

PRAD 335

# ADVERTISING & SOCIETY



**Dr. Juan Mundel**

Assistant Professor of Advertising  
College of Communication  
DePaul University



**Meeting times:**

TU-TH 3.10-4:40PM

14 E. Jackson Blvd. Room 803



**Office Hours:**

14 E. Jackson Blvd. Room 1243

[jmundel@depaul.edu](mailto:jmundel@depaul.edu)

T/TH 1.30-3.10PM

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## OVERVIEW

We will treat advertising as a cultural institution that has distinct social effects in the global context. You will become aware of contemporary critiques of advertising, and will confront issues related to the ethical, historical, political and cultural dimensions of advertising. In fact, this course might better be called "Social Responsibility in Advertising." While other advertising courses focus on how to maximize the persuasion process while minimizing its cost to the advertiser, this course considers the social, psychological, economic, legal, and ethical repercussions that may result from a campaign or from advertising, generally.

This course involves reading, writing, researching, and thinking. Class discussion will be a critical part of the learning process. All students are expected to participate. This section involves a Global Education Component.

## COURSE OBJECTIVES

- Examine contemporary debates within advertising.
- Synthesize and apply communication theories, perspectives, principles, and concepts.
- Formulate questions appropriate for and engage with advertising scholarship.
- Adapt messages to the diverse needs of individuals, groups and contexts.
- Identify meanings embedded in messages communication strategies.
- Communicate with peers from different cultures.

## READINGS

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### Required textbook for this class (full quarter):

**Sheehan, Kim. (2004). *Controversies in Contemporary Advertising*. Sage Publications. ISBN: 07619-2635-6.**

### Recommended additional book:

**Boorstin, D. J. (2012). *The image: A guide to pseudo-events in America*. Vintage.**

### Additional reading:

**Supplementary articles will be posted to D2L as indicated in the table of contents below.**

## GRADING SCALES

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<b>A: 94-100</b>	<b>B+: 89-87</b>	<b>C+:79-77</b>	<b>D+: 69-67</b>
<b>A-: 90-93</b>	<b>B: 86-84</b>	<b>C: 76-74</b>	<b>D: 66-60</b>
	<b>B-: 83-80</b>	<b>C-: 73-70</b>	<b>F: Below 59</b>



## PLAGIARISM

Defined as presenting another person's work or ideas as one's own. You are expected to do your work on all assignments. Students who plagiarize will receive an F on the assignment. I will consider that plagiarism has occurred when any of the following take place:

- You use word for word phrases or quotes without quotation marks and without acknowledging the author of the reference.
- You interpret an author's work without providing a reference
- You copy or partly copy another student's work
- You complete another student's work
- You submit another's work as your own.

## CHEATING

When someone tries to gain an unfair advantage in an examination or other course assignment.

## CONSEQUENCES OF ACADEMIC DISHONESTY IN PRAD 335

An F on the assignment or examination and/or an F in the course depending on the severity. Notification to your academic dean.

## ATTENDANCE AND PARTICIPATION

You are responsible for regular and punctual class attendance and should be in your seat before the start of class. You are also expected to actively participate in class discussions and in-class exercises by sharing observations, insights, and questions with the professor and members of the class. This requires that assigned readings and/or homework exercises be completed prior to the class period. **You are allowed to miss ONE class without penalty.** Use this free pass wisely. **Each missed class represents a 2% decrease of you final grade.**

Tardiness will not be tolerated. After attendance is taken at the start of class, students that are late will automatically lose 50% of the day's attendance/participation grade. Participation is factored by considering how often you participate in class discussion and how that discussion advances our overall learning. In-class activities will help me determine your class participation.

## GRADING

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Attendance and participation	20%
Assignment	25%
GLE Project	25%
Exam	30%

## EXTRA CREDIT

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SONA CREDITS (4)	5%
PANEL/EVENT	5%

# ASSIGNMENTS

## GLE PROJECT

In this course, we will work with peers from the University of Applied Sciences Amsterdam on a Global Learning Education Project. Your professor will distribute instructions on a separate handout. This part of the course is expected to take 3-4 weeks.

## ASSIGNMENTS

You will watch one of the documentaries about FYRE Festival (Available on Netflix or Hulu). You will reflect upon the advertisers' responsibility and ethical behavior. These homework assignments are expected to be done individually-these are not

group assignments. All homework assignments are due in hard copy at the beginning of class on the dates specified in class.

Emailed assignments will receive partial credit. If you know you will have to miss class, you may turn it in BEFORE the start of class for full credit. Homework is submitted in hard-copy form (The D2L folder is there as a backup)

## EXAMS

The exams are to be taken in class on the designated exam date. Students are responsible for: All readings, assigned articles, in-class handouts (including any additional readings not originally placed on the syllabus), and lecture materials (including video presentations), etc., are fair game for exams. No make-up exams will be given. In the rare event that an emergency arises, it is the student's responsibility to:

(1) inform the instructor PRIOR to the scheduled exam time and (2) provide the Dean of Students office with written documentation of the emergency (e.g., medical note from a certified physician). Examples of events that do NOT qualify as emergencies include: traffic jams, sleeping through alarm clocks, conflicts with vacation schedules, etc.



W	DATE	TOPIC	READING	ASSIGNMENTS
1	4/2	<b>Introduction to the Course</b> Role of Advertising in Society	Syllabus Chapter 1 Pollay, R. W. (2000). The distorted mirror: Reflections on the unintended consequences of advertising. <i>Advertising &amp; Society Review</i> , 1(1).  Lantos, G. P. (1987). Advertising: looking glass or mold of the masses?. <i>Journal of Public Policy &amp; Marketing</i> , 104-128.	
	4/4	<b>Consumer Culture</b>	Chapter 2  Wall Street Journal: Men do Laundry Their Way  Mundel, J., Huddleston, P., & Vodermeier, M. (2017). An exploratory study of consumers' perceptions: What are affordable luxuries? <i>Journal of Retailing and Consumer Services</i> , 35, 68-75.	
2	4/9	<b>Current Issues in Advertising: Stereotypes, Taste, and Gender</b>	Chapters 6 & 7  Elliott, R., & Elliott, C. (2005). Idealized images of the male body in advertising: a reader-response exploration. <i>Journal of Marketing Communications</i> , 11(1), 3-19.  Axe built its brand on male stereotypes. Now they're trying to undo the damage.	
	4/11	<b>Diversity in Advertising</b>	Chapters 8 and 9 Just 19% of people in ads are from minority group It's Time for Advertising to Stop Perpetuating Negative Stereotypes About Aging	
3	4/16	<b>Subliminal Advertising and Persuasion</b>	Chapter 5	
	4/18	<b>Children and Advertising</b>	Chapter 10	
4	4/23	<b>Tobacco and Alcohol Advertising</b>	Chapter 12  Alhabash, S., McAlister, A. R., Kim, W., Lou, C., Cunningham, C., Quilliam, E. T., & Richards, J. I. (2016). Saw It on Facebook, Drank It at the Bar! Effects of Exposure to Facebook Alcohol Ads on Alcohol-Related Behaviors. <i>Journal of Interactive Advertising</i> , 16(1), 44-58.  Yerger, V. B., Przewoznik, J., & Malone, R. E. (2007). Racialized geography, corporate activity, and health disparities: tobacco industry targeting of inner cities. <i>Journal of Health Care for the Poor and Underserved</i> , 18(6), 10-38.	
	4/25	<b>GLE PROJECT INTRODUCTION (won't be covered in the midterm)</b>	From city marketing to city branding: Towards a theoretical framework for developing city brands (Kavaratzis ) City Branding Case Study: The Story of Edmonton, Canada City branding: Can goods and services branding models be used to brand cities? (Parkeson & Saunders)	<b>Assignment 1 Due</b>
5	4/30		<b>Cummulative Exam</b>	

**GLOBAL LEARNING EDUCATION**

5	5/2	<b>Guest Speakers</b>	Diversity in Advertising	
	5/7	<b>A Selfie A Day Project (No Class, Professor will be in Amsterdam)</b>	De Mooij (Chapters 1 & 2)	
6	5/9	<b>A Selfie A Day Project (No Class, Professor will be in Amsterdam)</b>	De Mooij (Chapters 3, 4, 6)	
	5/14	<b>Branding Project Presentation</b>		
7	5/16	<b>City Exploration Day - No Class</b>		
	5/21	<b>Branding Project - Group Work</b>		
8	5/23	<b>Branding Project - Synchronous Class</b>		
	5/28	<b>Hands On Day: Final Report Writing Bring Laptops</b>		
9	5/30	<b>Guest Speakers: DePaul Study Abroad Office and Student Panel</b>		
	5/7	<b>Reflections Due on D2L</b>		
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## Other considerations

# EXPECTATIONS

- DePaul University is committed to social justice and academic honesty. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of sex, race, age, veteran status, disability, sexual orientation, color, national origin or religion. Any suggestions as to how to further such an environment will be appreciated and given serious consideration. The class will be conducted in accordance with the University's policies and procedures.
- Please silence your cell phones before class begins. Absolutely NO TEXTING during class.
- During a class period, you should be listening, discussing, reading, or writing about topics relevant to the class. Please avoid talking with your neighbors while I am lecturing or another student is talking. Violating classroom etiquettes will result in a lowered participation grade.

## Students with Disabilities

If you have a diagnosed or suspected disability that you think might affect your performance in this course, please contact me privately to discuss specific needs during the first week of class. Please understand that any special accommodation requires written documentation from the appropriate university offices. For more information, contact the PLS Program (for LD, AD/HD) at (773) 325-1677, <http://studentaffairs.depaul.edu/plus> and/or The Office for Students with Disabilities (for all other disabilities) at (773) 325-1677, <http://www.studentaffairs.depaul.edu/studentswithdisabilities/index.html>

## Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

This material is for educational purposes only. The information provided in this material is provided without warranty and DePaul board, officers, agents, staff and representatives accept no liability for any omissions or errors and cannot guarantee the accuracy or completeness of any information in or provided in connection with these materials.

Unless noted otherwise, this lecture material has been written to reflect and summarize the required textbook:

***Sheehan, Kim. (2004). Controversies in Contemporary Advertising. Sage Publications. ISBN: 07619-2635-6.***

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