

COMM 480: Seminar: International Advertising Fall 2019

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| Instructor: | Dr. Sun-Young Park, Assistant Professor |
| Course Information: | M W F 1 – 1:50 p.m. Y01-1340 |
| Office: | W06-78 |
| Office Hours: | M W F 12 – 1 p.m. Other times by appointment |
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COURSE OVERVIEW

This course is designed to introduce students to the opportunities and challenges involved in developing strategies and for implementing communication plans for international markets. The course examines the topic of international advertising from an “inside out” perspective, beginning with an exploration of marketers’ opportunities among consumers in the U.S. and then expanding the scope of discussion to international and global markets. The course attempts to provide balance between the theoretical and practical concepts that advertisers must consider if they are to effectively operate in the global marketplace.

In this capstone seminar, the instructor will cover the fundamentals of international advertising, research design and project conceptualization and execution, discussing key challenges, strategies, and milestones and providing individual and general feedback to students. Students will complete a research and writing project focused on a topic related to the field of international advertising. Possible research topics can span business, politics, advocacy, entertainment, public health, the environment, popular culture, and other societal sectors in the global context. Building on previous course work, students will gain a deeper scholarly and professional understanding of the field of strategic communication, and demonstrate a mastery of relevant theoretical concepts, professional principles, research methods, and writing approaches.

Specifically, with guidance from the instructor, students will use the entire semester to prepare them for the research proposal in several sections including a problem statement, a review of the relevant literature, a questions-and-hypotheses section, a research methods section, and theoretical and practical implications. It is a unique chance for students to become an expert in a specialized topic, deepening their understanding of an area that students are passionate about and that aligns with their career goals. The majority of the work for this class will be conducted independently by students and in regular consultation with the instructor. The instructor will meet individually with students at scheduled class times and/or in office hours outside of the classroom. These meetings will focus on and be tailored to a specific research or writing stage relative to the student’s capstone. The course is also designed as a research seminar that enables students to develop their ideas through active engagement with their classmates and via peer feedback.

REQUIRED READINGS

I have put together a list of diverse readings, most from academic sources. You can access these readings online by using the Blackboard course website. Readings must be completed before the day they are assigned on the course schedule. Be sure to do the readings in light of the discussion questions and take notes while reading.

Recommended Textbooks:

- Global Marketing and Advertising: Understanding Cultural Paradoxes (2018), 5th Edition by De Mooij, Marieke, Los Angeles: Sage, eISBN-13: 9781526453518
- The Handbook of International Advertising Research (2014), Edited by Hong Cheng, Wiley-Blackwell, ISBN: 978-1-4443-3237-7
- Handbook of Research on International Advertising (2014), Edited by Shintaro Okazaki, Edward Elgar Publishing, ISBN: 978-1-84844-858-2

GRADING AND EVALUATION

Points

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|----------------------------------|-------------------|
| Readings Worksheets - - - - - | 90 points |
| Active Participation - - - - - | 35 points |
| Quizzes - - - - - | 60 points |
| Annotated Bibliography - - - - - | 50 points |
| Research Topic Posting - - - - - | 15 points |
| Research Paper - - - - - | 100 points |
| Research Presentation - - - - - | 50 points |
| Total points - - - - - | 400 Points |

Grade Distribution

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|------------------------|----|
| 376 to 400 - - - - - | A |
| 360 to 375 - - - - - | A- |
| 348 to 359 - - - - - | B+ |
| 332 to 347 - - - - - | B |
| 320 to 331 - - - - - | B- |
| 310 to 319 - - - - - | C+ |
| 292 to 309 - - - - - | C |
| 280 to 291 - - - - - | C- |
| 268 to 279 - - - - - | D+ |
| 252 to 267 - - - - - | D |
| 240 to 251 - - - - - | D- |
| 239 or below - - - - - | F |

***Please note the grading scale (above). This will not be modified for any reason.**

COURSE ASSIGNMENTS

Reading Worksheets (6 pts. each, 90 pts. total): Throughout the semester, I will hand out worksheets for class readings. You will complete and turn in any 15 of all of these 17 worksheets.

**These worksheets should be completed thoroughly, reflecting careful reading of the articles. Worksheets not completed in this manner will not receive completion points. You will turn in the completed worksheet at the beginning of each class it is due. These assignments will only be accepted in person. Please do not send these via email if you cannot attend the class that day. Late submissions will not be accepted. Late submissions or alternative forms of submission (e.g., asking someone else to submit for you or submitting via email) will not be accepted under any circumstances.

Active Participation (35 pts.): Active participation is evaluated on the basis of meaningful class participation and regular attendance to class. This is a seminar class, which requires prior preparation for the discussion of assigned articles. In order for this to work, you have to do the readings in light of the discussion questions posted on Blackboard. Your analysis of articles and questions will steer the direction of the discussion. Please be on time, prepared, and ready to engage in discussion. Also, not attending in-class presentations at the end of the semester without an official excuse will result in 3-point deduction per day from your participation grades in the class.

Quizzes (15 pts. each, 60 pts. total): There will be 4 quizzes testing your understanding of the theories and readings, each worth 15 points. Quiz questions will be drawn from the assigned readings as well as from all materials covered during class (i.e., lectures, class discussions, etc.). Make-up quizzes will only be given in cases with a documented medical excuse, family emergency, or authorized university activity with prior approval from the instructor. It is your responsibility to notify me prior to the quizzes if these circumstances arise.

Annotated Bibliography (50 pts.): In this assignment, you are asked to annotate 5 peer-reviewed research articles related to your research proposal topic. The articles should be from academic journal articles and they can be from the list of the required readings in this class, but no more than 2 articles. At least 1 article should discuss a theoretical framework(s) chosen for your research question.

Please write down your research statement/topic within the “header” of your document. Number the annotation from 1 to 5. Each annotation is about 1 or 2 paragraphs and it summarizes and evaluates the article that is relevant to your final research proposal. That is, you need to provide 1 or 2 paragraphs summarizing and synthesizing the findings of reviewed articles and how this synthesis informs your own research question.

The length of the annotated bibliography is restricted to a min of 1 ½ and maximum of 2 single-spaced, in Times Roman 12 font size, 1inch margins on all sides. Finally, it is important to have the correct APA citation format of the article. Assignments not meeting these formatting requirements will be sent back for revisions. 5 POINT DEDUCTION PER DAY FOR LATE SUBMISSION.

Research Topic Posting on Blackboard (15 pts.): You will post your research topic, research questions/hypotheses and theoretical model to be used in your final paper on Blackboard Discussion Board. You will get 5 points only if you observe this deadline. You eventually need to post it to get my approval, receive additional 10 points, and start/continue working on your paper.

Research Paper (100 pts.): You will work throughout the semester to create a research proposal, in which you propose what you are going to do to answer your research questions and/or test your hypotheses. The purpose of this assignment is to give you the opportunity to demonstrate your understanding of social-scientific research. You are NOT going to collect data or analyze data, nor are you going to present results from your study. This paper can build from the research question and articles cited in the annotated bibliography OR you can generate a new research question and annotate relevant articles. The paper will consist of the following sections: (1) A title page, (2) Abstract, (3) Introduction, (4) Literature review, (5) Research questions/hypotheses, (6) Method, (7) Discussion, and (8) References. At least 7 references should be written in accordance with APA rules. Specifically, you need to use at least 2 more new references in addition to 5 annotations used in your annotated bibliography assignment.

Although I do not like to provide a definitive answer about how many pages you will have to write to complete this assignment (because quantity and quality are not inherently related and because the goal of any good paper is to make a compelling, well written argument [regardless of length]), I understand that

providing a general estimation of the length of a typical research paper is helpful. Therefore, you can expect to turn in a final product that is somewhere between 12 and 15 pages long (including a title page, abstract, introduction, literature review, research questions/hypotheses, method, discussion, and references) (double-spaced pages, in Times Roman 12 font size, 1 inch margins on all sides). Papers not meeting these formatting requirements will be sent back for revisions. 10 POINT DEDUCTION PER DAY FOR LATE SUBMISSION.

Research Presentation (50 pts.): You will make a presentation of your paper at the end of the semester. Each paper will be assigned a date of presentation. Following your presentation, you will moderate a Q&A session. Your presentation should take up to 15 minutes, including the Q & A. NO LATE PRESENTATION IS ACCEPTED WITHOUT A PROOF OF OFFICIAL EXCUSE.

COURSE POLICIES

Academic Integrity Policy: It is the expressed policy of the University that every aspect of academic life—not only formal coursework situations, but all relationships and interactions connected to the educational process—shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives. Please remember to turn off all cell phones or other noisy devices before entering the classroom each day. Needless to say, they are highly disruptive during lectures.

Attendance: Attendance is mandatory in this class.

Discussion of Graded Assignments: If you wish to contest a grade, you must present me with a typed (either e-mail or paper), well thought out case regarding the evaluation within one week of having received the evaluation, but not before 24 hours have passed. Once you have submitted your argument to me, I will respond in writing within 7 days.

Written Work (except reading worksheets) must be typed. Failure to type any written portion of an assignment results in a 10% point deduction off the whole point value of that assignment.

Changes to the Schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

Accommodations: Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The Ross Center for Disability Services at UMass Boston (617.287.7430) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

TENTATIVE SCHEDULE AND DEADLINES – Fall 2019

The following represents a tentative outline of topics that will be covered over the course of the semester. Please use it as a reference for keeping up with readings, assignments, and deadlines.

| Date | | Topic | Readings | Assignments due |
|-----------|---|--|---|--|
| W1 | | | | |
| 9/4 | W | Introduction to the course; The Paradoxes in Global Marketing Communications | International advertising strategy - Stephen W. Marshall and Marilyn S. Roberts (F) | |
| 9/6 | F | | | |
| W2 | | | | |
| 9/9 | M | Global Branding; How to write a research proposal; Primer on using APA style | Adoption of global consumer culture: The road to global brands - Aysegul Ozsomer (W) | Reading worksheets 1(W) & 2(F) |
| 9/11 | W | | | |
| 9/13 | F | | | |
| W3 | | | | |
| 9/16 | M | Dimensions of Culture; How to write an annotated bibliography | The Hofstede model: Applications to global branding and advertising strategy and research - Marieke de Mooij and Geert Hofstede (W) | Reading worksheets 3(W) & 4(F) |
| 9/18 | W | | | |
| 9/20 | F | | | |
| W4 | | | | |
| 9/23 | M | President Day – No Class | Insights from project GLOBE: extending global advertising research through a contemporary framework - Robert J. House, Narda R. Quigley and Mary Sully de Luque (W) | Reading worksheets 5(W) Quiz1 on 9/27(F) |
| 9/25 | W | Values and Culture; How to | | |
| 9/27 | F | conduct a literature review | | |
| W5 | | | | |
| 9/30 | M | Researching and Applying | Electronic word-of-mouth in social networking sites: A cross- cultural study of the United States and China - Shu-Chuan Chu and Sejung | Reading worksheets 6(W) & 7(F) |
| 10/2 | W | Cultural Values; Research | | |
| 10/4 | F | hypotheses and methods | | |

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| Marina Choi (W) | | | | |
| The effectiveness of comparative advertising in Korea and the United States: A cross-cultural and individual-level analysis - Yung Kyun Choi and Gordon E. Miracle (F) | | | | |
| W6 | | | | |
| 10/7 | M | Researching and Applying Cultural Values; Research hypotheses and methods (cont'd) | Lessons from the rich and famous: A cross-cultural comparison of celebrity endorsement in advertising | Reading worksheets 8(W) |
| 10/9 | W | | - Sejung Marina Choi, Wei-Na Lee and Hee-Jung Kim (W) | Quiz2 on 10/11(F) |
| 10/11 | F | | | |
| W7 | | | | |
| 10/14 | M | Columbus Day – No Class | Understanding the role of culture in advertising | Reading worksheets 9(W) & 10(F) |
| 10/16 | W | Culture and Communication | - Wei-Na Lee and Jinnie Jinyoung Yoo (W) | Research topic posting on Blackboard due by 10/18(F) |
| 10/18 | F | | A comparison of print advertisements from the United States and France - Abhijit Biswas, Janeen E. Olsen and Valerie Carlet (F) | |
| W8 | | | | |
| 10/21 | M | Culture and the Media | Social media and international advertising: Theoretical challenges and future directions | Reading worksheets 11(W) & 12(F) |
| 10/23 | W | | - Shintaro Okazaki and Charles R. Taylor (W) | Quiz3 on 10/25(F) |
| 10/25 | F | | | Viral advertising: A conceptualization - Petya Eckler and Shelly Rodgers (F) |
| W9 | | | | |
| 10/28 | M | Culture, Advertising Appeals, and Executional Style | Culture and the mind: Implications for art, design and advertisement | Reading worksheets 13(W) & 14(F) |
| 10/30 | W | | - Takahiko Masuda, Huaitang Wang, Kenichi Ito and Sawa Senzaki (W) | Research topic revision on Blackboard due by 11/1(F) |
| 11/1 | F | | | Visual rhetoric and international Advertising - Barbara J. Phillips and Edward F. McQuarrie (F) |

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| W10 | | | | |
| 11/4 | M | IMC and the Global Market | The importance and relevance of integrated marketing communications: A global perspective - Philip J. Kitchen and Marwa Tourky (W) | Reading worksheets 15(W) & 16(F) Annotated bibliography due by 11/8(F) |
| 11/6 | W | | | |
| 11/8 | F | | | |
| | | | Now starring brand X: Product placement as a local, global, and glocal branding communication Tool - Michelle R. Nelson and Alexandra M. Vilela (F) | |
| W11 | | | | |
| 11/11 | M | Veterans Day – No Class | New media and international advertising - Ran Wei (W) | Reading worksheets 17(W) Quiz4 on 11/15(F) |
| 11/13 | W | IMC and the Global Market | | |
| 11/15 | F | (cont'd) | | |
| W12 | | | | |
| 11/18 | M | Research Project Workshop | | In-Class Exercise 1(M) |
| 11/20 | W | | | In-Class Exercise 2(W) |
| 11/22 | F | | | In-Class Exercise 3(F) |
| W13 | | | | |
| 11/22 | M | Research Presentations | | |
| 11/25 | W | | | |
| 11/27 | F | Thanksgiving- No Class | | |
| W14 | | | | |
| 12/2 | M | Research Presentations | | |
| 12/4 | W | | | |
| 12/6 | F | | | |
| W15 | | | | |
| 12/9 | M | Research Presentations | | |
| 12/11 | W | | | |
| 12/13 | F | | | |
| TBA | | | | Final research paper due |