

Course Last Updated 01/23/2024



University of
New Haven

Advertising and Society

Section I: Course Overview

Course Code: COM362BCN

Subject Area: Communications

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

This course introduces students to the links between advertising and society. It is premised on the belief that advertising helps shape human attitudes and behaviors, just as the latter two in turn help direct and shape advertising. The emphasis is however firmly on advertising as a shaping agent – how it influences individuals and societies, the dynamic nature of the relationship, and the impacts (both positive and negative) that advertising may have on individuals and societies. It takes a critical and dispassionate view of advertising, rather than a managerial or practitioner’s view. Various criticisms of advertising are flagged, and these are used as a basis for further coverage and discussion of the criticisms and issues raised.

Learning Objectives

Upon successful completion of this course, students are able to:

- Identify the fundamentals of how advertising itself works;
- Establish the linkages between advertising and target markets;
- Measure both positive and negative nature of the linkages;
- Confirm some particular linkages in some depth;

- Critique selected advertising and the issues associated with it.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: By appointment

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Midterm Exam – 20%

Group Project Paper – 15%

Group Project Presentation – 15%

Final Exam – 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Midterm Exam (20%): It consists of short questions with open answers on topics covered in class to date: lecture series, interactive discussions questions, and set readings (90 minutes).

Group Project Paper (15%): The paper will require considerable research, as well as applied thinking. Maximum length is 2,000 words, excluding Table of Contents, Abstract, Bibliography and Appendices. Academic reference is mandatory. Non-referenced papers receive an automatic fail. Referencing must be complete and use Harvard format. The paper should be typed on A4 paper, double space and 2cm margins. A Table of Contents, an Abstract (150 words max.), sub-headings and a Bibliography should be included. Appendices are optional. Staple the paper with a cover sheet, provide your name, and course details.

Group Project Presentation (15%): Students will work in groups to present the topics of their paper for the rest of the class. Each presentation will be 30 minutes long and end with a question-and-answer sessions.

Final exam (30%): consist of short questions with open answers on topics covered in class to date: lecture series, interactive discussions questions, and set readings (90 minutes).

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Visit to Hospital Sant Joan de Deu (Cancer Pediatric Center) in order to learn about the different capital fundraising campaigns.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Belch, G., Belch, M., Kerr, G. Powell, I., Waller, D., Xavier, R. (2009). *Advertising: An Integrated Marketing Communication Perspective (chapter 1)*. McGraw Hill.

Beard, F. (2020). *Comparative Advertising. History, Theory, and Practice*. Rowman & Littlefield Publishing Group, Incorporated.

Buijzen, M. & Valkenburg, P. (2003). The Effects of Television Advertising on Materialism, Parent-Child Conflict and Unhappiness: A Review of Research. *Journal of Applied Developmental Psychology*, vol. 24:4, 437-456.

Ford, J. D. & LaTour, M. (1993). Differing Reactions to Female Role Portrayals in Advertising. *Journal of Advertising Research*, Vol.33(5), 43-52.

Kirkpatrick, J. (1986). A Philosophical Defense of Advertising. *Journal of Advertising*, Vol 15:2, June, pp. 42-48 & 64.

Pollay, R. & Gallagher, K. (1990). Advertising and Cultural Values: Reflections in the Distorted Mirror. *International Journal of Advertising*, vol. 9, 359-372.

Wells, W. Moriarty, S. & Burnett, J. (2006). *Advertising Principles & Practice (7th edition, chapter 1)*. Pearson Prentice Hall.

Recommended

Klein, N. (2010). *No logo*. Harper Collins.

O'Reilly, T. & Tennant, M. (2009). *The age of persuasion. How Marketing Ate Our Culture*. Random House of Canada Limited.

Stafford, M. & Faber, R. (2015). *Advertising, Promotion, and New Media*. Taylor & Francis.

Vakratsas, D., & Ambler, T. (1999). How advertising works: what do we really know? *Journal of Marketing*, vol. 63, no. 1 (January), pp. 26-43.

Course Calendar

Session 1	
Topics	Class Overview
Activity	Syllabi Review
Readings & Assignments	Do assigned reading for next session.

Session 2	
Topics	Introduction to Advertising and Society
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Belch, G., Belch, M., Kerr, G. Powell, I. ,Waller, D., Xavier, R. (2009). <i>Advertising: An Integrated Marketing Communication Perspective (chapter 1)</i>. McGraw Hill. • Seminar Discussion Questions.

Session 3	
Topics	How Advertising Works
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Wells, W. Moriarty, S. & Burnett, J. (2006). <i>Advertising Principles & Practice (7th edition, chapter 1)</i>. Pearson Prentice Hall. • Seminar Discussion Questions.

Session 4	
Topics	The Economic Impact of Advertising
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Seminar Discussion Questions.

	<ul style="list-style-type: none"> • Major Paper Briefing.
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Session 5	
Topics	Common Criticism of Advertising
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Kirkpatrick, J. (1986). A Philosophical Defense of Advertising. <i>Journal of Advertising</i>, Vol 15:2, June, 42-48 & 64. • Seminar Discussion Questions.

Session 6	
Topics	Advertising, Sexism & Ageism
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Ford, J. D. & LaTour, M. (1993). Differing Reactions to Female Role Portrayals in Advertising. <i>Journal of Advertising Research</i>, Vol.33(5), 43-52. • Seminar Discussion Questions.

Session 7	
Topics	Advertising and Materialism
Activity	Lecture / Class Activity
Readings & Assignments	<ul style="list-style-type: none"> • Buijzen, M. & Valkenburg, P. (2003). The Effects of Television Advertising on Materialism, Parent-Child Conflict and Unhappiness: A Review of Research. <i>Journal of Applied Developmental Psychology</i>, vol. 24:4, 437-456.

Session 8	
Topics	Advertising and Materialism (Continued)
Activity	Lecture / Class Activity
Readings & Assignments	Prepare for Mid-term

Session 9	
Mid-term Exam	

Session 10	
Topics	Political Advertising
Activity	Lecture / Class Activity
Readings & Assignments	Prepare discussion questions for guest speaker

Session 11	
Topics	Guest speaker – Manuel Valls
Activity	Class Discussion
Readings & Assignments	Special questions for guest speaker

Session 12	
Topics	Advertising and social responsibility
Activity	Lecture / Class Activity
Readings & Assignments	Pollay, R. & Gallagher, K. (1990). Advertising and Cultural Values: Reflections in the Distorted Mirror. <i>International Journal of Advertising</i> , vol. 9, 359-372.

Session 13	
Topics	Field trip
Activity	Lecture / Class Activity
Readings & Assignments	Prepare active learning engagement reflection

Session 14	
Topics	Group Papers and Presentations
Activity	Group Papers and Presentations
Readings & Assignments	Turn in Group Papers

Session 15	
Final Exam	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.