

**BRESCIA UNIVERSITY COLLEGE
DEPARTMENT OF SOCIOLOGY**

**SOCIOLOGY 2172a Section 530
Advertising & Society
Intersession 2015**

Instructor: Professor Gale Cassidy
Email: gcassidy@uwo.ca

Lectures: Mondays – Thursdays 9:00 to 11:00 am
Classroom: BR 304
Office Hours: After class or by appointment

Learning Outcomes

Upon successful completion of this course, students will be able to

- analyze advertising as a social institution from a sociological perspective.
- understand the historical development of advertising and its place within the commodity culture.
- demonstrate an understanding of the key critical debates regarding advertising's significance as a commercial tool and a cultural form.
- see how advertisements create meaning and how such meanings interact with and impact the culture.
- assess how advertisements represent gender, race, sexuality, and age in limited stereotypical ways.
- identify the ethical dilemmas in the advertising industry.

Course Description

This course introduces students to the **sociological analysis of advertising** and the role that it plays in society. The history of advertising and the relationship between advertising and popular culture will be studied. Advertising content, the mechanisms of persuasion, and the effect of advertising on human behaviour will be considered. A closer look will be taken at the representation of gender and various groups in advertising, children and advertising, and social advertising.

Course Materials

1. Course Reading Package Available at the Campus Bookstore in UCC.
2. Additional readings may also be assigned. Students will be notified in class and on OWL.

Prerequisites

None

Evaluations

	DATE	Worth
Midterm Exam #1	Thursday, May 14 th	20%
Midterm Exam #2	Monday, May 25 th	40%
Final Exam	Monday, June 1 st	40%

Class Attendance

Good class attendance is critical to getting the most out of this course. There is a direct correlation between attendance in class and marks achieved by students. While readings and class lectures fit together, some material will only be covered in class. You are responsible for everything that occurs during class time including discussions, videos, guest speakers, etc. You are also responsible for any announcements made during class. It is a good idea to “buddy up” with a classmate, in order to exchange notes if you must miss a class, since class notes and PowerPoint slides will not be supplied to students or posted online. Videos shown in class are not available for private viewing if they are not in the library. Please don't ask to borrow them.

Cell Phones and Laptops in the Classroom

The use of cell phones for any reason is not permitted in the classroom. Students accessing their cell phones for any reason will be considered disruptive and may be subject to sanctions under the Student Code of Conduct, including, but not limited to, being asked to leave the class. Also, laptops are to be used only for taking notes in class. Using them for any other purpose could also result in sanctions.

Examinations

The examinations are not cumulative and will cover all course material, including lectures, assigned readings, class discussions, films, guest presenters, etc. They will include multiple choice questions. Computer-marked multiple-choice tests and/or exams WILL be submitted for similarity reviews by software that will check for unusual coincidences in answer patterns that may indicate cheating. No electronic devices are permitted in exams.

Grades

Due to privacy regulations, I am unable to send marks or discuss issues regarding grades by email. Please see me during my office hours. Midterm exam grades will be posted to the OWL site when they become available (within one week of the exam). Final exam grades will not be available until approved by the department. PLEASE NOTE: There will be NO extra work assigned for the purpose of improving grades. It is unfair to other students in the class who are not given the same opportunity. Also, I am unable to increase marks unless warranted. PLEASE DON'T ASK!

Date	Topic	Assigned Readings (Detailed reading list below)
May 11	Introduction	‘Advertising in Canada.’
May 12	History of Advertising	‘Persuasive Products’
May 13	Constructing the Consumer	‘Consumption and Advertising.’ ‘Creating Consumers’ ‘Consuming Life’ ‘Kids Influencing Family Purchases’
May 14	MIDTERM EXAM WORTH 20%	
May 18	VICTORIA DAY – NO CLASS	
May 19	How Advertising Appeals	‘I Can’t See Clearly Now: Subliminal Messaging Alive and Well’ ‘This Must be the Place: Product Placement, American Idol, and Ford’s Multi-Million Dollar Mistake.’ ‘Advertising and Product Placement: And Now, the Star of the Show!’
May 20	Advertising & Culture	‘Image-Based Culture: Advertising and Popular Culture’ ‘Issue 3. Real Beauty? Can Advertising Credibly Promote Social Change?’
May 21	Advertising & the Other	‘Advertising & Minorities’ ‘Advertising & People of Color’ ‘Current Perspectives on Advertising Images of Disability’
May 25	MIDTERM EXAM WORTH 40%	
May 26	Advertising & Gender	‘Sex and Money’ ‘Advertising Women: Images, Audiences, and Advertisers’ ‘The More You Subtract, the More You Add: Cutting Girls Down to Size’ ‘Masculinity in Advertising’
May 27	Advertising & Children	‘Advertising to Children: Gimme, Gimme, Gimme!!! Do Children Need More Protection from Advertising?’ ‘Empowered or Seduced? The Debate About Advertising and Marketing to Kids’ ‘Kids as Future Purchasers’
May 28	Social Advertising	‘Corporate Sponsorship: Something for Nothing?’
June 1	FINAL EXAM WORTH 40%	

READING LIST

Introduction

1. Johnston, Russell. (2006). 'Advertising in Canada.' Pp. 196-212 in *Mediascapes: New Patterns in Canadian Communication*. 2nd Edition. Toronto: Nelson.

History of Advertising

2. McFall, Liz (2004) 'Persuasive Products.' Pp. 153-187 in *Advertising: A Cultural Economy*. Thousand Oaks, CA: Sage.

Constructing the Consumer

3. Jackson, John D., Greg M. Nielsen, and Yon Hsu. 2011. 'Consumption and Advertising.' Pp. 78-99 in *Mediated Society: A Critical Sociology of Media*. Toronto, ON: Oxford University Press.
4. Milner, Murray, Jr. (2004) 'Creating Consumers.' Pp. 155-170 in *Freaks, Geeks, and Cool Kids*. New York & London: Routledge.
5. Milner, Murray, Jr. (2004) 'Consuming Life.' Pp. 171-180 in *Freaks, Geeks, and Cool Kids*. New York & London: Routledge.
6. Sutherland, Anne and Beth Thompson (2003) 'Kids Influencing Family Purchases.' Pp. 113-128 in *Kidfluence: The Marketer's Guide to Understanding and Reaching Generation Y – Kids, Tweens, and Teens*. Toronto, ON: McGraw-Hill Ryerson.

How Advertising Appeals

7. Lindstrom, Martin (2008) 'I Can't See Clearly Now: Subliminal Messaging Alive and Well.' Pp. 68-87 in *Buyology: Truth and Lies About Why We Buy*. New York, NY: Doubleday.
8. Lindstrom, Martin (2008) 'This Must be the Place: Product Placement, *American Idol*, and Ford's Multi-Million Dollar Mistake.' Pp. 37-52 in *Buyology: Truth and Lies About Why We Buy*. New York, NY: Doubleday.
9. Lubbers, Charles and Kathy Brittain McKee (2008) 'Advertising and Product Placement: And Now, the Star of the Show!' Pp. 94-109 in *Advertising and Society: Controversies and Consequences*. Malden, MA: Wiley-Blackwell.

Advertising & Culture

10. Jhally, Sut (2003) 'Image-Based Culture: Advertising and Popular Culture.' Pp. 249-257 in *Gender, Race, and Class in Media: A Text-Reader, 2nd Edition*. Thousand Oaks, CA: Sage Publications, Inc.
11. Blotnicky, Karen & Eileen Saunders (2008) 'Issue 3. Real Beauty? Can Advertising Credibly Promote Social Change?' Pp. 105-119 in *Communication in Question: Competing Perspectives on Controversial Issues in Communication Studies*. Toronto, ON: Nelson.

Advertising & the Other

12. Fleras, Augie and Jean Lock Kunz (2001) 'Advertising and Minorities'. Pp. 103-120 in *Media and Minorities: Representing Diversity in a Multicultural Canada*. Toronto, ON: Thompson Educational Publishing, Inc.
13. Wilson, Clint C. II and Félix Gutiérrez (2003) 'Advertising and People of Color.' Pp. 283-292 in *Gender, Race and Class in Media: A Text-Reader, 2nd Edition*. Thousand Oaks, CA: Sage Publications, Inc.
14. Haller, Beth A. and Sue Ralph (2003) 'Current Perspectives on Advertising Images of Disability' Pp. 293-301 in *Gender, Race and Class in Media: A Text-Reader, 2nd Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Advertising & Gender

15. Reichert, Tom (2003) 'Sex and Money.' Pp. 19-44 in *The Erotic History of Advertising*. Amherst, NY: Prometheus Books.
16. Mitchell, Nancy (2007) 'Advertising Women: Images, Audiences, and Advertisers.' Pp. 97-106 in *Women in Mass Communication: 3rd Edition*. Thousand Oaks, CA: Sage.
17. Kilbourne, Jean (2004) 'The More You Subtract, the More You Add: Cutting Girls Down to Size.' Pp. 234-244 in *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. Belmont, CA: Wadsworth/Thomson Learning.
18. MacKinnon, Kenneth (2003) 'Masculinity in Advertising.' Pp. 87-100 in *Representing Men: Maleness and Masculinity in the Media*. New York, NY: Arnold.

Advertising & Children

19. Hoerner, Keisha L. & J. Walker Smith (2009) 'Advertising to Children: Gimme, Gimme, Gimme!!! Do Children Need More Protection from Advertising?' Pp. 19-36 in *Advertising and Society: Controversies and Consequences*. Malden, MA: Wiley-Blackwell.

20. Schor, Juliet B. (2001) 'Empowered or Seduced? The Debate About Advertising and Marketing to Kids.' Pp. 177-188 in *Born to Buy*. New York, NY: Simon and Schuster, Inc.
21. Sutherland, Anne and Beth Thompson (2003) 'Kids as Future Purchasers.' Pp. 129-150 in *Kidfluence: The Marketer's Guide to Understanding and Reaching Generation Y – Kids, Tweens, and Teens*. Toronto, ON: McGraw-Hill Ryerson.

Social Advertising

22. Szuchewycz, Bohdan and Jeannette Sloniowski (2002) 'Corporate Sponsorship: Something for Nothing?' Pp. 356-371 in *Canadian Communications: Issues in Contemporary Media and Culture, 2nd Edition*. Toronto, ON: Prentice Hall Allyn and Bacon Canada.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>. If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2012/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar.

Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair.

If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.