



## Advertising and Popular Culture

Prof. Kacy Kim, Bryant University

Email: kkim2@bryant.edu

### COURSE DESCRIPTION

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This course is an exploration of advertising and popular culture (and advertising as popular culture). Students will explore advertising from many different perspectives, how it is attached by pop culture and how it is affecting pop culture and our everyday lives.

The goal of this course is to provide:

- Define and discuss the elements of popular culture
- Understand the symbiotic relationship between marketing communication and popular culture
- Analyze various forms of popular culture and critically examine the social impact of marketing communication

### READING MATERIAL

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Arthur A. Berger (2021), 6<sup>th</sup> Edition. *Ads, Fads, and Consumer Culture*, Rowman & Littlefield

\* Additional readings will be provided to students prior to the lectures

### COURSE REQUIREMENTS AND GRADING

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Students are responsible for all reading assignments, handouts, and lecture materials. Students who miss class are expected to make arrangements with fellow students for lecture material. SKKU regulations require students to attend at least 80% of all classes.

	Grading		Scale	
Participation	10%	90-100%	A	PASS
"Pop" Journal	20%	87-89%	B+	PASS
Exam	20%	84-86%	B	PASS
Ad Critique	20%	80-83%	B-	PASS
Group Project	20%	77-79%	C+	PASS
		74-76%	C	PASS
		70-73%	C-	PASS
Total	100%	67-69%	D+	PASS
		60-66%	D	PASS
		59% or lower	F	FAIL

### CLASS PARTICIPATION

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The class participation grade will be based on the frequency and quality of your comments (for attendance policy please refer to the last page of the syllabus). I will often direct questions to the class as a whole or towards specific individuals – thus, be prepared to be "cold called" (If you find this extremely aversive, please let me know). Keep in mind that your grade for participation is not simply a function of the amount of "air time" or "space" you take up. You will be evaluated on how well you respond to the questions and how effectively you take into account the comments and analyses of your classmates.

The criteria to be considered in calculating the participation mark are:

- quality of contribution (e.g., relevance, contribution to understanding, critical analysis, clarity of contribution, originality, comparative insight, consistency of valuable contribution, facilitation of further discussion, evidence of learning in the subject)
- contribution to group climate (e.g., not domineering/brevity, courtesy and tack)
- attitude to learning (e.g., interest, attentiveness in class)

## “POP” JOURNAL

We are inundated with pop culture by way of advertising every day. From traditional modes such as television to new media formats such as Instagram – we act as both recipients and instigators of advertising’s pop culture messages. Your assignment is to document and critically analyze forms of marketing communication that you find interesting. As you go about your day, remain aware of the advertising messages that surround you; when you come in contact with a message that you find exceptionally effective (or ineffective). Use the format below to document and analyze it. The minimum number of journal entries is 15 pages.

Documentation of Advertising Message	Critical Analysis of Advertising Message
Use this space to visually document the advertising message. You may use any of the following: <ul style="list-style-type: none"><li>• Drawing</li><li>• Color Photocopy</li><li>• Cut &amp; Paste Actual Ad</li></ul>	Answer the following: <ul style="list-style-type: none"><li>• Who is the intended audience of the message?</li><li>• How effective (or ineffective) is the message at persuading its intended audience? Why?</li><li>• How does the message utilize and/or influence popular culture? (Describe the pop culture that was reflected in the ad.</li></ul>

## AD CRITIQUE (Team)

Students are asked to find two advertisements with references to their culture. Deconstructing the advertisements and presenting justification why they consider these advertisements enrooted in your culture. The justification should include the answer to the question: 1) why this advertisement would be easy to understand and reflect your culture and 2) why this advertisement would be difficult to understand/impossible to understand by individuals from beyond this cultural circle. Students must use the models or cultural frames discussed in class.

## GROUP PROJECT

Part 1: Each group will assess and critique the state of the advertising industry in relation to your culture and society. This paper will be comprised of three categories.

- 1) a critical point of view of what needs to be changed in the advertising world, while having in mind our society and culture.
- 2) a constructive/positive point of view of what is good and should be nourished in the advertising world.
- 3) a futuristic point of view of what the advertising industry should look like while emphasizing your unique point of view. This paper will be presented in class and includes the image of pic with the three categories in it. Inspiration images and metaphors relating to each of the three categories should also be included.

Part 2: Each group will choose a product or a service in your culture/society and pitch it to the class, based on the futuristic guidelines the group set for itself in “Part 1.” Each group will create an actual ad. The ad should show an evolution in the advertising world in relation to our culture. Pay attention to how you are using cultural themes in your pitch. Provide a critique of your own work at the end.

### Peer Evaluations

Team members will be evaluated using the peer evaluation form. Peer evaluations impact each individual’s project grade. Each individual in the team is evaluated by all others using the attached, confidential form. The individual’s average percentage contribution is the percent score that the individual will receive for the project. For example, if the individual receives an 80%, 85%, and 90% from his/her team members his/her average percentage score is 85%. Thus, if the project grade was 90 out of 100 points, that individual would receive a 76.5 (90 points \* 85%) for the project.

**PLEASE NOTE: THERE IS NO REASON FOR ONE OR TWO INDIVIDUALS TO CARRY A TEAM. THE TEAM IS EXPECTED TO BE A TEAM.**

## COURSE SCHEDULE

\* This schedule may be revised, if needed. Changes to the schedule will be announced in class.

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### WEEK I

6/26 Mon	Course Introduction
6/27 Tue	Pop Culture: What is it?
6/28 Wed	Analyzing Popular Culture
6/29 Thu	Advertising: What is it?

### Ad Critique

### WEEK II

7/03 Mon	Media & Advertising	Team 1
7/04 Tue	Entertainment & Advertising	Team 2
7/05 Wed	Sports & Advertising	Team 3
7/06 Thu	Politics & Advertising	Team 4

### WEEK III

7/10 Mon	Sexuality and Gender in Advertising	Team 5
7/11 Tue	Generational Advertising	Team 6
7/12 Wed	Social Class and Race in Advertising	Team 7
7/13 Thu	The Future of Advertising	
7/14 Fri	Exam	

### WEEK IV

7/17 Mon	Group Project Worksession
7/18 Tue	Group Project Presentation I
7/19 Wed	Group Project Presentation II