
PRAD 335-401: Diversity and Current Issues in PR and Advertising
Autumn, 2020, Online

Instructor: Juliet Stantz, M.A.

Zoom/Online Office Hours: Wednesdays Noon-2 p.m. and by appointment anytime.

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Course Description:

PRAD 335 is designed to foster a critical understanding of advertising and public relations as forms of communication unique to modern society. We will treat advertising and public relations as cultural institutions that have distinct social effects in the global context. Students will develop a framework in which to understand contemporary critiques of advertising and public relations, and will confront issues related to the ethical, historical, political and cultural dimensions of these industries.

In fact, this course might better be called "Social Responsibility in Advertising and PR." While other courses focus on how to maximize the persuasion process while minimizing its cost to the advertiser or communicator, this course considers the social, psychological, economic, legal, and ethical repercussions that may result from a campaign or from advertising and PR, 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 by asking and answering questions and offering comments on discussion boards and VoiceThreads.

Course Objectives:

Students enrolled in PRAD 335 should gain critical insight into the workings of advertising and public relations, and will explore their relationship to these institutions as citizens, consumers, and voters. This class will help students:

- Become aware of and understand the conflicting and often ethically relevant arguments (economic, legal, ethical, psychological and social) surrounding the role of advertising and PR in society and the effects of these communication institutions on society (and to do this by moving beyond broad generalizations and unsupported assumptions that many critics and defenders of advertising and PR often turn to for support);
- Define ethics in advertising/PR by exploring beliefs about human nature, ethical principles and industry ethical codes; learn methods to recognize ethical issues and to assess merits; learn methods to avoid unethical behavior in advertising/PR; and to become aware of the repercussions of unethical advertising/PR;
- Understand the ways in which advertising and PR influence culture and society;
- Recognize the spread of advertising/PR campaigns to all areas of social life, including schools and universities, news media, politics, and numerous (formerly) private arenas;
- Evaluate the social consequences of the spread of advertising/PR campaigns, particularly the growth in materialism and a global desire for commercial goods;
- Enhance sensitivity, as prospective advertising or PR practitioners, to the social influences of their work and develop a sense of professional ethics.

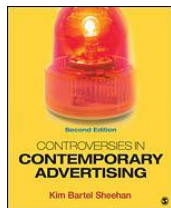
Student Responsibilities at a Glance

- Students should “attend” class each week by watching the video lectures and reading/viewing all other assigned materials, then participating in class discussions and VoiceThreads, and taking the weekly quiz.
- Students should check D2L (particularly the News section and Calendar) frequently for class announcements, reminders and helpful information. You are responsible for any information posted on our class D2L site.
- Students should be respectful to the diverse range of opinions of everyone in the class.
- Since we will be actively talking about current advertising and PR throughout the quarter, all students are encouraged to post real world examples to our extra credit “PR and Advertising in the News” discussion board and also post comments on others’ posts (examples can be good or bad).
- Lastly, one of your responsibilities in this course is to complete an online teaching evaluation for this class. This course will be available for you to review during the 9th and 10th week of the quarter. As you may already know, as instructors, we really appreciate learning what we are doing well in the classroom and where we can continue to improve!

Course Website

D2L is a crucial resource for this course, and you will need to access it frequently. You will find important course materials such as assignment instructions, supplemental readings, the syllabus, quizzes and more. All weekly materials and assignment links can be found under the "Content" tab.

Required Reading Materials



Sheehan, Kim Bartel. Controversies in Contemporary Advertising, 2/E
©2014 • Sage Publications, Inc.
ISBN-13: 978-1452261072
ISBN-10: 1452261075

Available online and at the campus bookstore. (And yes, we will use the book extensively!)

There will be assigned readings out of the Sheehan text each week. In addition to the text, there will also be occasional assigned readings drawn from other sources. You will find these readings posted, either as a link, Course Reserves, or a PDF in the weekly course modules on the course D2L site.

Our Weekly Routine, in a Nutshell:

- 1-2 chapters and supplemental materials to read/view;
- A video lecture (or two) corresponding to the readings;
- A discussion board **or** VoiceThread to participate in (one post by Thursday, one by Sunday);
- Other Assignments:
 - Sometime during the quarter you will write a short Reflection Paper on one of our topics (due anytime before end of finals week);
 - On their assigned date during weeks 5-11, teams of three will post a 6-10 minute VoiceThread presentation on a topic chosen from the list on D2L (your partners, topic and due date will be assigned during week 2 after you submit the team/topic preference questionnaire). Choices include politics, direct to consumer pharmaceutical advertising, or online advertising (three

chapters in the book that we will not cover otherwise), **or** an analysis of the PR/Advertising of a brand or company of your choice, applying course concepts (for example, analyzing representations of diversity in their ads, or the way they carry out and communicate their corporate social responsibility). More detailed instructions will be posted and discussed during week 2.

Method of Evaluation

Assignments	Date	Value
Discussion Boards (one initial post, one follow-up post)	Due Thursday/Sunday nights, 11:59 p.m., weeks 2, 3, 5, 7 & 9	16% (4 pts. each, with lowest score out of 5 dropped)
VoiceThread posts (one initial, one response)	Due Thursday/Sunday nights, 11:59 p.m. weeks 1, 4, 6, 8 & 10	16% (4 pts. each, with lowest score out of 5 dropped)
Weekly Online Quizzes: <i>8 randomly drawn questions from a pool (unlimited attempts)</i>	Due 9/20, 10/4, 10/18, 11/1, and 11/17	30% (5x6 pts =30 pts.)
Reflection Paper	Due by 11/24 (or earlier!)	15% (15 pts.)
Team Topic Presentation (VoiceThread)	Varies weeks 5-11	15% (15 pts.)
Comments on Team Presentations (10 opportunities)	Varies, weeks 5-11	8% (need 8 points @ 1 pt. per presentation)
Extra Credit (see below)	By Nov 24	Up to 3% (3 pts)
		TOTAL: 100 points

Course Grading Scale:

A:	93–100%	C+:	77–79%
A-:	90–92%	C:	73–76%
B+:	87–89%	C-:	70–72%
B:	83–86%	D:	60–69%
B-:	80–82%	F:	0–59%

Note: For final grade, I round up partial points .5 or higher to the next whole number. No exceptions to this rule.

METHOD OF ASSESSMENT

Note: Detailed instructions for paper and presentation will be posted to D2L (Assignment Instruction folder under Content tab) at least 2 weeks prior to due date.

Weekly Discussions (32 points total):

Each week you will participate in a class discussion using either the discussion boards (DB) on D2L or VoiceThread (VT); usually we will alternate DB and VT week to week. There are 10 possible discussions this quarter (one per week) and your lowest VT and lowest DB grades will be dropped (in other words, you can skip one of each sometime during the quarter; use these free passes strategically!).

DB details: On weeks that we have a discussion board assignment, you are required to post an initial post (aim for one or two thoughtful paragraphs) by Thursday night, and a short but thoughtful response to one of your peers' posts by Sunday night (that is, it will be supportive but will also add something like an example or different perspective to move the conversation forward). During the course of the quarter, a total of 5 discussion boards will be assigned, each worth 4 possible points apiece, for a total possible point value of 16 points for the course. Thus, **your lowest discussion score will be automatically dropped; this means you can skip doing the discussion for one week if you so choose.**

VT details: On weeks when a VoiceThread discussion is assigned, by Thursday you will post a 45-90 second audio or video comment using VoiceThread in response to the scenario posted; by Sunday you will post a 15-30 second response to another student. You may also be required to also post a visual, slide or video clip (easily done on VT) to support or illustrate your post (and you always have the option to do so if not required that week). Instructions for using VoiceThread are included within the course on D2L. Expectations are to have a headset or speaker and a microphone for online class interaction including VoiceThread (if this is not possible for you, VT also allows text entry responses). The material covered in the VoiceThread each week corresponds with the assigned readings and materials for that week. During the course of the quarter, a total of 5 VoiceThreads will be assigned, each worth 4 possible points, for a total possible point value of 15 points for the course. Thus, **your lowest VoiceThread score will be automatically dropped; this means you can skip doing the VoiceThread for one week if you so choose.** This assignment helps you practice conveying your thoughts and ideas orally in a concise fashion rather than via text, using real-world scenarios that tie to the readings.

All discussions will be open at the start of the week and close by the end of that week (each Sunday at 11:59 p.m. CT). For example, the discussion for Week 2 will open on Monday, Sept. 14, and will close on Sunday, Sept. 20, at 11:59 p.m. CT.

Reflection paper (15 points):

The reflection paper will give you the opportunity to synthesize, analyze, and apply the course readings. Each student is required to write **one** reflection paper by the end of the course reflecting on one of the topics covered in this course (e.g. gender, race, puffery, socially responsible advertising/PR, etc. – basically any module, or even a topic covered by one of the team presentations, just not your own). The reflection paper will include a summary of the intended and unintended effects (or pros and cons), a reflection of your thoughts on the topic, your stance (more pro or more con?), and an explanation of how you came to select your stance. To broaden the paper's reflective nature, you are required to **engage in at least one conversation (a mini-interview) with someone who is not a part of the advertising industry** (i.e. family member, friend, professor, etc., but not another public relations or advertising major) and discuss his or her understanding of the controversial issue. The conversation should help provide an alternative perspective from an "everyday" consumer and their

thoughts should be **discussed in the paper**. Additional research (**at least 2 outside sources**) needs to be included in the paper, and all sources must be cited using APA style in an attached reference page. Response papers should be between 3-4 double-spaced pages. The reflection paper is due by 11:59 p.m. on Nov. 24 (the last day of finals week!) **but I encourage you to do it earlier in the quarter**, especially if your team is doing their presentation during weeks 10 or 11.

Submit an electronic copy of the reflection paper through D2L submissions by 11:59 p.m. by the final due date. More instructions and grading criteria for the Reflection Papers will be posted to the Assignment Instruction folder on D2L by the week three. Finally, as this assignment seeks to improve critical thinking and writing ability, you are allowed to submit more than one reflection paper, or revise one already graded, as long as it is before the final due date. If you choose to do so, only the highest paper score will be recorded toward your final grade.

Topical Presentation (15 points):

Students will work in teams of three to prepare a cohesive, thorough, and well-thought through 6- to 10-minute presentation on VoiceThread on a topic chosen from the list on D2L (*your partners, topic and due date will be assigned during week 2 after you submit the team/topic preference questionnaire*). Choices include politics, direct-to-consumer pharmaceutical advertising, or online advertising (three chapters in the book that we will not cover otherwise), or an analysis of the PR/Advertising of a brand or company of your choice, applying course concepts (for example, analyzing representations of diversity in their ads, or the way they carry out and communicate their corporate social responsibility). If you do a chapter topic, you will not cover the whole chapter, but will pick a few aspects to concentrate on. You will include original examples not already used in class, and will incorporate at least 2 credible outside sources, listed on a “sources used” slide at the end. More details on this assignment will be posted by Week 2.

Responses to Presentation (8 points):

Students will post a brief comment on at least 8 of the 10 Team Presentations, with 1 point possible for each -- which means you may skip commenting on one team presentation during quarter and still get full credit (because you also will not need to comment on your own, of course).

Online Quizzes (5 @ 6 points=30 points):

Quizzes are open book, articles, PowerPoints and notes. They will consist of 8 multiple choice and T/F questions randomly drawn from a question pool covering the week’s readings and viewings (including team presentations once those start). You may take the quizzes as many times as you wish before they close on Sunday nights, and the highest score will count. Each time you take the quiz you will see a new set of randomly drawn questions. I use this method because I believe quizzes are most useful as a tool to review, organize, refine and test your understanding; you learn more each time you challenge yourself by taking it.

They will be available on D2L under Quizzes for a week before the due date so you can take them when convenient for you. Each quiz attempt will have a 20-minute time limit (to keep it interesting!). I allow one makeup for a missed quiz per quarter, so mark the quiz due dates on your calendar.

Extra Credit:

You have a possibility of earning up to 3% extra credit in this class. There are three possible ways: 1) post a current PR or advertising example (such as an ad or campaign, or a news article or video) with some brief commentary relating to one of our course topics to the **“PR or Advertising in the News”** discussion Board. 2)

Participate in Communication research via the SONA platform. 3) Attend a PRAD speaker or panel event (I will promote them during the quarter under News). See the extra credit document in the Start Here folder on D2L for more information.

COURSE POLICIES:

Technical Support

Please refer to the Technical Support widget, found on the course homepage on D2L, for links to student training, documentation and videos. **For phone assistance, call the TSC (Help Desk) at 312-362-8765.** TSC maintains the following hours: Mon. – Thurs. 8:00 am – 8:00 pm CT, Fri. 8:00 am – 5:00 pm CT, Sat. 8:00 am – 4:00 pm CT, and Sun. noon – 4:00 pm CT. The TSC is closed during university holidays.

Note about Zoom Drop-in Hours

I am always happy to meet with you and help in any way that I can. As noted at the top of the syllabus, I have established regular weekly online or Zoom hours. But I am very open to setting up an appointment outside of office hours. During the work week, I respond to all emails within 24 hours and within 48 hours generally on the weekends. Email (jstantz@depaul.edu) is the fastest way to reach me followed by phone (office: 312-362-7390). When I say online office hours, I mean that I will be logged into our Zoom room (see link on our homepage top menu; just click there to enter the waiting room) and will let students in from the waiting room one at a time. I also will be monitoring my email during this time to immediately correspond or set up a phone meeting.

IMPORTANT: So that your email doesn't get inadvertently lost in my inbox, please include: (1) "PRAD 335" in the subject line of your email. (2) Also, always sign your full name in the body of your email, and (3) Your email should be professional in tone (this means proper grammar and writing). Thank you!

Deadlines and Staying on Schedule

Quarters move fast. Deadlines are important to keep you on track, so please plan accordingly. While there are no make-ups for VoiceThread or Discussion assignments once those assignments are graded (hopefully by Wednesday each week), you do have one opportunity to make up a missed quiz (you must contact me to get the quiz reopened for you). As we are still experiencing Covid-19 and social unrest disruptions, I will be more flexible than usual, but you must contact me as soon as you have a problem completing an assignment to discuss your options.

All deliverables in this course are due by 11:59 p.m. on the due date. Late Reflection Papers or Topic Presentations will receive a grade reduction of 5 percent for each day late unless arrangements have been made with me **in advance**. Please note when papers are due – mark your calendars.

A great way to stay on schedule in this class is to take advantage of the checklists that are in the READ FIRST post at the top of each weekly module in the "To Read and View" folder. These checklists give you a handy way to see what you need to accomplish each week and which assignments are due and when. If something isn't clear, please don't hesitate to send me an email.

Academic Honesty

Please take all possible steps to avoid plagiarism and cheating. Plagiarism (literary or artistic theft), copying someone else's work, or other forms of dishonesty will not be tolerated. Any case of academic dishonesty will be considered grounds for an automatic failing grade in the course. Having someone else do your work for you is also considered academic dishonesty. University guidelines will be followed for any offenses.

Please refer to the Student Handbook for more details: <http://studentaffairs.depaul.edu/homehandbook.html>

Inclusiveness

It is important to me that our classroom is a safe place for open discussion in a climate of respect and inclusion, and I want to know if you feel uncomfortable or have ideas to improve our class climate. Students are expected to behave professionally and respectfully towards their classmates and the professor in all online discussions and VoiceThreads. I expect the same behavior and courtesy as you would give someone face-to-face. Sometimes we will be discussing sensitive or controversial issues; mutual respect, compassion and kindness must be prioritized in all our communication if we are to have a free exchange of ideas and learn from each other.

I am committed to following the DePaul University policy that no person shall be the object of discrimination on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its education settings.

For complaints related to sex, gender and/or sexual orientation please refer to the Sexual Harassment Policy Office, which has responsibility for monitoring and the resolutions of those complaints. The complete Sexual Harassment Policy and Procedures can be found at: <http://policies.depaul.edu/policy/policy.aspx?pid=119> (Reprinted verbatim from DePaul Student Handbook.)

The Writing Center

The DePaul Writing Center and its Writing Center Tutors assist writers during all stages of the writing process, from prewriting to drafting to revising. They approach tutorials as your peer, acting as engaged readers of your written work. Writing Center Tutors can help you understand your assignment as well as help you develop your own ideas for your writing project. They can discuss with you ways to revise your paper and can help you with basic skills such as grammar and mechanics as well as strategies like summarizing and paraphrasing. The Writing Center provides a range of virtual appointment-types: Written Feedback, Screencast, Online Realtime, and Conversation Partner.

When Do I Make an Appointment?

Schedule your online appointment with enough time to think through and incorporate the feedback you'll receive. Always upload your assignment sheet, your paper or working draft (if you have one), and any source materials, such as an essay or book to which you are responding. During the session, expect to respond to your tutor's questions about your writing process generally and your writing project specifically.

How Do I Make an Appointment?

To schedule a Written Feedback or Online Realtime Appointment, visit www.depaul.edu/writing. You can also call one of their offices: (312) 362-6726 (Loop Office, Lewis Center 1600) or (773) 325-4272 (LPC Office, SAC 212). You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. You can also request an Appointment Report, in order to confirm your visit to the Writing Center to work on your paper(s) for this course.

Students with Disabilities

Students requesting classroom accommodation for disabilities, including LD and AD/HD, should contact me **during the first week of class** to let me know the accommodations you are requesting. All discussions will remain confidential. I am eager to help you, but we do need to have a conversation about accommodations.

If you have not already, contact the Center for Students with Disabilities (CSD):

<http://offices.depaul.edu/student-affairs/support-services/for-specific-populations/Pages/students-with-disabilities.aspx>, csd@depaul.edu.

Lincoln Park Campus Office: Rm. 370, Student Center (2250 N. Sheffield), (773) 325-1677

Loop Campus Office: Rm. 1400, Lewis Center (25 E. Jackson), (773) 362-8002

Additional Accommodations

As is common with online courses, this course includes instructional content delivered via audio and video. If you have any concerns about your ability to access, use and/or understand this material in its default format, please notify me within the first week of the course so possible accommodations can be considered.

Final Notes:

- I will make every effort to adhere to the class schedule and grading system, but reserve the right to make necessary changes.
- I believe the key to success with online courses is staying organized and on top of deadlines. Use an online calendar, a physical planner or another tool to mark deadlines and set reminders.
- This class is challenging, but in the end it is rewarding and helps develop your skills in critically analyzing the role of advertising and PR in our society, the intended and unintended effects or the benefits and risks. If you notice yourself having trouble, please talk to me immediately. Feel free to contact me about any concerns you might have.
- I am open to suggestions as to how to improve the course content, facilitate the learning process, encourage interest in the subject, or any other topic you deem important. Zoom with me or email me.

Tentative Course Schedule and Assignments

- All readings should be completed *before participating in discussion or VoiceThread* each week.
- This a general plan for the course. Not all topics fit neatly into one class session, so there will be overlaps. I reserve the right to make necessary changes.

Week	Topics	To Read/View	Assignments Due
1 Partial Week of Sept. 9-13	Course overview and introduction <ul style="list-style-type: none"> • Syllabus • Mirror or Agent? 	<ul style="list-style-type: none"> ▪ Intro video ▪ Lecture 1 on Ch. 1 ▪ Adv. End of World clip ▪ Start reading Ch. 1 	<ul style="list-style-type: none"> ▪ VoiceThread: Intros and More (Fri/Sun)
2 Week of Sept. 14	Role of PR and Advertising in Society <ul style="list-style-type: none"> • Intended and Unintended Effects • Consumer Culture 	<ul style="list-style-type: none"> • Sheehan, Ch. 1-2 • Pollay, R.W. (2000) • Groupon articles • Lecture 2: Consumer Culture • Life Squared Video 	<ul style="list-style-type: none"> • Discussion : Groupon (Th/Sun) • Quiz 1, Ch. 1-2 (Sun)
3 Week of Sept. 21	Media & Regulation and Puffery	<ul style="list-style-type: none"> • Ch. 4 (skim Ch. 3) • Puffery Reading • Lecture 3: Regulation & Puffery • Regulation video 	<ul style="list-style-type: none"> • Discussion: Regulation and Puffery
4 Week of Sept. 28	Subliminal Advertising and Persuasion	<ul style="list-style-type: none"> • Ch. 5 • See D2L for possible other • Lecture 4: Native Adv • Guest Lecture on Subliminal 	<ul style="list-style-type: none"> • VoiceThread: Subliminal or Native Advertising • Quiz 2, Ch. 4-5, plus Puffery
5 Week of Oct. 5	Stereotypes and Gender	<ul style="list-style-type: none"> • Ch. 6-7 • Lecture 5.1: Stereotypes • Lecture 5.2: Gender • Ppt: Insights from WFA • UnStereotype Alliance (Website) • Ads Banned (UK) (short) • See Her (website) • Axe Built on Male Stereotypes (short article) 	<ul style="list-style-type: none"> ▪ Discussion: Gender ▪ First Team Presentations (others comment) ▪ <i>Recommended: Work on Reflection Paper due any time between now and end of finals week</i>
6 Week of Oct. 12	Children	<ul style="list-style-type: none"> • Ch. 10 • Video Lectures on Advergaming and Advertising to Children • Skim articles (Red Bull, Unilever, Chile) • Videos on advertising to kids 	<ul style="list-style-type: none"> • VoiceThread: Children • Quiz 3, Ch. 6, 7 and 10

7 Week of Oct. 19	Representations of Race and Marginalized Groups in the Media	<ul style="list-style-type: none"> • Ch. 8-9 • Lectures 7.1: Race • Lecture 7.2: Age & Sexual • Target video • “We missed the mark” • Skim: La Oportunidad Latinx • Skim: Nielsen study on African American spending • Forbes on Aging (short) 	<ul style="list-style-type: none"> ▪ Discussion: Diverse Portrayals in Advertising and PR ▪ Team Presentations (others comment)
8 Week of Oct. 26	Diversity in PRAD Industry	<ul style="list-style-type: none"> • See D2L for 4 short readings • Video: Black in PR • Video: Cannes in Color 	<ul style="list-style-type: none"> • VoiceThread: Diversity in our Profession • Quiz 4, Ch. 8-9 and other materials
9 Week of Nov. 2	Controversial Products <ul style="list-style-type: none"> • Alcohol and tobacco 	<ul style="list-style-type: none"> • Ch. 11-12 • Lecture 9: Controversial Products • Alhabash article (partial) • Yerger (partial) 	<ul style="list-style-type: none"> ▪ Discussion: Controversial Products ▪ Team Presentations (others comment)
10 Week of Nov. 9	Socially Responsible Advertising	<ul style="list-style-type: none"> • Ch. 15 • Edelman Trust Reports • Study on brands and politics • Thought Leadership & PR • Do good or get out • Lecture 10: Corp. Social Responsibility PR/Adv 	<ul style="list-style-type: none"> • VoiceThread: PRAD Social Responsibility • Team Presentations (others comment)
11 Nov. 16-17 and Finals Week , Nov. 18-24	Remaining Team Presentations and feedback <i>(And last chance to turn in a Reflection Paper)</i>	<ul style="list-style-type: none"> ▪ View last team VoiceThreads 	<ul style="list-style-type: none"> ▪ Quiz 5, Ch. 11, 12, 15 (due Tuesday, 11/17) ▪ Team Presentations (others comment) ▪ Last chance to submit Reflection Paper!

DePaul Autumn 2020-21 Key Dates:

- Tuesday, Sept. 22: Last day to drop classes with no penalty
- Tuesday, Oct. 27: Last day to withdraw from classes
- Tuesday, Nov. 17: End Autumn classes
- Weds.-Tues/, Nov. 18-24: Finals Week
- Thursday, Dec. 3: Autumn Quarter grades due

<https://academics.depaul.edu/calendar/Pages/default.aspx>

Enjoy the holidays and your winter break!