon. 1980. "Advertising: The Magic System." In: Pp. 170-195, Raymond Williams, *Problems in Materialism and Culture*. London: NLB.
- Mick, David Glen. 1986. "Consumer Research and Semiotics: Exploring the Morphology of Signs, Symbols, and Significance." *The Journal of Consumer Research*, Vol. 13, No. 2, pp. 196-213.
- Williamson, Judith. "A currency of signs." *Advertising & Society Review*, Vol. 1, No. 1 (from Williamson, Judith. 1978. *Decoding Advertisements: Ideology and Meaning in Advertising*. London: Marion Boyars, pp. 20-39).

Suggested readings:

- Cook, Guy. 1992. *The Discourse of Advertising*. London: Routledge.
- Williamson, Judith. 1978. *Decoding Advertisements: Ideology and Meaning in Advertising*. London: Boyars.
- Cortese, Anthony Joseph Paul. 2003. *Provocateur: Images of Women and Minorities in Advertising*. Second edition. Lanham, MD: Rowman & Littlefield.
- Moschis, George P. and Gilbert A. Churchill. 1978. "Consumer Socialization: A Theoretical and Empirical Analysis". *Journal of Marketing Research*, Vol. 15, No. 4, pp. 599–609.
- Beasley, Ron and Marcel Danesi. 2002. *Persuasive Signs: The Semiotics of Advertising*. Berlin: Mouton de Gruyter.

Weeks 2-3**3. A first look at gender and race in advertising**

What does the scholarly evidence suggest about gender representations in advertising? How strong is the evidence? Are things getting "better" (and what does this mean)? What is your gut feeling? Do you think the representation of women in US advertising is fairer than in Mexico or Italy? What does the evidence say?

Week 2 (Jan 23-25)**3.a. Gender portrayals in advertising***Required readings:*

- Furnham A. and T. Mak. 1999. 'Sex-Role Stereotyping in Television Commercials: A Review and Comparison of Fourteen Studies Done on Five Continents Over 25 Years', *Sex Roles*, Vol. 41, pp. 413-437.
- Law, C., and M. P. Labre. 2002. "Cultural Standards of Attractiveness: A Thirty-Year look at changes in Male Images in Magazines." *Journalism and Mass Communication Quarterly* Vol. 79, No. 3, pp. 697-711.
- Gill, Rosalind. 2011. "Sexism Reloaded, or, It's Time to Get Angry Again!", *Feminist Media Studies*, Vol. 11 No.1 pp. 61-71.

Suggested readings:

- Gilly, M. C. 1988. "Gender roles in advertising: A comparison of television advertisements in Australia, Mexico, and the United States." *Journal of Marketing*, Vol. 52, pp. 75-85.
- Furnham, A. and Voli, V. 1989. "Gender stereotyping in Italian television advertisements." *Journal of Broadcasting and Electric Media*, Vol. 33, pp. 175-185.
- Furnham, A., and Bitar, N. 1993. "The stereotyped portrayal of men and women in British television advertisements." *Sex Roles*, Vol. 29, pp. 297-310.
- Kacen, Jacqueline J. and Michelle Nelson. 2002. "We've Come a Long Way, Baby – Or Have We? Sexism in Advertising Revisited." In: pp. 291-307, Pauline Maclaran (ed.), *Gender and Consumer Behavior*, Vol. 6, Paris, France: Association for Consumer Research.
- McArthur, L. Z. and Resko, B. G. 1975. "The portrayal of men and women in American television commercials." *Journal of Social Psychology*, Vol. 97, No. 2, pp. 209–20.

Documentaries

Killing Us Softly 3. Advertising's Image of Women. 1999. Directed by Sut Jhally. With Jean Kilbourne. (33 mins.)

Available on Youtube:

http://www.youtube.com/watch?v=svpMan9cWyo&feature=Playlist&p=AFABCDC996E90362&playnext=1&playnext_from=PL&index=2 (Part 1, 10 mins.)

http://www.youtube.com/watch?v=ZrVGGCeh9yk&feature=Playlist&p=AFABCDC996E90362&playnext=1&playnext_from=PL&index=3 (Part 2, 9:29 mins.)

http://www.youtube.com/watch?v=6IGeVr_TVfA&feature=Playlist&p=AFABCDC996E90362&playnext=1&playnext_from=PL&index=4 (Part 3, 9:53 mins.)

<http://www.youtube.com/watch?v=BbFvCXD667U> (Part 4, 4:14 mins.)

Dove-Evolution <http://www.youtube.com/watch?v=MFPGa0pKyTg> (3 mins.)

Week 3 (Jan 30-Feb 1)

3.b. The representation of race

What does the scholarly evidence suggest about the representation of race in advertising? Do the different races fair equally well (or equally poorly) in advertising? How strong is the evidence? "Things have gotten better!" Or... Could representations be more subtly stereotypical? What evidence can you harness to back your claims?

Required readings:

- Bowen, L. and Schmid, J. 1997. "Minority Presence and Portrayal in Mainstream Magazine Advertising: An Update." *Journalism and Mass Communication Quarterly*, Vol. 74, No. 1, pp.134-46.
- Frisby, Cynthia M. 2004. "Does race matter? Effects of idealized images on African American women's perceptions of body esteem," *Journal of Black Studies*, Vol. 34, pp. 3, pp. 323-347.
- Covert, Juanita J. and Travis L. Dixon. 2008. "A changing view: Representation and effects of the portrayal of women of color in mainstream women's magazines," *Communication Research*, Vol. 35, No. 2, pp. 232-256.
- Bailey, Ainsworth Anthony. 2006. "A year in the life of the African-American male in advertising: A content analysis," *Journal of Advertising*, Vol. 35, No. 1, pp. 83-104.

Suggested readings:

- Bristor, J. M., Lee, R. G. and Hunt, M. R. 1995. "Race and Ideology: African-American Images in Television Advertising." *Journal of Public Policy and Marketing*, Vol. 14, No. 1.
- Schooler, Deborah, L. Monique Ward, Ann Merriwether, and Allison Caruthers. 2004. "Who's That Girl: Television's Role in the Body Image Development of Young White and Black Women," *Psychology of Women Quarterly*, Vol. 28, pp. 38–47.
- Coltrane, S., and Messineo, M. 2000. "The perpetuation of subtle prejudice: Race and gender imagery in 1990s television advertising." *Sex Roles*, Vol. 42, pp. 363–89.
- Jackson, L. A. and Ervin, K. S. 1991. "The frequency and portrayal of Black females in fashion advertisements." *Journal of Black Psychology*, Vol. 18, pp. 67-70.
- Licata, J. W. and Biswas, A. 1993. "Representation, roles and occupational status of Black models in television advertisements." *Journalism & Mass Communication Quarterly*, Vol. 70, No. 4, pp. 868-82.

Weeks 4-6**4. Telling a story and telling it well**

Pay attention to the story advertisements tell. Do they pull at your heart strings? Do they just give you factual information about the product? What evidence can you harness to back your claims?

Week 4 (Feb 6-8)**4.a. Telling a story: Advertising and narrative***Required readings:*

- Padgett, Dan and Douglas Allen. 1997. "Communicating experiences: A narrative approach to creating service brand image." *Journal of Advertising*, Vol. 26, No. 4, pp. 49-62.
- Mattila, Anna S. 2000. "The role of narratives in the advertising of experiential services." *Journal of Service Research*, Vol. 3, No. 1, pp. 35-45.
- Escalas, Jennifer E. 1998. "Advertising Narratives: What Are They and How Do They Work?" In: pp. 267–289, Barbara Stern (ed.), *Representing Consumers: Voices, Views, and Visions*. New York: Routledge and Kegan Paul.

Suggested readings:

- Brown, Stephen, Robert V. Kozinets, & John F. Sherry Jr. 2003. "Teaching Old Brands New Tricks: Retro Branding and the Revival of Brand Meaning". *Journal of Marketing*, Vol. 67, pp. 19-33.
- Escalas, Jennifer E. 2004. "Imagine Yourself in the Product," *Journal of Advertising*, Vol. 33, No. 2, pp. 37–48.
- Escalas, Jennifer E. 2004. "Narrative Processing: Building Consumer Connections to Brands," *Journal of Consumer Psychology*, 14, No. 1/2, pp. 168–180.
- Barbara B. Stern. 1994. "Classical and Vignette Television Advertising Dramas: Structural Models, Formal Analysis, and Consumer Effects." *Journal of Consumer Research*, Vol. 20, No. 4, pp. 601-15.
- Mick, David Glenn. 1987. "Toward a Semiotic of Advertising Story Grammars." In: pp. 249-78, Donna Jean Umiker-Sebeok (ed.). *Marketing and Semiotics: New Directions in the Study of Signs for Sale*. The Hague: Mouton de Gruyter.
- Torben Vestergaard and Kim Schrøder. 1985. *The Language of Advertising*. Oxford: Blackwell.

Week 5 (Feb 13-15)**4.b. Telling it well: The rhetoric of advertising***Required readings:*

- McQuarrie, Edward F. and David Glen Mick. 1996. "Figures of Rhetoric in Advertising Language." *The Journal of Consumer Research*, Vol. 22, No. 4, pp. 424-38.
- Margot van Mulken. 2003. "Analyzing Rhetorical Devices in Print Advertisements." *Document Design*, Vol. 4, No. 2, pp. 114-28.
- Tom, Gail and Anmarie Eves. 1999. "The Use of Rhetorical Devices in Advertising." *Journal of Advertising Research*, Vol. 39, July-August, pp. 39-43.

Suggested readings:

- Edward F. McQuarrie, David Glen Mick. 1999. "Visual Rhetoric in Advertising: Text-Interpretive, Experimental, and Reader-Response Analyses." *Journal of Consumer Research*, Vol. 26, pp. 37-54.
- Charles Forceville. 1996. *Pictorial Metaphor in Advertising*. London: Routledge.
- Gillian Dyer. 1988[1982]. "Chapter 8. The Rhetoric of Advertising", In: pp. 127-150, *Advertising as Communication*. Oxford: Routledge.
- Leigh, James H. 1994. "The Use of Figures of Speech in Print Ad Headlines." *Journal of Advertising*, Vol. 23, No. 2, pp. 17-33.
- McQuarrie, Edward F. and David Glen Mick. 1999. "Visual Rhetoric in Advertising: Text-Interpretive, Experimental, and Reader-Response Analyses." *The Journal of Consumer Research*, Vol. 26, No. 1 pp. 37-54.
- Scott, Linda M. 1994. "Images in Advertising: The Need for a Theory of Visual Rhetoric." *The Journal of Consumer Research*, Vol. 21, No. 2, pp. 252-73.
- Phillips, Barbara J. and Edward F. McQuarrie. 2002. "The Development, Change, and Transformation of Rhetorical Style in Magazine Advertisements 1954-1999." *Journal of Advertising*, Vol. 31, No. 4, pp. 1-13.
- Bush, Alan J. and Gregory W. Boller. 1991. "Rethinking the Role of Television Advertising during Health Crises: A Rhetorical Analysis of the Federal AIDS Campaigns." *Journal of Advertising*, Vol. 20, No. 1, pp. 28-37.
- Barnard, Malcolm. 2005. "Metaphor/metonymy/synechdoche". In" pp. 50-54, *Graphic Design as Communication*. Abingdon, UK: Routledge.

February 20 First in-class, open-book exam**Week 6 (Feb 20-22)****4.c. Sexing it up: Sources of rhetorical appeal***Required readings:*

- Escalas, Jennifer E. and Barbara B. Stern. 2003. "Sympathy and Empathy: Emotional Responses to Advertising Dramas." *Journal of Consumer Research*, Vol. 29, No. 4, pp. 566-78.
- 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*, Vol. 13, pp. 241-73.

Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science*, Vol. 49, No. 2, pp. 388-405.

Suggested readings:

Brader, Ted. 2006. *Campaigning for hearts and minds: How emotional appeals in political ads work*. Chicago: University of Chicago Press.

Deighton, John, Daniel Romer, and Josh McQueen. 1989. "Using Drama to Persuade," *Journal of Consumer Research*, Vol. 16, No. 3, pp. 335-43.

Reichert, Tom and Jacqueline Lambiase. 2003. "How to Get "Kissably Close": Examining How Advertisers Appeal to Consumers' Sexual Needs and Desires." Vol. 7, No. 3, pp. 120-36.

Lau, Richard R., Lee Sigelman, Caroline Heldman, and Paul Babbitt. 1999. "The effects of negative political advertisements: A meta-analytic assessment." *The American Political Science Review*, Vol. 93, No. 4, pp. 851-875.

Freedman, Paul, Michael Franz, and Kenneth Goldstein. 2004. "Campaign Advertising and Democratic Citizenship." *American Journal of Political Science*, Vol. 48, No. 4, Pp. 723-741.

Merritt, Sharyne. 1984. "Negative political advertising: Some empirical findings." *Journal of Advertising*, Vol. 13, No. 3, pp. 27-38.

Week 7 (Feb 27-Mar 1)

5. The land (and system) of plenty: Advertising in historical perspective

Required readings:

Presbrey, Frank. [1929]. "The History and Development of Advertising," *Advertising & Society Review*, Vol. 1, No. 1 (from *From symbols in Babylon to painted walls in Rome. In The History and Development of Advertising*. New York: Doubleday, Doran & Company, pp. 1-13).

Lears, Jackson. 1995[1994]. "The Pursuit of the Real." In: pp. 345-378, Jackson Lear, *Fables of Abundance: A Cultural History of Advertising in America*. New York: Basic Books.

Lears, Jackson. 1995[1994]. *Fables of Abundance: A Cultural History of Advertising in America*. New York: Basic Books. Pp. 261-414

Suggested readings:

Lears, Jackson. 1983. "From Salvation to Self-Realization: Advertising and the Therapeutic Roots of the Consumer Culture, 1880-1930", in: Richard Wightman Fox and T.J. Jackson Lears (eds.), *The Culture of Consumption*. New York: Pantheon Books, Pp. 3-38.

Burridge, Joseph D. 2008. "The Dilemma of Frugality and Consumption in British Women's Magazines 1940-1955." *Social Semiotics*, Vol. 18, No. 3, pp. 389-401.

Marchand, Roland. 1985. *Advertising the American Dream: Making Way for Modernity, 1920-1940*. Berkeley: University of California Press.

Fowles, Jib. 1996. *Advertising and popular culture*. Thousand Oaks, CA: Sage.

Fox, Stephen R. 1984. *The mirror makers: A history of American advertising and its creators*. New York: Morrow.

McCracken, Grant. 1986. "Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods." *The Journal of Consumer Research*, Vol. 13, No. 1, pp. 71-84.

Week 8 (Mar 6-8)

6. Food advertising (and health)

What do we know about food advertising? Do they give you the "facts" about nutrition? What evidence do we have about food advertising and its effects on people's health? If food advertising is distorting, what do you think one should do? Hold food corporations responsible? Hold consumers responsible?

Required readings:

- Dixon, Helen G., Maree L. Scully, Melanie A. Wakefield, Victoria M. White, David A. Crawford. 2007. "The Effects of Television Advertisements for Junk Food versus Nutritious Food on Children's Food Attitudes and Preferences", *Social Science & Medicine*, Vol. 65, No. 7, pp. 1311-1323.
- Goris, Janny M., Solveig Petersen, Emmanuel Stamatakis, and J. Lennert Veerman. 2010. "Television Food Advertising and the Prevalence of Childhood Overweight and Obesity: A Multicountry Comparison," *Public Health Nutrition*, Vol. 13, No. 7, pp. 1003-1012.
- Harris, Jennifer L., John A. Bargh, and Kelly D. Brownell. 2009. "Priming Effects of Television Food Advertising on Eating Behavior." *Health Psychology*, Vol. 28, No. 4, pp. 404-413.
- Henderson, Vani R. and Bridget Kelly. 2005. "Food Advertising in the Age of Obesity: Content Analysis of Food Advertising on General Market and African American Television," *Journal of Nutrition Education and Behavior*, Vol. 37, pp. 191-196.

Suggested readings:

- Andreyeva, Tatiana, Inas Rashad Kelly, and Jennifer L. Harris. 2011. "Exposure to Food Advertising on Television: Associations with Children's Fast Food and Soft Drink Consumption and Obesity," *Economics and Human Biology*
- Carter, Owen B. J., Lisa J. Patterson, Robert J. Donovan, Michael T. Ewing, Clare M. Roberts. 2011. "Children's Understanding of the Selling Versus Persuasive Intent of Junk Food Advertising: Implications for Regulation," *Social Science & Medicine*, Vol. 72, pp. 962-968.
- Chapman, Kathy, Penny Nicholas and Rajah Supramaniam. 2006. "How Much Food Advertising is There on Australian Television?" *Health Promotion International*, Vol. 21, No. 3, pp. 172-180.
- Halford, Jason C.G., Jane Gillespie, Victoria Brown, Eleanor E. Pontin, and Terence M. Dovey. 2004. "Effect of Television Advertisements for Foods on Food Consumption in Children", *Appetite*, Vol. 42, No. 2, pp. 221-225.
- Story, Mary and Simone French. 2004. "Food Advertising and Marketing Directed at Children and Adolescents in the US." *International Journal of Behavioral Nutrition and Physical Activity*, Vol. 1, No. 3, pp. 1-17.
- Young, Brian. 2003. "Does Food Advertising Influence Children's Food Choices? A Critical Review of Some of the Recent Literature," *International Journal of Advertising*, Vol. 22, No. 4, pp. 441-459.

Weeks 9-11**7. Advertising: Selling more than just commodities?****Week 9 (Mar 13-15) SPRING BREAK!!!!****Week 10 (Mar 20-22)****7.a. Back to gender***Required readings:*

- Ferguson, J. H., P. J. Kreshel, and S. F. Tinkham. 1990. "In the pages of *Ms.*: Sex role portrayals of women in advertising." *Journal of Advertising*, Vol. 19, pp. 40-51.
- Hirschman, Elizabeth C. 2003. "Men, Dogs, Guns, and Cars: The Semiotics of Rugged Individualism." *Journal of Advertising*, Vol. 32, No. 1, pp. 9-22.
- Merskin, Debra. 2002. "Boys Will Be Boys: A Content Analysis of Gender and Race in Children's Advertisements on the Turner Cartoon Network." *Journal of Current Issues and Research in Advertising*, Vol. 24, No. 1, pp. 51-59.

Suggested readings:

- Erving Goffman. 1979. *Gender Advertisements*. New York: Harper Colophon Books.
- Federico Valls-Fernández and José Manuel Martínez-Vicente. 2007. "Gender Stereotypes in Spanish Television Commercials." *Sex Roles*, Vol. 56, Nos. 9-10, pp. 691-99.
- Bretl, D. J. and Cantor, J. 1988. "The portrayal of men and women in U.S. television commercials: A recent content analysis and trends over 15 years." *Sex Roles*, Vol. 18, pp. 595-609.
- Merskin, Debra. 2007. "Truly Toffee and Raisin Hell: A Textual Analysis of Lipstick Names." *Sex Roles*, Vol. 56, Nos. 9-10, pp. 591-600.

Week 11 (Mar 27-29)**7.b. Back to race***Required readings:*

- Mastro, D. E. and Stern, S. R. 2003. "Representations of race in television commercials: A content analysis of prime-time advertising." *Journal of Broadcasting and Electronic Media*, Vol. 47, pp. 638-47.
- Zinkhan, G. M., Qualls, W. J. and A. Biswas. 1990. "The use of Blacks in magazine and television advertising: 1946-1986." *Journalism and Mass Communication Quarterly*, Vol. 67, No. 3, pp. 547-53.

Suggested readings:

- Taylor, C. R., Lee, J. Y., and Stern, B. B. 1995. "Portrayals of African, Hispanic, and Asian Americans in magazine advertising." *American Behavioral Scientist*, Vol. 38, pp. 608-21.
- Taylor, C. R. and Stern, B. B. 1997. "Asian-Americans: Television advertising and the 'model minority' stereotype." *Journal of Advertising*, Vol. 26, pp. 47-61.
- Taylor, C. R. and Bang, H. 1997. "Portrayals of Latinos in magazine advertising." *Journalism and Mass Communication Quarterly*, Vol. 74, No. 2, pp. 285-303.

Week 12 (Apr 3-5)**8. Advertising in Cross-cultural Perspective**

Do commercials differ in different countries or, better, in different cultures (e.g., individualistic versus collectivistic cultures)? Do advertisers use different forms of appeal? What evidence do we have?

Required readings:

- Han, Sang-Pil and Sharon Shavitt. 1994. "Persuasion and culture: Advertising appeals in individualistic and collectivistic societies." *Journal of Experimental Social Psychology*, Vol. 30, pp. 326-350.
- Aaker, Jennifer L. and Patti Williams. 1998. "Empathy versus Pride: The Influence of Emotional Appeals across Cultures." *Journal of Consumer Research*, Vol. 25, pp. 241-261.
- Hong, Cheng, and John C. Schweitzer. 1996. "Cultural Values Reflected In Chinese And U.S. Television Commercials." *Journal of Advertising Research*, Vol. 36, No. 3, pp. 27-45.
- Lin, Carolyn A. 2001. "Cultural Values Reflected in Chinese and American Television Advertising." *Journal of advertising*, Vol. 30, No. 4, pp. 83-94.
- Zhang, Yong and James P. Neelankavil. 1997. "The Influence of Culture on Advertising Effectiveness in China and the USA: A Cross-Cultural Study." *European Journal of Marketing*, Vol. 31, No. 2, pp. 134-49.

Suggested readings:

- Miller, Daniel. 2000[1997]. "The Content and Consumption of Advertisements." *Advertising & Society Review*, Vol. 1, No. 1 (from *The content and consumption of advertisements. In Capitalism: An Ethnographic Approach*. Oxford: Berg, pp. 195-242).
- Han, Sang-Pil and Sharon Shavitt. 1994. "Persuasion and culture: Advertising appeals in individualistic and collectivistic societies." *Journal of Experimental Social Psychology*, Vol. 30, pp. 326-350.
- Mueller, Barbara. 1986. "Reflections of Culture: An Analysis of Japanese and American Advertising Appeals." Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
- Cho, Bongjin, Up Kwon, James W. Gentry, Sunkyu Jun, and Fredric Kropp. 1999. "Cultural Values Reflected in Theme and Execution: A Comparative Study of US and Korean Television Commercials." *Journal of Advertising*, Vol. 28, No. 4, pp. 59-73.

April 10 Second in-class, open-book exam**Week 13 (Apr 10-12)****9. Getting them young: Children and advertising**

What does the scholarly evidence suggest about children advertising? Reflecting upon your own exposure to advertising as a child and adolescent, can you see how advertising has affected your gender, racial, class, nation-state identity? What is your evidence?

Required readings:

- Browne, B. 1998. "Gender Stereotyping in Advertising on Children's Television in the 1990s: A Cross-national Analysis." *Journal of Advertising*, Vol. 27, No. 1, pp. 83-96.

Smith, L. 1994. "A Content Analysis of Gender Differences in Children's Advertising." *Journal of Broadcasting and Electronic Media*, Vol. 38, pp. 323-37.

Suggested readings:

Kenway, Jane and Jane Bulle. 2001. *Consuming Children: education-entertainment-advertising*. Buckingham: Open University Press.

Welch, R., Huston-Stein, A., Wright, T., and Phelial, R. 1979. "Subtle sex-role cues in children's commercials." *Journal of Communication*, Vol. 29, pp. 202-9.

Strasburger, Victor C. 2001. "Children and TV advertising: Nowhere to run, nowhere to hide." *Journal of Developmental & Behavioral Pediatrics*, Vol. 22, No. 3, pp. 185-87.

Oates, Caroline, Marc Blades, and Barrie Gunter. 2002. "Children and television advertising: When do they understand persuasive intent?" *Journal of Consumer Behaviour*, Vol. 1, No. 3, pp. 238-45.

Roedder John, Deborah. 1999. "Consumer Socialization of Children: A Retrospective Look at Twenty-Five Years of Research." *Journal of Consumer Research*, Vol. 26, pp.

Week 14 (Apr 17-19)

10. Political advertising

Are there predictable patterns in political advertising? What would you do differently if you were to write a political advertising campaign? Using what evidence would you write your specific campaign?

Required readings:

Griffith, Robert. 1983. "The Selling of America: The Advertising Council and American Politics, 1942-1960." *The Business History Review*, Vol. 57, No. 3, pp. 388-412.

Kaid, Lynda L. 2004. "Political advertising." In: pp. 155-202, Lynda L. Kaid (ed.), *Handbook of political communication research*. Mahwah, NJ: Lawrence Erlbaum.

Suggested readings:

Jamieson, Kathleen Hall. 1984. *Packaging the presidency: A history and criticism of presidential campaign*. Oxford: Oxford University Press.

Valentino, Nicholas A., Vincent L. Hutchings, and Ismail K. White. 2002. "Cues that matter: How political ads prime racial attitudes during campaigns." *American Political Science Review*, Vol. 96, No. 1, pp. 75-90.

Brader, Ted. 2006. *Campaigning for hearts and minds: How emotional appeals in political ads work*. Chicago: University of Chicago Press.

Diamond, Edwin and Stephen Bates. 1984. *The spot: The rise of political advertising on television*. Cambridge, MA: MIT Press.

Ansolabehere, Stephen and Shanto Iyengar. 1995. *Going negative: How political advertisements shrink and polarize the electorate*. New York: Free Press.

Week 15 (Apr 24-26)

Group project presentations