MIT 3403 Winter 2015/ UWO/"ADVERTISING'S CENTURY"

Professor: Daniel Robinson
drobin@uwo.ca; ext. 86669; NCB 442
Office hour: Tuesday, 5-6pm, or by appointment
Course SharePoint site:
http://faculty.fims.uwo.ca/robinson/mit3403g/default.aspx

Class time: NCB-117, Tuesday, 7-10pm

COURSE DESCRIPTION

This course examines advertising in North America from the late 1800s until the late 1900s. It discusses social and economic changes which reshaped people's relationship to consumer goods and the role of advertising in promoting this cultural transformation. The triangular relationship between ad agencies, advertisers, and commercial media is analyzed, as are changes in the form and content of ads themselves. This course treats advertising as a form of social communication; it **does not** deal at length with marketing principles or the techniques of ad making.

COURSE OBJECTIVES

Students successfully completing this course will have a firm grasp of:

- the structural relationship between advertising and commercial media
- the historical evolution of 19th and 20th-century advertising
- advertising's dual role as molder and mirror of popular culture

REQUIRED TEXTS (in UWO bookstore)

Roland Marchand, Advertising the American Dream: Making Way for Modernity, 1920-1940 (University of California Press, 1985) (bookstore)

STUDENT EVALUATION

***Essay Proposal**	10% (**due 27 Oct**)
***Essay**	35% (**due 1 Dec**)
Test	30% (**10 Nov**)
Quiz(es)	10%
Participation	15% (ongoing)

*A handout will discuss these in greater detail

COURSE REQUIREMENTS AND CAVEATS

Class Attendance/Participation Grade

To earn a good grade for participation students will need to: 1) attend class regularly; 2) read the assigned readings before that week's class; 3) participate meaningfully during the discussion components of class; 4) do at least one presentation.

Late Paper Policy:

Late essays will be penalized at the rate of 3% a day, including weekends. Papers more than one week late will not be accepted. The only exceptions involve: 1) medical illness where proper medical documentation is provided PRIOR to the due date, when possible; 2) compassionate grounds (i.e., death of family member, house fire) where PRIOR permission, when possible, is obtained from the instructor. (This does not include having a very busy schedule.) Late essays must be submitted to the MIT Office (NCB 240) and date stamped. Papers submitted after 4:30 PM Friday will be date stamped on Monday and penalized

accordingly.

Make-Up Tests and Exams:
There are none, except for those students who fall under the areas of medical illness and compassionate grounds noted above. Travel schedules, employment, etc., will NOT count as legitimate reasons for missing or rescheduling an exam.

USEFUL ADVERTISING WEB SITES

Gateways to Advertising Resources
http://clas.uiowa.edu/commstudies/advertising-resources
Market Research and American Business 1935-1965 www.consumerculture.amdigital.co.uk/

Archived Ads
http://library.duke.edu/rubenstein/hartman/
http://www.youtube.com/
http://creativity-online.com/

http://adland.tv/
http://adland.tv/SuperBowlCommercials
http://www.tvparty.com/

Trade Magazines
http://www.marketingmag.ca/ (Marketing Magazine)
http://www.strategyonline.ca/ (Strategy Magazine)
http://www.adage.com/ (Advertising Age)

John, McDonough, K. Egolf, J. Reid, eds., The Advertising Age Encyclopedia of Advertising (New York: Fitzroy Dearborn, 2003) in UWO library

WEEKLY SCHEDULE

15 Sept: Introduction/Patent Medicine-Era Advertising

* Strasser, "Sponsorship and Snake Oil" in M. Shaffer, ed. Public Culture: Diversity, Democracy and Community in the United States (U. of Pennsylvania Press, 2008), 91-113

22 Sept: Patent Medicine-Era, pt 2

J. Lears, Fables of Abundance: A Cultural History of Advertising in America, (Basic Books, 1994), 40-56 (on-line; Google Books)

*D. Robinson, "Mail-Order Doctors and Market Research, 1890-1930" in Berghoff, et al. The Rise of Marketing and Market Research (New York: Palgrave, 2012), 73-93

Discussants: 1. 2.
3. 4.

29 Sept: Professionalization, 1880s-1920

R. Johnston, Selling Themselves: The Emergence of Canadian Advertising, 79-100 (on-line UWO Library catalogue)
*Pamela Walker Laird, Advertising Progress, (1997), 155-182

Discussants: 1. 2.

3. 4.

6 Oct: Interwar Advertising

R. Marchand, Advertising the American Dream: Making Way for Modernity, 1920-1940 (University of California Press, 1985), 1-51 (bookstore)

Discussants: 1. 2.
3. 4.

13 Oct: Institutional Advertising, Public Relations, and War

*R. Marchand, Creating the Corporate Soul: The Rise of Public Relations and Corporate Imagery in American Big Business, (U. of California Press, 1998), 7-47

*D. Robinson, "'The Luxury of Moderate Use': Seagram and Moderation Advertising" in Allen and Robinson, eds. Communicating in Canada's Past, (2009), 109-139

Robert Griffith, "The Selling of America: The Advertising Council and American Politics, 1942-1960," Business History Review, 57, 3 (1983), 388-412 (on-line)

Discussants: 1. 2.
3. 4.

20 Oct: Post-World War II Advertising

*T. Frank, The Conquest of Cool: Business Culture, Counterculture, and the Rise of Hip Consumerism, (University of Chicago Press, 1997), 33-51 (bookstore)

D. Holt, "Jack Daniel's America," Journal of Consumer Culture, 6 (3), 2006, 355-377 (on-line)

Discussants: 1. 2.
3. 4.

27 Oct: The Creative Revolution (1960s) [ESSAY PROPOSAL DUE]

*T. Frank, Conquest of Cool, 52-87

"Mad Men" viewing/discussion

Discussants: 1. 2.

3 Nov: Subliminal Promises

Charles Acland, Swift Viewing: The Popular Life of Subliminal Influence (Duke University Press, 2012), 13-42, 91-164 (UWO library catalogue)

Discussants: 1. 2.

3. 4.

10 Nov: Test (30%)

17 Nov: Postwar Cigarettes: Modern Women and Marlboro Men

Sharon Anne Cook, Sex, Lies, and Cigarettes, (McGill-Queen's University Press, 2012), 147-174 (on-line UWO Library catalogue)

Paul Rutherford, The New Icons?: The Art of Television Advertising, (1994), 37-44 (on-line UWO Library catalogue)

Discussants: 1. 2.
3. 4.

24 Nov Political Advertising

*Robert B. Westbrook, "Politics as Consumption: Managing the Modern American Election" in Fox and Lears, eds., The Culture of Consumption, (Pantheon, 1983), 143-174.

W. Lance Bennett and Taso Lagos, "Logo Logic: The Ups and Downs of Branded Political Communication," Annals of the American Academy of Political and Social Science (May 2007) 193-206 (On-line UWO Library Catalogue)

Discussants 1. 2.
3. 4.

1 Dec. 1970s-80s Advertising [Essays Due]

Paul Rutherford, The New Icons? (1994), 44-58 (on-line UWO Library catalogue)

Discussants: 1. 2.

8 Dec Quiz/Wrap Up

NOTES FROM THE FIMS DEAN'S OFFICE

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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.

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 (http://www.turnitin.com).

Academic Accommodation

Medical Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or **assignments worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation in the form of a Student Medical Certificate. It will be the Dean's Office that will determine if accommodation is warranted.

For **work worth less than 10% of the final grade**, the instructor will consider requests for academic accommodation on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may, however, decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons. All documentation must be submitted to the Academic Counselling office of a student's home Faculty.

For Western University policy on accommodation for medical illness, see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf
Student Medical Certificate (SMC): http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crises, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation.

Students seeking additional bereavement leave for religious or other reasons should contact their Academic Counsellors, and provide valid documentation.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. http://multiculturalcalendar.com/ecal/index.php?s=c-univwo. Additional information is given in the Western Academic Calendar.

FIMS Grading Policy

The MIT program now has the following class average policy:

- All 1000-level MIT **required** courses (i.e., 1020E; 1025F/G; 1050A/B) will have a class average of between 67 and 72%.
- All 2000-level MIT **required** courses (i.e. 2000, 2100, 2200, 2500) will have a class average of between 70 and 75%.
- All 3000-level MIT **required** courses (i.e. 3000, 3100) will have a class average of between 72 and 77%.

Elective courses and 4th year seminar courses have no class average requirement.

Support Services

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.

SUPPORT SERVICES -- LINKS

Office of the Registrar: www.registrar.uwo.ca
Student Development Centre: www.sdc.uwo.ca
Psychological Services: www.sdc.uwo.ca/psych
Services for Students with Disabilities: www.sdc.uwo.ca/ssd
Accessibility Information: www.accessibility.uwo.ca/
Writing Support Centre: www.sdc.uwo.ca/writing
Learning Skills Services: www.sdc.uwo.ca/learning
Indigenous Services: indigenous.uwo.ca/
International and Exchange Student Centre: www.sdc.uwo.ca/int
Career Centre at Western: www.success.uwo.ca/careers/

Appendix A: Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)
The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)
The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)
The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)
The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)
The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)
The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)
The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

(http://www.fims.uwo.ca/current/counselling/undergrad-counselling/appeals.htm)

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be within the time frame indicated in the Undergraduate Calendars. It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.
If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:
1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2..if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.
The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.
Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.