Please read the information provided here carefully and reach out to me with any additional questions and concerns!

Course overview:

“I do not regard advertising as entertainment or an art form, but as a medium of information. When I write an advertisement, I don’t want you to tell me that you find it ‘creative.’ I want you to find it so interesting that you buy the product.” D. Ogilvy (2021)

“In an information-rich world, the wealth of information means a dearth of something else: a scarcity of whatever it is that information consumes. What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it.” H. A. Simon (1971)

“Advertising is a lot of things. It’s democratic pop culture, capitalist tools, oppressor, liberator, art, and theater, all rolled into one. It’s free speech, it’s creative flow, it’s information, and it helps businesses get things sold. Above all, it’s fun.” O’Guinn et al. (2015)

We will apply economic theory and introduce econometrics to the world of advertising and marketing, but also reflect on our experiences as consumers (researchers and marketers) to focus on the why and how of branding and integrated brand promotion. We will explore consumer and marketing research and acknowledge the complexity of every-day communication and consumer behavior. Along the way, we will cover the what by familiarizing ourselves the with structure of the advertising industry; its history and regulatory aspects; and its fundamental principles. Yes, we will also cover social media marketing. But we won’t start there or even introduce it as a new way of marketing. Rather, we will discuss social media marketing as one example of how brands strive to effectively communicate with specific target audiences, capture consumer attention and create consumer engagement. 4 units.

Learning Objectives:

By the end of this quarter, you will have a basic understanding of:

1. the determinants of consumer behavior.
2. insights from and challenges of marketing and consumer research.
3. role of technology as an example of the ever-changing nature of the industry.
4. fundamentals of advertising, marketing, and branding.

How this course works:

You are surrounded by advertising and marketing messages from the moment you wake up in the morning until you turn off the light each night. My primary goal with this course is to motivate you to critically reflect on your role as consumers of these messages. We will review important economic concepts and I will share my understanding developed while teaching and engaging in research relevant to this ever-changing industry. Expertise and the ability to successfully manage advertising and marketing decisions starts with a thorough understanding of consumer behavior. You also need to be able to navigate and confidently use new terminology and concepts. There is a lot to cover, and I carefully selected assigned readings and additional resources to support the stated learning objectives. However, I
also encourage you to define your own learning objectives, share your personal experiences as consumers or marketers, and additional resources.

Intrinsic motivation, engaging with the course material for the satisfaction of furthering your understanding, rather than for extrinsic rewards (e.g., good grades), is a powerful determinant of success. Social scientists have repeatedly documented that in order to learn, you must challenge yourself, try something new, and embrace that making “mistakes” is an important part of learning. This course is designed to develop effective study habits that will result in a growth mindset.

Regular lecture and section attendance, being prepared and present is essential to succeeding in this course. You are asked to read required textbook chapters prior to taking pre-lecture quizzes and attending lectures. Lecture slides will be posted prior to lectures, and I strongly encourage you to take your own notes throughout. You are also asked to complete short readings or listen to assigned podcasts prior to attending sections designed as workshops.

Additional student (office) hours allow you to ask questions, receive additional feedback, seek advice, and have a more personal conversation. Please do not hesitate to reach out!

**Lectures:** T/R 9:00 – 10:20am, Chemistry 179

**Sections:** R 6:10 – 7:00pm or 7:10 – 8:00pm, TLC 1218

**Student (office) hours:**
- R 3:00–4:00pm, SS&H 2147 (Kristin Kiesel, instructor)
- M 3:00–4:00pm, SS&H 2143 (Isaac Ahimbisibwe. TA)
- F 12:00–1:00pm, SS&H 2136 (Heyin Chen, TA)

**Canvas discussions tab:** Please use this Canvas feature to reach out with additional questions, comments or concerns throughout the quarter. Only send me an email for personal questions or concerns that cannot be shared or discussed publicly.

**Required Texts:** Advertising and Integrated Brand Promotion, Close Scheinbaum, O’Guinn, Semenik, 9th Edition

The textbook is made available as an e-book for this course. If you are part of the Equitable Access program, you can access the textbook on the Bookshelf tab on Canvas. If you opted out of this program, you have the opportunity purchase the e-book there. You have other ways to get access to the textbook including through the library (see Reading list tab in Canvas). The 8th and 7th edition does not differ significantly from the 9th edition.

Additional articles, podcasts, and case studies posted on Canvas

**Required Technology:** iClicker App

You will need this app to actively participate in lectures and sections. It is available for UC students for free. If you do not already have an account, you should have received an email with additional instructions.

**Recommended:**
- Hooked: How to Build Habit Forming Products, Nir Eyal (with Ryan Hoover), Penguin Group USA, 2014
Mindless Eating: Why we eat more than we think, Brian Wansink, Random House Publishing Group, 2010. ¹
Mad Men (TV series 2007-2015)

Additional articles, reports, and podcasts posted on Canvas

Tentative schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Required Readings (Close Scheinbaum et al.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (T 4/4, R 4/6)</td>
<td>Introduction and course logistics, Structure of the advertising industry</td>
<td>Chapter 1 (Chapter 2)</td>
</tr>
<tr>
<td>Week 2 (T 4/11, R 4/14)</td>
<td>History, social, ethical, and regulatory aspects</td>
<td>Chapter 3 (Chapter 4)</td>
</tr>
<tr>
<td>Week 3 (T 4/18, R 4/20)</td>
<td>Analyzing the advertising environment and consumer behavior I</td>
<td>Chapter 5 (Chapter 7)</td>
</tr>
<tr>
<td>Week 4 (T 4/25, R 2/27)</td>
<td>Analyzing the advertising environment and consumer behavior II</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 5 (T 5/2, R 5/4)</td>
<td>Midterm: 5/2 Planning decisions, Managing creativity</td>
<td>Chapter 8, 9</td>
</tr>
<tr>
<td>Week 6 (T 5/9, R 5/11)</td>
<td>Creative message strategy</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 7 (T 5/16, R 5/18)</td>
<td>Sales Promotion Guest talk Driscoll’s (5/18)</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Week 8 (T 5/23, R 5/25)</td>
<td>Media planning Guest talk Hass Avocado Board (5/25)</td>
<td>Chapter 12 (Chapter 13, 14)</td>
</tr>
<tr>
<td>Week 9 (T 5/30, R 6/1)</td>
<td>Product placement, branded entertainment, and event sponsorship Student presentations</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Week 10 (T 6/6, R 6/8) Advertising plan due: 6/8</td>
<td>Public relations and influencer marketing Student presentations</td>
<td>Chapter 18</td>
</tr>
<tr>
<td>Final Exam: 6/14, 8 am</td>
<td></td>
<td>The final is cumulative</td>
</tr>
</tbody>
</table>

¹ Please note that I decided to keep this reference despite the fact that Brian Wansink has been accused of overstating and manipulating his empirical findings. Since then, some of his original publications have been retracted from academic journals.
Graded Assignments, Projects, and Exams:

Graded assignments are meant to support the development of effective study habits and provide you with constructive feedback. We all procrastinate, and they serve as incentives or commitment devices to stay engaged with the material throughout the quarter. They should not be your primary motivation for engaging with the material, however.

Quizzes:

You are asked to take two quizzes on Canvas each week. You will have to complete the first of these quizzes before each Tuesday lecture (it will be available 24 hours prior) and the second quiz after each section on Thursday (it will be available for 48 hours after). The first quiz tests whether you read the required textbook chapters for each week, while the second quiz tests your familiarity with and understanding of the material discussed in lectures. There will be a total of 17 quizzes and I will drop your three lowest quiz scores in computing your final grade. A practice quiz is posted already. The first graded (post-lecture) quiz is somewhat different than the rest in that it tests your understanding of the course logistics explained on the syllabus and during the first week of classes.

Lecture and section participation (iClicker App):

You are asked to actively participate and test your understanding by responding to questions using the iClicker App in lectures and sections. Please make sure you are registered (using your UC Davis information). I will ask questions throughout lectures (and sections) and randomly choose one question to assign up to two participation points for each lecture. You receive one point if you submitted an answer to the question randomly chosen and an additional point if you submitted the correct answer. You receive one additional participation point for submitting an answer to questions asked in sections. Receiving at least 40 points will count as a 100% participation score towards your final grade. Please note that it is possible to receive slightly more than 40 points by end of the quarter. This cut-off scoring allows you to learn from answering questions incorrectly, miss a lecture or two, or encounter occasional technical difficulties when submitting your answers. No additional adjustments are made to your iClicker score.

Weekly reflections (Journal entries):

You are asked to regularly reflect on the material covered and submit a journal entry as an assignment each week. These assignments give you an opportunity to share what you have learned by engaging with each week’s assigned readings and material presented in lectures and sections; what connections you have made based on your personal experiences; and what additional questions you might have. You can also discuss ideas related to each week’s material in preparation for your final project. Journal entries can be submitted in whatever format you feel most comfortable in when expressing your thoughts (e.g., upload a picture of a hand-written text, draw a diagram, or record yourself and post a video or audio track). Journal entries will be graded based on effort and you will receive feedback for each of your submissions. I will also incorporate select reflections during lectures in the following weeks. Each entry is due by midnight on Friday (see Canvas assignments posted). If you turn in more than six of reflections, your six highest scores will count towards your final grade.

Final project:

You are asked to complete an advertising or marketing plan in groups by the end of this quarter. This project-based assignments allows you to apply the material covered throughout the quarter, deepens your learning and tests your collective understanding. Simultaneously, you can use these projects to build a

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2 We will not have a graded pre-lecture quiz during the first week and no quizzes during the week of the midterm.

3 You can choose to opt out of the participation score altogether. If you decide to do so, you need to contact me via email before the midterm. In this case, all other assignments receive a higher weight when computing your overall grade.
portfolio and aid your internship, job, or graduate school applications. Additional information regarding this project is provided in a separate handout.

Exams:

**There will be one midterm and a final.** You will take the midterm during lecture time on Tuesday, May 2. The final will be given during the scheduled final exam time on Wednesday, June 14. The exam will consist of multiple-choice questions, true/false questions, and short answer/analytic questions, and will be curved based on the highest score received. Practice exams are posted on Canvas. Please bring a UCD2000 (red) scantron form on the day of the exams.

Grades:

Your final grade will be calculated based on your quizzes, lecture participation, group project, journal entries, midterm and final exam. Numerical scores will not be converted to letter grades until the end of the quarter and specific letter grades will not be assigned to individual assignments. A point earned on any given assignment has the exact same weight, and the grading scheme is set up to allow you to more than make up for lost points by improving your performance throughout the quarter:

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>28%</td>
<td>(140 points)</td>
</tr>
<tr>
<td>Participation</td>
<td>8%</td>
<td>(40 points)</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>12%</td>
<td>(60 points)</td>
</tr>
<tr>
<td>Final (Group) Project</td>
<td>12%</td>
<td>(60 points)</td>
</tr>
<tr>
<td>Midterm</td>
<td>16%</td>
<td>(80 points)</td>
</tr>
<tr>
<td>Final</td>
<td>24%</td>
<td>(120 points)</td>
</tr>
<tr>
<td><strong>100% (500 points)</strong></td>
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</table>

**Special accommodations:**
If you have a learning difficulty and your circumstances require additional accommodations, please let me know as soon as possible. I will accommodate all needs that have been verified through the [Student Disability Center](#). If your circumstances further interfere with deadlines and scheduled exams, please provide additional documentation such that I can verify your circumstance and work with you to address your situation. In the past, I have made accommodations for medical emergencies, experienced economic and social distress, conflicting one-time professional opportunities or job obligations that cannot be rescheduled, and athletes’ schedules. Please note that I do not give make-up assignments or exams. **If you are excused from completing an assignment or exam, your final grade will be based solely on your completed assignments.**

Academic Conduct:

**Your primary responsibility is to make sure that you can be present and engaged as a student and learner in this course. Please add lectures, sections, assignments and exams to your calendar.**

Being an active and conscientious member of the UC Davis campus is essential to our efforts to create a fair and honest learning community. Please review the [Code of Academic Conduct](#) and make sure you know with your rights and responsibilities. I support and encourage working together. However, your submitted quiz and exam answers need to be your own. They are meant to reflect what you know at that point in time.

Furthermore, any sources used in the preparation of your group project need to be properly cited, and the use of ChatGPT might be a starting point, but not a substitute for critically reflecting and continuously editing your final project. Please also take advantage of services offered by the [AATC Writing Support Center](#).

Copyright: My lectures and course materials, including lecture presentations, assignments and exams, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those...
materials I create. You may make copies of course materials for your own use. You may also share those materials with other students who are currently enrolled in or are auditing this course, except when taking quizzes and exams. You may not reproduce, distribute or display (post/upload) lecture notes, recordings, assignments and exams, or any other course materials — whether or not a fee is charged — without my expressed prior written consent. You also may not allow others to do so and need to hold each other responsible.

Any violation of academic honesty, fairness, and integrity will result in zero points for the assignment or exam in question and my reporting of the incident and everyone involved to the Office of Student Support & Judicial Affairs (OSSJA).

Diversity, Equity, and Inclusion:

I would like to acknowledge the land on which we are gathered. For thousands of years, our campus has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

UC Davis is a community comprised of individuals with diverse perspectives and identities. I am committed to playing a vital role in increasing diversity in my discipline (agricultural and resource economics).4 As such, I strive to create a learning environment that supports diversity of thoughts and acknowledges the intersectionality personal experiences and identities (including race, gender, class, sexuality, religion, ability, etc.). The economics profession is home to disproportionately few African American/Black, Hispanic/Latinx and Native American/Alaskan Native (AHN) faculty and students, and I acknowledge biases in the course materials selected due to the lens with which they were written and presented. Please share any concerns or suggestions you might have as I can continue to learn and strive to correct these going forward.

Each of us may face unique challenges we must overcome to further our understanding and successfully reach our goals. Your willingness to engage with the material, critically reflect, and share your insights are an important component of our collective learning and what we will be able to accomplish this quarter.

4 For more information on my commitment to DEI in higher education and ways to get involved, please visit our DIRECT Program Website.
Mind map