Course Description:
This course provides a critical approach to the analysis of advertising as media and cultural texts. It seeks to situate the commercialization of American life within a critical framework of consumer culture and the cultural history of American advertising in the twentieth century. It approaches advertisements as texts that indicate cultural attitudes and norms of their time and that can be understood through textual analysis. This course is a media studies course; it is not designed to teach effective advertising strategies or provide an insider’s perspective on the advertising industry.

Student Learning Outcomes:
As part of this course, the student will:
1. Understand advertising history and critical approaches to the study of advertising.
2. Analyze the cultural role and impact of advertising on American culture.
3. Create critical analysis of both historic and contemporary advertising strategies.

Course Readings:

Required:


Recommended:


Other readings available on Blackboard.

Course Blog: http://adcrit-tamucc.blogspot.com

Evaluation:
- **Paper One**: Print Ad Analysis (About 5 pages): 15%. Specific instructions to come.
• **Paper Two:** Television Ad Analysis. (About 5 pages): 15%. Specific instructions to come.
• **Midterm Exam:** 20% (Multiple choice and Essay)
• **Final Exam:** 20% (Multiple choice and Essay)
• **Presentation:** 10% (Done with a partner; 15 - 20 minute presentation on reading including leading of class discussion.)
• **Weekly Quizzes/Activities** on readings and class topics: 10%. Some of these will be in-class multiple-choice quizzes, some individual written responses, some group exercises. Instructions will be given on a weekly basis and you will have to be present in order to get them.
• **Attendance/Participation:** 10% Weekly attendance and participation in class.

Course Grade is determined by where your average falls in this scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

**Other Course Policies**

**Attendance**
Attendance is mandatory. Two absences are acceptable, but any additional unexcused absences will cause a five-point deduction from your attendance and participation grade, and you many not make up any missed work. Excused absences require official documentation. Two "lates" (or leaving early) equal an absence.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic zero on the assignment and further disciplinary action.

**Dropping a Class**
Events sometimes occur that make dropping a course seem necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.
Classroom/Professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to:

1. **Silence and put away cell phones. Texting (including the reading of texts!) is not allowed in class.** Your social life will survive until the break, I promise.
2. **Come to class on-time.** Do not get up and leave early.
3. **Participate in class discussions.** In addition to the enlightening lectures, our goal during each class will be to have a lively, informed discussion. You will not get an “A” if you do not regularly contribute to class discussion in a productive manner.
4. **Be responsible for any information and materials missed when absent.**
5. **Complete readings and assignments as assigned.** All assignments must be handed in on time; exceptions will be made only for extraordinary cases and official documentation is needed. Exams may not be rescheduled. Do not make travel plans that conflict with exams.
6. **Proofread all work before turning it in.** Really.
7. **Seek help with writing if necessary.** The Writing Center of TAMU-CC, located in GSSC 112, provides free help for students at any stage in the writing process. More information is available at the Center for Academic Student Achievement website, casa.tamucc.edu.
8. **Properly cite sources.** Plagiarism will not be tolerated in any form, and will result in an automatic zero for the assignment and further disciplinary action. A useful guide to citing references in APA style is located at http://library.nmu.edu/guides/userguides/style_apa.htm.
9. **Respect the privacy and opinions of fellow students.** I expect students to participate in discussion, and I expect students to respect each other’s (hopefully well-informed) opinions. Grades and course performance are considered private information. Students are not to openly discuss their grades (good or bad) inside my classroom.
10. **Meet with the instructor during office hours.** I will not discuss individual student grades in the classroom. I will, however, be happy to discuss grades on papers, exams, course performance, etc. during office hours. I also do not allow the following topics to be openly discussed in the classroom: student opinions about other faculty, student opinions about other students, student grades in other classes.
*Notice to Students with Disabilities*: Texas A&M University–Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Academic Advising**: The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

***Grade Appeals Process**: Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

## Course Schedule

Readings from *The Gender & Consumer Culture Reader* are denoted by *GCCR*.

**Week 1**: Introduction to the Course
1/23: Screening: *In the Suburbs* (1957, 19 minutes)

**Week 2**: The Forces and Spaces of Consumption
1/29: Fiske, “Shopping for Pleasure,” *Blackboard*

**Week 3**: The Rise of Consumer Culture
2/4: Strasser, “The Alien Past” *Blackboard*
2/6: Scanlon, “Advertising Women” *GCCR*

**Week 4**: Good Times, Bad Times
2/11: Roland Marchand, “Advertising as Social Tableaux” *Blackboard*
2/13: Rappaport, “A New Era of Shopping,” *GCCR*
Week 5: Shopping, TV, and the Home
2/18: Cohen, “From Town Center to Shopping Center” GCCR
2/20: Stole, “Televised Consumption” Blackboard
PAPER #1 DUE

Week 6: Men and Consumption
2/25: Breazeale, “In Spite of Women,” GCCR
“Archival Material: Playboy’s Penthouse Apartment,” GCCR
2/27: Gelver, “Do-it-Yourself,” GCCR

Week 7: Surveillance Society
3/6: MIDTERM

SPRING BREAK

Week 8: Individual and Group Identity
3/18: Steele, “Reduced to Images,” GCCR

Week 9: Individual and Group Identity
3/25: Weems, “Consumerism and the Construction...” GCCR

Week 10: Looking and Being Looked At
4/1: Friedan, “The Sexual Sell,” Blackboard
4/3: Douglas, “Narcissism as Liberation,” GCCR

Week 11: The Hip Persuaders
4/10: Frank, “Advertising as Cultural Criticism,” Blackboard

Week 12: 1980s and Branding
4/17: Butler, Cont.

4/24: Clark, “Commodity Lesbianism,” GCCR

Week 14: Fashion and Subculture
5/1: Stuart Cosgrove, “The Zoot Suit and Style Warfare,” GCCR
PAPER #2 DUE

Week 15: Culture Jammed
5/5: Harold, “Pranking Rhetoric,” *Blackboard*

Final Exam: DESIGNATED OFFICIAL TIME AND DATE