

JAMS 214-002: Advertising in American Society  
UW-Milwaukee Summer Semester 2024  
Dept. of Journalism, Advertising and Media Studies

Instructor: Joette Rockow

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Office hours: Online by appointment

### **Course Description**

A critical survey of advertising's development and current practices as well as its impact on knowledge, attitudes, and behaviors.

### **Topic Background**

This course is a critical survey of advertising's development and current practices as well as its impact on knowledge, attitudes, and behaviors. Advertising is an extremely complex component of society. Whether we realize it or not, advertising is everywhere, persuading, invading, entertaining, influencing, informing, confusing and sometimes just plain old manipulating in ways we often don't even understand. Advertising and consumer society have helped promote and develop cultural attitudes about having things and what types of things consumers are told they need and should have. Individual and social value is achieved through ownership. Advertising may lead people to make emotional and subjective judgments based on what someone owns or doesn't own. This includes the most obvious tangible consumer items such as cars, clothes, 100" flat screen TVs, running shoes, and laundry detergents. But advertising also influences the choices people make about intangibles such as political party support and even religious beliefs. Advertising has only one goal: to persuade consumers to buy or buy into something whether they really need it or not, whether it is really good, or good for them. We will examine ways that advertising overtly and covertly threads its fibers into the lives, minds and wallets of consumers. We will also examine how much of consumer activity is really influenced by advertising or by societal and individual pressures, demands, perceptions and desires.

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### **Class Objectives**

- Understand the tools advertisers use to entice consumers to purchase products and influence thinking.
- Understand the psychological approaches used in advertising to stimulate an emotional response and why it makes people want to buy, buy, buy. (Did you really "NEED" the last thing you purchased?)
- Examine personal beliefs regarding advertising and understand how advertising influences us all.
- Examine the effects advertising and consumer activity are having on a globalized world, environment and economy.
- Understand the social implications of advertising and how it can help direct behavior and influence our philosophies, beliefs, and values.
- Develop an appreciation for the good and the bad of advertising.
- Examine who's really controlling whom and how advertising is demonized as a culprit for societal woes such as crime, violence, eating disorders, etc. How responsible is advertising for many social problems?

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#### **GER CREDITS**

This course will generate credits toward the humanities GER requirement and help you:

1. Identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge,
2. Respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation.

#### **UW System Shared Learning Goals**

3. Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.

To assess the success of this course in meeting these learning goals, I will design 2 – 3 questions in each of 4 quizzes given throughout the semester that reveal whether students are acquiring the knowledge and competencies within the learning goals. These questions will be designed to get students to analyze the readings in ways directly related to the above learning goals. For example, students may be asked to clearly indicate their understanding of an author's or scholar's position on consumerist activities and the implications that author/scholar contends those activities hold on individuals or societies.

By examining the collective responses of the entire class, I will be able to determine the extent to which the class as a whole has achieved learning goals. A review of the responses to these specific questions will reveal elements of the course that are being communicated well and those that are not. This will enable me to make changes to the course to increase success in those areas where improvement is desired.

#### **Course Hour Estimate**

Time in the classroom: 0 hours  
Time spent online reading lecture/other material: 40 hours  
Time in laboratories or working on computer: 20 hours  
Time for class presentations: 0  
Time completing assignments: 30 hours  
Time for preparation and study: 30 hours  
TOTAL: 130 Hours

NOTE: This is not the golden rule for how to get an A in this or any other class. These are guidelines for how much time might be spent on the following activities over the course of the semester if you wish to do reasonably well in this course. Some students put in more time, and may do better. Some student put in less time with varying results. I realize some of these categories may not exactly make sense for this type of class, but if you have questions, ask me. Again, every student is different, and will have different results.

**Required Text: No book**  
**All readings will be on Canvas**

1. Readings, videos, and other materials that I will post on Canvas are required reading/viewing, if you want to excel/pass in this class.

**Grading**

Grading will be done on a point basis with a total of 500 points possible.

500 - 465 points = A	464- 450 = A-	449 - 435 = B+	434 - 420 = B
419 - 400 = B-	399 - 385 = C+	384 - 370 = C	369 - 350 = C-
349 - 335 = D+	334 - 320 = D	319 - 300 = D-	299 or less = F

Grading Breakdown

4 Semester Quizzes	50 points each	200
Assignment 1	75 points	150
Assignment 2	75 points	150
Total:	500 points possible	

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**Papers/Written Assignments**

There will be two (2) written assignments for this class, each worth 75 points, a significant portion of your grade. I will provide detailed instructions on these assignments and criteria I will use to grade them. The grade criteria will give you tips on what to do if you want to excel at these assignments. See the syllabus calendar for dates when the assignments come out in class and for the due dates for these assignments.

Turning in papers: Best and easiest advice is to turn your assignments in on time or you will receive zero points. Emailed assignments will likely receive zero points unless directly arranged and approved by Joette. Due dates are listed on the course calendar for all assignments. Plenty of time is given to work on these. I do, however, understand that life happens. Missing an assignment deadline generally means a medical or personal emergency for which **you will be responsible for providing some type of tangible documentation, such as a doctor's excuse (on official letterhead)** to request any sort of deadline extension. Basically, no documentation = no extension.

**Computer issues**

College is one step away from a professional career, so get used to backing up your work, making copies of your work, and starting your work in time to meet the assignment deadlines. Failing to meet a class deadline because of computer issues equals: Failure to meet the class deadline.

All papers must be submitted on Canvas by the due date.

**Exams and Grading**

Four (4) quizzes will be given during the semester each worth 50 points. You will have a minimum of 72 hours within which to take each quiz. You may do so at anytime you wish during those 72 hours but there will be a time limit once you start taking the quiz. Quiz scores are posted on Canvas automatically after you have taken them online.

*NOTE:* I recommend not waiting until the last minute to take the quizzes, in case you should experience technical problems. Instructors can identify the date and time a student tries to take a quiz. If you wait until the last minute and experience technical difficulty, you may receive a score of zero for the quiz. Take them early. Ask for help by contacting me immediately if you have problems.

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- Absolutely no make-up quiz will be given without approval from this instructor.
- A make up quiz will be allowed only if you can provide tangible and official documentation that justifies your inability to take the quiz such as a signed and dated doctor's excuse, court summons, police report etc. that are on office letterhead or official forms from the provider/source.
- Phone mail or email messages are not tangible proof. Until you contact me and provide me with tangible documentation, you will receive a grade of zero for any and all missed quizzes (and/or assignments).
- Make up quiz must be taken within one week of the actual quiz end date.

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### ***Plagiarism, cheating and other misdeeds...***

It is vital that work on exams and assignments be your own or accurately cited. Nothing else will be accepted. However, you may use information from sources to support your written discussion as long as you cite those sources. There is absolutely nothing wrong with quoting or paraphrasing others as long as you cite them as a source. In fact, I encourage and require use of source materials. What I discourage is plagiarism.

What is plagiarism? Using ChatGPT or other A.I. tools is plagiarism. Using any A.I. to produce papers is strictly forbidden and a grade of F for the assignment is where we will begin. Cutting and pasting written works from the Internet without citing their author is also plagiarism. Using someone else's work, ideas or writing with or without his/her knowledge and permission, and failing to cite that person/author, thereby declaring it your own, is plagiarism. Declaring work, writing or ideas your own, when someone else wrote or produced it is plagiarism.

Pulling papers / information off the Internet: I've been teaching for 25 years. It is not difficult for me to distinguish work that is not a student's own work. There are a number of distinct signs. And it is not difficult, given new Internet technology for instructors to find exact sites, books, pre-written term papers where information was illegally copied and used by a student. We occasionally run suspect papers through plagiarism and A.I. detection software. Yes, plagiarism is illegal and we do catch students doing it. If we find plagiarism, we must report it to the Dean of Students.

Student Misconduct: Allowing someone else to use your work as his or her own is also a serious act of student misconduct. Being dishonest about why you missed class, an assignment or an exam is also student misconduct and students who try this may have a lovely visit with the Dean of Students.

Penalties for plagiarizing or acts of student misconduct include receiving an F for the assignment or for the class, and could result in expulsion from the University. Plagiarism, lying and cheating are risky activities. The entire JAMS staff takes these activities seriously. If you have questions about citing information on assignments or if you are having difficulty understanding how to properly use or reference other people's work, see me or a teaching assistant and we will help you. For more information on this or other school policies see the official UW-Milwaukee website (search: Academic misconduct).

### ***About the Instructor: Joette Rockow, Sr. Lecturer***

You probably don't know me yet, but you soon will. I have taught at UWM since 2001. I have worked in the mass communication and graphics industry since the 1980s. I have an Associate's Degree in Photography from MATC, a BA in Communications from Alverno College, and an MA in Journalism and Mass Communication from UW-Milwaukee. I worked for almost 11 years at Harley-Davidson Motor Company as a writer, photographer, and a communication/public relations manager. I have also worked at various agencies and graphic production firms in the Milwaukee area. I continue to work on projects outside of teaching because I like it and it keeps my skills and knowledge about the industry up to date. I often do pro-bono PR/marketing/fundraising work for non-profit animal welfare organizations and anti-violence organizations. I also have my own business, Tao-Kitty Marketing where I do paid work for clients. I maintain many contacts within the PR and advertising industry. I live near Alverno College with one old and blind indoor cat, Trixie, and a semi-feral called Baby who lives on my porch in a doghouse (heated in winter). When I am not teaching, I enjoy traveling, tennis, kayaking, playing music, political discourse, hiking, biking, photography, cooking, a cold adult beverage, and reading. And I spend a lot of time with horses and donkeys.

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**WEEK**                      **Topic / Discussion / Course Due Dates**                      **Reading**

**Week 1**                      Terms and Theories of Media/Advertising  
Advertising History / New Religion  
Target Audience / VALS  
Branding and Differentiation  
Advertising Emotion, Myth and Symbol

**Quiz 1 LIVE Materials Week 1**

RECEIVE INSTRUCTIONS FOR ASSIGNMENT #1

**Week 2**                      Advertising Stereotypes  
Gender and Advertising  
Advertising to a Mature Market  
Children and Advertising

**Quiz 2 LIVE Materials Week 2**

**ASSIGNMENT #1 DUE**

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**Week 3**                      Tobacco  
Advertising Alcohol  
Sports and Advertising  
Pharmaceutical Advertising

RECEIVE INSTRUCTIONS FOR ASSIGNMENT #2

**Quiz 3 LIVE Materials Week 3**

**Week 4**                      Political Advertising  
American Consumerism Impact  
Life Inside an Advertising Agency  
Cause Marketing

**Quiz 4 LIVE Materials Week 4**

**ASSIGNMENT #2 DUE**

**WEEK**

**DATE**

**Topic / Discussion / Course Due Dates**

**Reading**

**ASSIGNMENT #2 DUE IN-CLASS TODAY (April 5)**  
**Quiz 4 LIVE from 9:00 p.m. April 5 thru 11:59 p.m. April 8, Materials: March 15 – April 5**

	April 26	Animals and Advertising	D2L: Animals in Advertising
Week 15	May 1	Cause Marketing	PARDUN: CHAPTER 16 D2L: The Growth of Cause Marketing

***One Final and Important Thought***

If you are having trouble understanding materials, assignments, concepts or content from class, please come see us early in the semester. If you are having personal issues or have a learning disability, please speak with me, someone in the Student Accessibility office or the Norris Health Center. The last three or four weeks of class is too late for the T.A. or me to help much. If you don't tell us you are struggling, then we can't help. If you tell us you are experiencing difficulties early in the semester then we can and will try to help.