



## Advertising's Century MIT 3325F

Course outline for Winter 2022

### 1. Contact Information

Course Instructor	Contact Information	Office Hours
Kareem Roberts	<a href="mailto:Krobe223@uwo.ca">Krobe223@uwo.ca</a>	By appointment only

Teaching Assistant(s)	Contact Information
N/A	

### 2. Course Overview and Important Dates:



Delivery Mode	Day	Time
Online-asynchronous	Online	Online

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
January 10	February 21-25	April 8	April 9	April 10-30

\* March 14 2022: Last day to drop a second-term half course without penalty

#### Office Hours:



- Office hours will be held remotely using zoom by appointment only
- Students will be able to sign up for an appointment using email

### 3. Technical or PPE Requirements: [delete any not required]



Stable internet connection



Laptop or computer



Working microphone



Working webcam

#### 4. Resources

All resources will be posted in OWL



#### 5. Course Description and Design

Consumer clutter is all around us. Every day we witness, consciously or subliminally, so many advertising messages that they tend to fade into the background noise of our lives. Yet how often do we think about the mechanisms these ads use to sell us products, much less of how these strategies have changed over time, or of how they plug into the broader ideological structures and economic institutions of consumer society? We'll look critically at consumerism as a social phenomenon, trying to come to a theoretical and historical understanding of just how its institutions and messages work by concentrating on advertising from the birth of mass media until the 1990s. As part of journey we'll also look at many examples of actual print and TV ads organized into "adbursts" of types of products or specific styles of advertising, focusing on the great ad campaigns of the 20th century, along with a few post-modern echoes.

##### Learning Outcomes

This course will give students the opportunity to gain a rigorous understanding of a number of things: the historical foundations of modern consumer society, the structure and semiotics of ads, the significance of about fifteen key advertising campaign that shook up the industry, major criticisms of the moral and political effects of ads, theoretical debates around the meaning of shopping and materialism, and critiques of the numbing and infantilizing effects of modern consumerism. It will make you ad-literate.

##### Design of course:

This course will be broken down into three main theme. The first part of the course will study the birth of mass media during the period of 1900-1945. The second part of the course will study the changed in advertising during the period of 1945-1990's: the beginning of advertising agency, how marketing communication message were delivered, introduction of "sex sell advertisement". The third part of the course will study the period from 1990-to today: the tech boom period of advertising aka online advertising. You will also examine some of the greatest and failure ads campaigns.

This course you'll be required to do research on each period individually and then work as a team to apply your research into the applied assignments. Even though we are currently living in the modern age of technology and social media many businesses still actually use some of the advertisement theory from the early 20<sup>th</sup> century in today's marketing campaigns, which is why you need to learn and understand where these theories were originated from.

This course will be a self-taught course and requires a lot of self-discipline to keep up with the required course work. Some course work will be done individually and as part of a team. For group work, I will assign your groups and post it on the OWL system. Throughout the semester you will work with different class mates to do your applied work because in the marketing world all marketing campaigns are done as a team and virtually today! You will be required to do a lot of research and critical thinking in this course.

FIMS Prerequisite statement:

Unless you have either the prerequisites for this course or written special permission from your Dean to enrol in it, you will be removed from this 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.

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

[Google Chrome](#) or [Mozilla Firefox](#) are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#).

## 6. Course Content and Schedule [use the table below or list weeks, topics, and readings]



Week	Dates	Topic	Readings/video
1	Jan 10 – 14	Welcome, review course outline	Intro video
2	Jan 17 – 21	Birth of advertising 1900-1940 era	History of Psychology for Advertising: John B Watson & Walter Dill Scott- “Father of Advertising”
3	Jan 24 – 28	Birth of advertising 1900-1940 era	Propaganda/Persuasion marketing-video lecture presentation
4	Feb 1 – 6	Dawn of consumerism and branding	Selected reading on consumerism & documentary video on “consuming kids”
5	Feb 7—13	Advertising era 1945-90	Roles/Gender marketing
6	Feb 14--20	Advertising era 1945-90	Brands, Globalization and Resistance documentary video
7	Feb 21-27	Reading Week	N/A
8	Mar 1—6	Advertising era 1945-90	Beginning of sex sells marketing
9	Mar 14—20	Best/worst ads of the century	Video link of best/worst ads. YouTube
10	Mar 21—27	Modern advertising era	FOMO theory
11	Mar 28-April 3	Modern advertising era	Digital marketing video lecture
12	April 4-10	Working class week	

## 7. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Individual research reports (2 @ 20% each)	Research paper-individually	40%	Research report 1: Feb 6 @ 11:59pm  Research report 2: Mar 6 @ 11:59pm
Term Report	Individually	30%	April 8 @ 11:59pm
Group Video Presentation	Video presentation-group	20%	Mar 20 @ 11:59pm
Peer review on group work	Group	10%	Mar 20 @ 11:59pm

- All assignments are due at 11:59pm EST unless otherwise specified
- Written assignments will be submitted to Turnitin
- Students will have [5x] submissions to Turnitin
- Assignment instructions will be posted on the OWL system



Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors. Detailed FIMS specific descriptors are included in the Notes from the Dean's Office appended to this syllabus.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

### Information about late or missed evaluations [below are some suggestions]:

- Late assessments without illness self-reports will be subject to a late penalty 10 %/day
- Late assessments with illness self-reports should be submitted within 48 hours of submission of the last illness self-report

## 8. Communication



- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant(s) using OWL “messages”
- Emails will be monitored daily during the week; students will receive a response in 24 – 48 hours
- This course will use Microsoft Teams for discussions
- This course will use the OWL forum for discussions
- Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- The discussion forums will be monitored [specify timeframe – daily, weekly] by instructors or teaching assistants

## 9. Professionalism & Privacy:



- Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:
- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students may be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

## 10. How to Be Successful in this Class

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.
8. FIMS Undergraduate Services ([fims@uwo.ca](mailto:fims@uwo.ca)) and [Western Student Experience](#) are resources to help students succeed.

# NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2022

## Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

[http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)

## 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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

## Plagiarism

Students must write their essays and assignments, including take-home exams, 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 papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin 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.

## Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#)

## Academic Consideration for Student Absence

Students will have two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment

for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- during exam periods,
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are NOT met, students will need to provide a Student Medical Certificate or equivalent documentation, if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact the FIMS Undergraduate Student Services Office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration For Student Absences - Undergraduate Students in First Entry Programs](#) and for the Student Medical Certificate (SMC), see: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

In the event of a Covid-19 resurgence, it is possible that different procedures may need to be put in place on short notice.

## 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. Additional information is given in the [Western Academic Calendar](#).

## Grading at FIMS

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

**Elective courses and 4<sup>th</sup> year seminars have no recommended course averages.**

## Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwo.com/mentalhealth/>

## SUPPORT SERVICES – LINKS

### Office of the Registrar:

[www.registrar.uwo.ca](http://www.registrar.uwo.ca)

### Mental Health

#### Support:

<https://www.uwo.ca/health/psych/index.html>

### Accessible Education:

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

### Accessibility

#### Information:

[www.accessibility.uwo.ca/](http://www.accessibility.uwo.ca/)

### Writing Support

#### Centre:

<http://writing.uwo.ca/>

### Learning Skills

#### Services:

<https://www.uwo.ca/sdc/learning/>

### Academic Learning and Support for Online Learning:

<https://www.uwo.ca/se/digital/types/academic-and-learning-support.html>

### Indigenous Services:

<https://indigenous.uwo.ca/>

### Western International:

<https://international.uwo.ca/>

### Career Centre:

<http://careerexperience.uwo.ca/>

## Appendix A: Suggested 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

### 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 Calendar.** 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.