

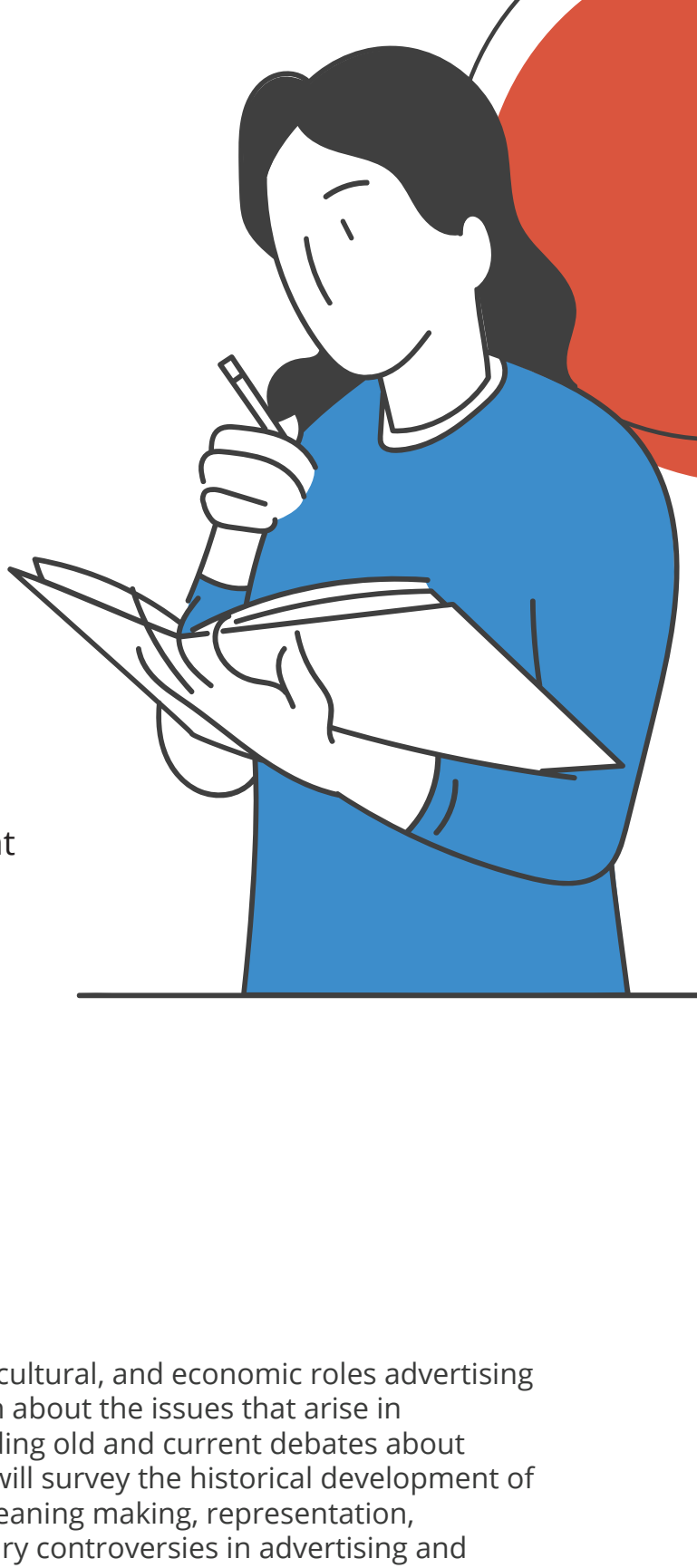
Welcome

ADVERTISING AND SOCIETY FYSM 1217 D

Instructor
Agnes Malkinson
Agnes.Malkinson@carleton.ca

Course time
Mondays 2:35-5:25 pm

Office hours
Mondays 3:30-5:30 pm, or by appointment



COURSE DESCRIPTION

This course offers an introduction to the social, cultural, and economic roles advertising occupies in Canadian society. Students will learn about the issues that arise in discussions of persuasive communication including old and current debates about advertising's influence on our lives. The course will survey the historical development of advertising while examining issues related to meaning making, representation, audiences, political promotion, and contemporary controversies in advertising and digital media.

Advertising is persuasive, pervasive, and an often controversial form of communication, and as such often viewed as manipulative the cause of many of society's ills. The course will explore these criticisms and examine the relationship between culture, the economy, and advertising's structuring influences. The course will focus on developing analytical skills and hone student's ability to critically evaluate advertising texts, as well as provide a broad overview of the debates in advertising scholarship and the issues that surround promotional forms of communication.

LEARNING OUTCOMES

- Understand the historical development of advertising in Canada's consumer society
- Analyze advertising as a social institution from a communication perspective
- Demonstrate understanding of important critical debates in advertising
- Critically evaluate advertisements as cultural "texts"
- Recognize how advertisements create meaning and how those meanings inform and are informed by the broader culture

COURSE MATERIAL

All assigned readings will be accessible through MacOdrum Library or will be made available on cuLearn.

EVALUATION

Grades will be based on participation and writing. There are no exams. Detailed descriptions of all assignments are on cuLearn. All writing assignments will be submitted in .docx format, double spaced, in 12 pt Times New Roman font.

ASSIGNMENTS

Personal Reflection: Is advertising's effect on society beneficial or harmful? 5%

Students are asked to reflect on whether or not they think, on the whole, whether advertising is good or bad for society. Students are asked to bring in their own personal experiences and examples to substantiate their position. Reflections should be short, between 350-500 words. Due Sunday, January 17 at 11:59 pm.

Critical Article Assessment 10%

Based on the workshop and resources provided on how to critically assess academic journal articles, students will summarize and write a critical review of the McAllister and Galindo-Ramirez's "Fifty Years of Super Bowl Commercials, Thirty-Two Years of Spectacular Consumption" assigned for February 1. Students should also briefly explain how the article contributes to their own knowledge about advertising as a cultural form. The critical article assessment is expected to be between 3-4 pages and is due on Friday, February 5, 11:59 pm.

Influencer Disclosure Analysis 15%

Students will read through the disclosure guidelines created by AdStandards available here. Choose an influencer (from Instagram, TikTok, YouTube, or Facebook) who regularly engages with product/service promotion. Provide a brief introduction and explain if, overall, they adhere to AdStandards' guidelines and best practices for influencer promotion. They provide a brief reflection on whether your impression of a post is paid or not changes your attitude towards the influencer's endorsement. The influencer disclosure assignment should be between 4-5 pages and is due Friday, March, 19, 11:59 pm.

Essay Outline 5%

The final essay for this course will be on the topic of de-fetishizing the commodity. Students will choose a product and examine the differences between the product's advertising messages and the conditions under which the product is designed, manufactured, distributed, and discarded. The goal of this assignment is to examine how the brand's values reflect or obscure the real world conditions of the product's life cycle. A brief essay outline will include a short description of the product and advertising campaign, a thesis statement, three arguments, one counter argument, and three scholarly sources and a description of their value to your essay. The essay outline should be roughly 3 pages and is due Friday, February 26, 11:59 pm.

Creative Presentation 10%

Based on the research conducted for the essay, students will have the option to create either a 10 minute podcast episode, an infographic, or an op-ed (750-1000 words) about their essay research. More details about the expectations for each format will be given in class. The creative presentation is due Friday, March 26, 11:59 pm.

Final Essay 25%

Students will write an essay on their chosen advertising campaign that will be between 8 to 10 pages. Essay is due on Friday, April 9, 11:59 pm.

Critical Reflection: Is advertising's effect on society beneficial or harmful? 10%

Students are asked to again reflect on whether they think advertising is good or bad for society, but this time they will integrate what they've learned over the course of the semester. For this assignment, students are required to engage critically with at least three readings from the course. The critical reflection is expected to be between 3-5 pages and is due Wednesday, April 14, 11:59 pm.

Weekly activities 20% (10 x 2%)

Weekly activities are very short assignments that relate to each week's assigned readings and reinforce reading comprehension and research skills. Examples include completing online searches, answering questions regarding the assigned text, or providing a brief summary, among others. These mini-assignments will be posted weekly, but students will only be required to complete 10.

ASSIGNMENT DUE DATES

- Sunday, January 17** – Personal reflection
- Friday, February 5** – Critical Assessment
- Friday, February 26** – Essay Outline
- Friday, March, 19** – Influencer disclosure analysis
- Friday, March 26** – Creative Presentation
- Friday, April 9** – Final Essay
- Wednesday, April 14** – Critical Reflection

SCHEDULE

New course content is posted Monday mornings. All readings are linked on cuLearn.

Date	Topic	To read
January 11	Welcome and course introduction <i>Research spotlight: How to write a reflection</i>	Course outline
January 18	A brief history of advertising and ad supported media	Leiss, W., Kline, S., Jhally, S., Botterill, J., & Asquith, K. (2018). "Advertising and the Development of Twentieth-Century Communications Media." <i>In Social communication in advertising</i> (Fourth Edition.). Routledge.
January 25	Selling and Telling <i>Research spotlight: How to critically read an academic article</i>	Timke, E. (2017). "Social Media and Advertising." <i>Advertising & Society Quarterly</i> 18(2). Hristova, B. (2019). "Bell Let's Talk is more about marketing than mental health, Canadian researcher says." <i>National Post</i> .
February 1	Advertising as culture	McAllister, M. P., & Galindo-Ramirez, E. (2017). Fifty years of Super Bowl commercials, thirty-two years of spectacular consumption. <i>The International Journal of the History of Sport</i> 34(1-2), 46-64.
February 8	Commodity activism <i>Research spotlight: Components of an academic essay</i>	Holm, N. (2016). "Advertising Commodities and Commodity Fetishism." <i>In Advertising and Society: A Reader</i> . Pp. 93-116.
February 15	Reading week	
February 22	Branding and corporate values <i>Research spotlight: How to creatively present research</i>	Bonaparte, Y.L. (2020). "Meeting the Moment: Black Lives Matter, Racial Inequality, Corporate Messaging, and Rebranding." <i>Advertising & Society Quarterly</i> 21(3).
March 1	Audiences and advertising	Hunter, A. (2016). "Monetizing the mommy: mommy blogs and the audience Commodity." <i>Information, Communication & Society</i> 19(9).
March 8	Advertising regulation	Asquith, K. (2019). "Influencer Marketing, the Commercial Forces of Social Media Celebrity, and Challenges for Canadian Advertising Regulation." <i>In Advertising, Consumer Culture, and Canadian Society: A Reader</i> . K. Asquith (ed). Don Mills, ON: Oxford University Press.
March 15	Targeting and market segmentation	Holm, N. (2016). "Audiences for sale: Quantification, segmentation, and personalization." <i>In Advertising and Society: A Reader</i> . Pp. 117-137.
March 22	Advertiser-client relationships	Kelly, A., Lawlor, K., O'Donohue, S. (2010). "Encoding Advertisements: The Creative Perspective." <i>Journal of marketing management</i> 21(5-6).
March 29	Nationalism and advertising	Fresco, E. "The Hudson's Bay Company, Canadian History and Settler Colonialism." (2019). <i>In Advertising, Consumer Culture, and Canadian Society: A Reader</i> . K. Asquith (ed). Don Mills, ON: Oxford University Press.
April 5	Political advertising	Marland, G. (2017). "Welcome to Non-Stop Campaigning." <i>In Permanent Campaigning in Canada</i> . UBC Press. Pp. 3-24.
April 12	When advertising doesn't work	LISTEN: Go for Broke, Episode 1: "From Sock Puppet to Flop: The Story of Pets.com"

SUBMISSION AND RETURN OF TERM WORK

All assignments will be submitted through cuLearn. Work will be evaluated and returned within two weeks of submission. Students have a grace period of five (5) days after the assignment to submit written work without penalty. Any submission after the grace period will receive a 5% per day penalty (including weekend days). If you foresee any barriers to completing the work on time, please contact the course instructor to make arrangements.

GRADING

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100%	A+	12	67-69%	C+	6
85-89%	A	11	63-66%	C	5
80-84%	A-	10	60-62%	C-	4
77-79%	B+	9	57-59%	D+	3
73-76%	B	8	53-56%	D	2
70-72%	B-	7	50-52%	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor will be subject to revision. No grades are final until they have been approved by the Dean.

CARLETON E-MAIL ACCOUNTS

All email communication to students from the Communication and Media Studies Program will be via official Carleton University e-mail accounts and/or cuLearn. As important course and University information are distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

STATEMENT ON PLAGIARISM

The Carleton University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own". This can include the following:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without the prior written permission of the course instructor in which the submission occurs."

You should familiarize yourself with Carleton University's policy on Academic Integrity, which can be found by following the link below:
http://www.carleton.ca/studentaffairs/academic_integrity/docs/Academic_Integrity_Policy.pdf

DECLINING ONLINE IMAGING AND RECORDING STATEMENT

This course may include classes or sessions that use video conferencing platforms, such as Zoom, MS Teams and BigBlueButton. This raises some important privacy considerations that all students should know. You are not required to turn your camera on and may decide to turn it on or off at any time. Students are not permitted to take photographs, screenshots, or record other students, TAs, or instructors unless they obtain explicit permission from the professor and all other students well in advance of the session. These classes or sessions may be recorded by the instructor to facilitate learning for those who cannot attend or those who wish to review course material after class has ended. If you do not wish to be recorded during these classes or sessions, please let your instructor know, and they will contact you to discuss alternate arrangements.

STATEMENT ON STUDENT CONDUCT ONLINE

All students are expected to contribute towards an engaging, inclusive, and safe learning environment. During all class-related activities, whether synchronous or asynchronous, students are expected to engage in respectful and courteous communication. In accordance with the Student Rights and Responsibilities Policy, discrimination and harassment will not be tolerated. It is a violation of course policy to cut and paste, screen shot, share course content, or post the words of your classmates, TA, or Instructor outside of class without permission. All work submitted in this course must be uniquely your own. When submitting assignments and/or completing exams, you are expected to articulate responses in your own words rather than cutting and pasting from course materials without permission, which is a form of plagiarism.

ADDITIONAL STUDENT SUPPORT

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at carleton.ca/csas.

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

PREGNANCY OBLIGATION

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

RELIGIOUS OBLIGATION

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

