

History and Development of Advertising

ADV 315
Unique Course Number: 06845

Spring 2024
Jan. 15 – May 3
Online – Asynchronous

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Office Hours: Wednesdays 11:00 to 1:00 and by appointment (in-person and Zoom)

REQUIRED TEXTBOOKS:

1. Sivulka, Juliann. (2012). *Soap, Sex and Cigarettes: A Cultural History of American Advertising, Second edition*. New York: Wadsworth.
2. Twitchell, James. (2000). *20 Ads that Shook the World*. New York: Three Rivers Press.

Click on the “My Textbooks” tab in Canvas for information about these books. The Sivulka book is available through the Longhorn Textbook Access (LTA) program, a new initiative between UT Austin, The University Co-op, and textbook publishers to significantly reduce the cost of digital course materials for students. You are automatically opted into the program but can easily opt-out (and back in) via Canvas through the 12th class day.

If you remain opted-in at the end of the 12th class day you will receive a bill through your “[What I Owe](#)” page and have until the end of the 18th class day to pay and retain access. If you do not pay by the 18th class day, you will lose access to the materials after the 20th class day and your charge will be removed. More information about the LTA program is available at <https://www.universitycoop.com/longhorn-textbook-access>

REQUIRED TECHNOLOGY:

1. Computer that can play videos.
2. Reliable Internet access. You must check the class web site and your email regularly. Inability to get online is not an acceptable excuse for missing an important announcement, assignment, test or update. If your home-based Internet connection is down, then visit a library, coffee shop or friend’s house.

COURSE OVERVIEW AND OBJECTIVES:

Over the course of its history, advertising has solidified itself globally as a major economic and cultural force. This course is designed to familiarize you with advertising’s rise to its position of prominence. Our focus will be on understanding advertising’s development as a communication tool, a cultural and economic phenomenon, and as a force that both constructs and reflects society.

This course has three main objectives. Using a historical frame of reference, we will spend the semester exploring:

1. What advertising *can* do and what advertising *cannot* do
2. How advertising is a reflection of and a form of culture
3. To what degree advertising is a pervasive form of communication

I have structured the course chronologically with an emphasis on specific themes, such as gender or political engagement, as they pertain to particular points in the evolution of advertising. While you will learn about the important people and dates that make up advertising's history, my aim is for you to understand these facts against the more interesting and more important backdrop of how advertising is both a *product* and an *agent* of cultural change.

COURSE METHOD

This 15-week course is web-based and consists of online lectures, discussions, assignments and tests. Most of the class is asynchronous, meaning you do not have to log on at a specific day or time but can access the online material at a time that works for you. Most of the class is self-directed. You will proceed through a series of topic modules. The modules are structured sequentially, meaning you must finish one before moving on to the next. Each module must be completed within a designated timeframe (about 10 days), but you may complete the module at your own pace and convenience within those 10 days. You can watch the videos at any time that works for you within those days.

Lectures

Each module will include mini online lectures. These lectures are designed to supplement the material you've read in the book. I won't spend the lecture time going over that material, but instead will use it as an opportunity to go into more detail about issues and topics. For each module, I will prepare a brief guide that will outline what we will be covering and provide you with space to fill in the details.

Discussion Groups

You will be randomly assigned to a small discussion group that is a subsection of the whole class. Each group will have five members in it and will have its own section on Canvas. This is where you will post your discussion prompts and comments. Your discussions will only be accessible to members in your group and not the entire class.

Tests and Assignments

There are four tests and three assignments. You get to drop your lowest grade for each. These tests and assignments are timed, meaning you must complete them within a fixed amount of time (as if you were sitting in a lecture hall during a class in the regular fall and spring semesters). You will only have one opportunity to do them (meaning you can't log out and log back in again later to complete them). They will only be available for a limited amount of time on the test or assignment date.

MY EXPECTATIONS OF YOU:

1. **Speak up:** If you have a question or need something explained, then let me know. I am available via e-mail, Zoom and office hours.
2. **Be prepared:** Do the readings and work through the modules at a steady pace. Don't leave things until the last minute.
3. **You MUST check e-mail/Canvas regularly.** Failure to do so is not an acceptable excuse for missing an important announcement, assignment or update. If your home-based Internet connection is down, then check your e-mail at the library or at a friend's house.
4. **Please let me know** immediately if you have any problem that is preventing you from performing satisfactorily in this class. If you approach me at the end of the semester, it will likely be too late to do anything.

ASSIGNMENTS AND GRADING:

1. Discussion

- a. You will be expected to participate in meaningful, relevant and targeted online discussions in your small discussion group. Details of the assignment will be posted separately. You will be assigned specific dates **AFTER JAN. 31** (the 12th class day).
- b. As part of your discussion grade, you will be required to post:
 - **One AD CRITIQUE.** This post is a substantial discussion of a contemporary ad that you have found. You will be assigned a date on which to upload your post.
 - **Four RESPONSE COMMENTS.** For the four weeks that you are not responsible for posting the Ad Critique, you are expected to post a thoughtful and meaningful response to the Ad Critique uploaded by your colleague.

2. Research Studies

- a. You will be required to participate in two research studies. You will be given instructions for these later in the semester.

3. Three Tests:

- a. Each test will consist of 50 multiple choice questions worth 1/2 point each
- b. There are four tests (including the final exam) but your lowest test score will be dropped
- c. The test will be timed and you will only have 1 hour to complete it. You must finish it in one sitting, meaning you cannot start the test, log off for a while and come back to resume taking the test.
- d. The test will only be available for a 16-hour window of time (from 8:00 am to 11:59 pm) on the designated day. You will not be allowed to take the test outside of this 16-hour window of time. You must start and finish the test within that window.

4. Two Assignments:

- a. Each assignment will be a long-form answer to a prompt that asks you to apply the information you've learned so far. For example, you may be asked to compare and contrast three ads. Or you might be given a scenario and asked how you would respond as an advertiser.
- b. There are three assignments but your lowest assignment score will be dropped
- c. The assignment will be timed and you will only have 90 minutes to complete it. You must finish it in one sitting, meaning you cannot start the assignment, log off for a while and come back to finish it.
- d. The test will only be available for a 16-hour window of time (from 8:00 am to 11:59 pm) on the designated day. You will not be allowed to do the assignment outside of this 16-hour window of time. You must start and finish the test within that window.

WHAT WILL THE ASSIGNMENTS AND TESTS COVER?

ASSIGNMENT	WILL COVER:
Assignment 1	Module 1
Test 1	Modules 1, 2, 3
Assignment 2	Modules 2, 3, 4, 5
Test 2	Modules 4, 5, 6, 7
Assignment 3	Modules 6, 7, 8, 9
Test 3	Modules 8, 9, 10
Final Exam (Test 4)	Modules 3, 4, 5, 6, 7, 8

Grading Breakdown:

	Points	Percentage of Final Grade
Discussion		
Ad Critique	10	
Response comment 1	5	
Response comment 2	5	
Response comment 3	5	
Response comment 4	5	
<i>Discussion Subtotal</i>	30	20%
Research studies		
Research study participation #1	2.5	
Research study participation #2	2.5	
<i>Participation Subtotal</i>	5	~ 3.5%
Tests **		
Test 1	25	
Test 2	25	
Test 3	25	
[Optional Final Exam]	[25]	
<i>Test Subtotal</i>	75	50%
Assignments **		
Assignment 1	20	
Assignment 2	20	
[Optional Assignment 3]	[20]	
<i>Assignment Subtotal</i>	40	~ 26.5%
Total Points Available	150	100%

** Lowest score will be dropped

**Important:

Because your lowest test and assignment scores are dropped, **there will be no make-up tests or opportunities to reschedule or re-do (or hand in late) the tests or assignments.**

There are no excused "absences" or missed assignments/tests. I do not differentiate between excused and unexcused absences or justified and unjustified reasons for not meeting deadlines. It's not my place to decide which excuses are more legitimate or more worthy than others.

Assignment 3 and the Test #4 are essentially optional, since only two assignment scores and three test scores will be counted toward your final grade. If you are satisfied with the scores on your first two assignments and first three tests, then you need not take Assignment 3 or Test #4. However, if you miss one of the tests or assignments during the semester, then you must take the optional assignment or test. Note that Test #4 is cumulative and covers most of the whole semester. The regular tests are not cumulative.

NOTE

** All times are Central Daylight Time (CDT). If you are in another time zone, you are responsible for adjusting the time so that you are logging in at the correct CDT time. Missing a meeting or deadline as a result of confusion about time zones does not count as an acceptable excuse. **

Some Words on Grading:

- I will NOT be rounding up percentage grades or points. So if you earn an 89.6% that translates into a B+ and will not be rounded up to 90% (an A-).
- Note that your grade on Canvas is most likely NOT accurate, for various reasons. First, Canvas often rounds up grades; I do not. Second, it counts everything, even assignments that will be dropped. To calculate your final grade, just add up your points earned so far.
- Any questions or concerns about a grade must be presented in writing (i.e. via email) within one (1) week after the grade is announced or posted. I will not discuss grades after that.
- When we grade your work, you start with zero points. You earn points based on the quality of the work and the accuracy, appropriateness and detail of your answers. You do not start with 100 points and then lose them based on mistakes you might make. Your final points represent the total points earned for that assignment, not the number of points “taken away” for errors or omissions.

Extra Credit:

You will have an opportunity to earn extra credit by taking part in two additional online research studies. Participation in each study will earn you 0.4 points (about 0.25%) added to your final grade. Information about these extra credit studies will be shared with you later on in the semester.

Grading System:

This class will be graded using the plus/minus grading system, as outlined by the university’s provost office (<http://www.utexas.edu/provost/planning/plus-minus/>) and described below:

To earn an:	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
You must earn this %:	94-100	90-93.9	87-89.9	84-86.9	80-83.9	77-79.9	74-76.9	70-73.9	67-69.9	64-66.9	60-63.9	0-59.9
Points cut off:	141	135	130.5	126	120	115.5	111	105	100.5	96	90	<90

COURSE PROGRESSION:

NOTE: You must move through the modules sequentially. Canvas will lock a module (it will be invisible to you in Canvas) until the previous modules have been viewed. For example, you will not be able to access Module 4 until you have gone through all the components from Module 3. To complete a module, you will have to view all the videos, download all the files and click on any included links. Once you “unlock” a module, it does not close; it will be accessible for the rest of the semester.

Module 1:	Beginnings: 1492 – 1880	Sivulka, Ch. 1 Twitchell, Ch. 1
Module 2:	Selling the Goods: 1880 – 1900	Sivulka, Ch. 2 Twitchell, Ch. 2
Module 3:	Rise of a Consumer Economy: 1900 – WWI	Sivulka, Ch. 3
Module 4:	The Roaring '20s: 1920 – 1929	Sivulka, Ch. 4 Twitchell, Ch. 4, 5
Module 5:	The Depression and War Years: 1930 – 1945	Sivulka, Ch. 5 Twitchell, Ch. 7, 9
Module 6:	The Postwar Boom: 1945 – 1960	Sivulka, Ch. 6 Twitchell, Ch. 14, 12, 13
Module 7:	The Creative Revolution: 1960 – 1975	Sivulka, Ch. 7 Twitchell, Ch. 10, 15
Module 8:	From Positioning to Image Building: 1975 – 1990	Sivulka, Ch. 8 Twitchell, Ch. 18, 17
Module 9:	The Information Revolution: 1990 – 1999	Sivulka, Ch. 9
Module 10:	The Digital Age: Since 2000	Sivulka, Ch. 10

DEADLINES AND DUE DATES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1/15	1/16	1/17	1/18	1/19	1/20
		FIRST DAY OF CLASS				
1/21	1/22	1/23	1/24	1/25	1/26	1/27
1/28	1/29	1/30	1/31	2/1	2/2	2/3
		Complete Module 1		Assignment 1		
2/4	2/5	2/6	2/7	2/8	2/9	2/10
	Round 1: Discussion Post*	Round 1: Response Post*	Complete Module 2			
2/11	2/12	2/13	2/14	2/15	2/16	2/17
	Complete Module 3			Test 1		
2/18	2/19	2/20	2/21	2/22	2/23	2/24
	Round 2: Discussion Post*	Round 2: Response Post*		Complete Module 4		
2/25	2/26	2/27	2/28	2/29	3/1	3/2
	Complete Module 5			Assignment 2		
3/3	3/4	3/5	3/6	3/7	3/8	3/9
	Round 3: Discussion Post*	Round 3: Response Post*			Complete Module 6	
3/10	3/11	3/12	3/13	3/14	3/15	3/16
	SPRING BREAK					
3/17	3/18	3/19	3/20	3/21	3/22	3/23
	Complete Module 7			Test 2		
3/24	3/25	3/26	3/27	3/28	3/29	3/30
	Round 4: Discussion Post*	Round 4: Response Post*				
3/31	4/1	4/2	4/3	4/4	4/5	4/6
		Complete Module 8				
4/7	4/8	4/9	4/10	4/11	4/12	4/13
	Complete Module 9			Assignment 3 (optional)		
4/14	4/15	4/16	4/17	4/18	4/19	4/20
	Round 5: Discussion Post*	Round 5: Response Post*				
4/21	4/22	4/23	4/24	4/25	4/26	4/27
	Complete Module 10			Test 3		
4/28	4/29	4/30	5/1	5/2	5/3	5/4
	LAST DAY OF CLASS			Test 4 (optional)		

* Over the 5 discussion rounds, you are responsible for 1 post and 4 responses. See assignment for your specific due dates.

Red deadlines = required; black deadlines = suggested

POLICIES & DISCLOSURES:

Academic Integrity Expectations

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course. To learn more about what plagiarism is and how to avoid it, see the [Avoiding Plagiarism tutorial](#) developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

Artificial Intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own. Using AI writing tools shall constitute a violation of UT Austin's Institutional Rules on academic integrity.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the [ITS Service Desk](#).

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials and review sheets, may be shared online or with anyone outside of the class without my explicit, written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence

Use of E-mail for Official Correspondence to Students

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with university-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week.

Documented Disability Statement

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Counseling and Mental Health Services

Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated or anything else is getting in your way, there are options available for support.

- Visit/Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | SSB, 5th floor | [512-471-3515](tel:5124713515) | <http://cmhc.utexas.edu/>
- CMHC Crisis Line: 24/7 | [512.471.2255](tel:5124712255) | <http://cmhc.utexas.edu/24hourcounseling.html>
- **CARE Counselor** in the Moody College of Communication is: Abby Simpson, LCSW|CMA 4.134 | [512-471-7642](tel:5124717642) (Please *leave a message* if she is unavailable)
- **FREE Services** at CMHC:
 - Brief assessments and referral services
 - Mental health & wellness articles - <http://cmhc.utexas.edu/commonconcerns.html>
 - MindBody Lab - <http://cmhc.utexas.edu/mindbodylab.html>
 - Classes, workshops, & groups - <http://cmhc.utexas.edu/groups.html>

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.