View the Latest Versions Online:

• Section 1 Syllabus
  
  http://bit.ly/2KYPmVP

• Section 2 Syllabus:
  
16A-2: SEX AND ADVERTISING: SECTION 2
Fall 2018. Tuesday, Friday 9:30 am. Olin-Sang 112
This document online: http://bit.ly/2uQTeSK

Doug Kirshen: Office Hours Rabb 330: Tuesday 11:15–12:30, Wednesday 9:15-10:30, walk in or make an appointment. E-mail: dkirshen@brandeis.edu—Mobile: 617-584-4488 (emergencies only)

Required Texts
   Option (a): MindTap contains the eText, which you can access for 6 months. Select (b) if you also want a printed copy of the book to keep. At Brandeis Bookstore or buy direct from the publisher:
   a. “Digital Platform”= eText ONLY + MindTap (6 Months) retail: $50 screenshot
   b. “Digital Platform + Print” = MindTap (6 Months) + book ($74.95) or Looseleaf ($69.95) screenshot

Introduction: Writing Yourself into the Academy
You are joining a vibrant, robust intellectual community at Brandeis. Your place in this community will be defined in large part through your writing—the body of work that you will amass in four years of papers, essay exams, peer reviews, lab reports, case studies, and discussion posts. In this course you will begin to write your way into the academy, to define yourself by the ideas you put on paper (or computer screen). The ideas you develop will be at the core of three papers: a close reading essay, a lens essay and a research paper. In each you will state a thesis and support it with evidence you have gathered and developed through observation and analysis. In the final paper, you will learn research methods and incorporate scholarly sources into your thesis and exposition.

Objectives
● Develop your writing, analytical and revision skills as essential components of critical thinking, which most if not all of college courses demand.
● Master the mechanics of writing including grammar, punctuation, sentence structure, paragraphing, and essay architecture. Hone your ability to write clear, concise, smooth-flowing, persuasive prose.
● Learn to conduct research, evaluate sources, and follow citation guidelines.

Course Theme: Sex and Advertising
The use of sexual imagery and innuendo in advertising is a longstanding practice. During the golden age of advertising, roughly from the mid-1950s through the 1980s, it was honed to a refined art. Consumerism was encouraged and often touted with sexualized images of women. As John Berger commented in 1972, “the social presence of a woman is different from that of a man”; “men act, and women appear.” Around the same time, Laura Mulvey coined the term “to-be-looked-at-ness” to describe the status of women in Hollywood films, and, by extension, in the culture at large.

In this course, we will ask what has and has not changed in the commercial use of sexuality and the continuing influence of advertising on social constructs of gender. In the last 45 years, changing media standards and the feminist and LGBTQ movements have radically altered the cultural context. At the same time, the old advertising media—magazines, billboards, and commercials on the three (or four) broadcast networks—have been eclipsed by cable and satellite TV, DVRs that allow us to skip commercials, social networks, streaming video services, and ubiquitous internet advertising.

SUBJECT TO CHANGE
Grades

Only final versions of the three papers receive letter grades, but all work is considered in the final course grade:

- Close reading essay: 20%
- Lens essay: 25%
- Research paper: 29%
- Pre-Draft Assignments (ALL are required) 8%
- TQs (at least 10), Class Participation and Peer Review 8%
- Exercises in grammar, punctuation, research, citation styles, etc. 8%
- Ad Talks and Portfolio Preparation 2%

Three Papers and a Portfolio

- **Paper 1**: Close Reading, 5-6 pages. Formulate an argument based on your analysis of an advertisement. All evidence will come from the ad itself; you are discouraged from consulting other sources.
- **Paper 2**: Lens Essay 7-8, pages. Apply John Berger's argument in Part 3 of *Ways of Seeing* and/or Judith Butler's “Critically Queer” and/or Butler's “Gender Regulations” to one of two short poems.
- **Paper 3**: The Research Paper, 10-12 pages. Use at least four scholarly sources to analyze advertising that relates to the themes of the course. Present a 10-minute talk on your project.
- **Portfolio**: At the end of the semester you will email all of your written work from this class in a single file with a cover letter how your understanding of yourself as a writer has developed in the semester.

Five Steps to a Finished Paper:

1. **Pre-Draft**: Each essay will be preceded by pre-draft assignments that will help you develop ideas.
2. **First drafts**: You must turn in a first draft of each paper and receive feedback from your peers and me. Drafts need not be polished but they must be complete—not merely beginnings, notes or outlines.
3. **Peer Review**: You will form a group with two classmates, read each other’s drafts, and present honest, constructive and compassionate criticism.
4. **Conferences**: Each student will have three 20-minute conferences with me, one to discuss each draft.
5. **Revision and Final Version**.

Attendance, Participation and Promptness

*More than three unexcused absences will result in a course grade reduction.* For example, a fourth unexcused absence would result in a reduction of one level, from A- to B+, a fifth from a B+ to a B-, and so on. Please inform me if you must miss class because of illness or family emergency. *Readings and assignments must be completed on time.* One extension may be granted for the final version of one paper if requested at least 24 hours before the deadline. Grades will be reduced one level for every day past the deadline. *All students are to expected to prepare and participate* thoughtfully and constructively in discussions, group activities, and peer-review.

International Students: Free Tutoring

International students who are not native English speakers should register for free weekly tutoring. Contact the **English Language Program** or stop by Rabb 340.

LATTE
Use the course LATTE site to submit major assignments, including paper drafts and final versions. LATTE also hosts the TQ and Pre-Draft discussion forums, articles on college life, and a list of counseling and services on campus.

**Portfolio**
Starting from the beginning of the semester, compile all of your written work—including all pre-drafts, TQs, drafts, final papers and self-reflections (cover letters)—into a single document using MS Word or Google Docs. You will need to turn in your portfolio electronically in MS Word .doc or .docx format at the end of the term.

**Pre-Draft Assignments**
Each paper is preceded by Pre-Draft assignments that generate ideas and move the writing process forward. Usually due 12 hours before class and should be posted to the Pre-Draft Forum on LATTE for your section unless otherwise noted. **All Pre-Drafts are required.**

**Thoughts and Questions (TQ)**
Post your response to TQ prompts on the syllabus or your own thoughts and questions to the TQ Forum on LATTE at least 12 hours before class. **Do at least 10** over the course of the semester.

**Writing Center**
The University Writing Center, located at Goldfarb 232 on the Goldfarb Mezzanine of the library, provides free one-on-one help with your essays. Please take advantage of this service. Tutors will work with you in 40-minute sessions that you can schedule online: [www.brandeis.edu/writingprogram/writingcenter/](http://www.brandeis.edu/writingprogram/writingcenter/)

**Academic Honesty – Four-Credit Course – Accommodations for Documented Disabilities**
You must be honest in all of your academic work in accordance with University policy. Instances of alleged dishonesty will be forwarded to the Office of Campus Life for possible referral to the Student Judicial System. Potential sanctions include failure in the course and suspension from the University. If you have any questions about my expectations, please ask. **Four-Credit Course** Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.). **Accommodations** If you are a student with a documented disability on record at Brandeis and wish to have a reasonable accommodation made for you in class, please see me right away.

**Advertising and Image Boards on Pinterest and Google Docs**

**Sex and Advertising**

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**American Apparel**
**Beer and Masculinity**
- Loser guy
- Whassup?
- After Whassup
- Up for Whatever
- More Beer
- Heineken
- More Alcohol
- AXE / LYNX
- Dave’s Epic Strut

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**Irish Spring**
**More Hot Men**
**Neo-Masculinity**
**Old Spice**
**Underwear Guys**
**We Wear No Pants**

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**Fragrance Ads**
**Mad Men Pitches**
**Marilyn Monroe Ads**
**Naked or Nude?**
**Pepsi: Be Sociable**
**Pornification**
**Queer Ads**
**Skye Vodka Infusions**
**Tom Ford**
**Virginia Slims**

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**Death of Marilyn Monroe**
**Designer Jeans**
**Dolce & Gabbana**
**Dove Campaign for Real Beauty**
**Dove CFRB**
More places to look for ads: Ad Age Creativity – Creativity Search – iSpot.tv – Most Engaging
ENTER MINDTAP

MindTap Support: 800-354-9706. Course Key: MTPNZT3P72M1
Try the JUST IN TIME PLUS Pre-Test: 90% or better excuses you from other MindTap assignments.

MindTap is an online course with auto-graded and suggested activities in critical reading and writing, thesis statements, supporting ideas with evidence, research, documentation, style, grammar, and punctuation. Extra assignments may be added. DEADLINES ARE AS LISTED IN THIS DOCUMENT—NOT THE ONES IN MINDTAP. Note: “practice” = optional.

Check Your MindTap results to far by using the Progress app. Here is a video that shows you how.

Auto-graded Activities

- **Critical Reading, Thinking, and Responding**
  - Reading Critically (practice)
  - Thinking Critically
  - Responding Critically (practice)

- **Writing Essays**
  - Practicing the Writing Process: do “Outlines”; other parts optional
  - Essay Structure
  - The Rhetorical Situation
  - Argument and Persuasion: do “Inventing Claims”; other parts optional

- **Thesis Statements, Topic Sentences, and Supporting Ideas**
  - Thesis Statements
  - Topic Sentences
  - Supporting Ideas
  - Structure of Argument (practice)

- **Style**
  - Word Use
  - Basic Style
  - Sentence Variety (practice)

- **Grammar**
  - Fragments
  - Run-ons and Comma Splices
  - Sentence Snarls
  - Modifiers
  - Conjunctions and Sentence Structure (practice)
  - Consistency

- **Punctuation**
  - When to Use Commas
  - Correcting Common Comma Errors
  - Colons and Semicolons
  - Quotation Marks

Auto-graded Activities, continued

- **Research and Documentation**
  - Introduction to Research
  - Conducting Research in Databases
  - Evaluating and Using Sources
  - Paraphrasing, Summarizing, and Quoting
  - Using Source Materials Responsibly
  - Formatting Quotations
  - Citing Sources: MLA Format (humanities)
  - Citing Sources: APA Format (science, social sciences, etc.)
  - The Annotated Bibliography
  - See also: Research & Citation

Classroom Worksheets for **Writing Analytically**
Optional; use any that are helpful

**How-to Research: Videos and Tutorials** (practice)
Two-minute videos with short quizzes, paired with helpful tutorials. These are more basic lessons that cover the same material as in the Auto-graded Activities, Research and Documentation Section. Recommended for students who have had less experience with formal academic research.

**Examples of Student Works**
- **Definition:** “Slang Rebels” by Greg Coles
- **MLA Style:** “The Perils of the Second Shift”
- **Research:** “Consequences of Childhood Staples: Do Barbie Princesses Do More Harm than Good?”
- **APA Style:** “Discrimination in Ireland”

**JUST IN TIME PLUS** Repeats much of the material in Auto-graded Activities. Recommended for students who need review. Try the Pre-Test: 90% or better excuses you from other MindTap assignments.
Friday 31 August

UNIT 1 GOALS: READING AND WRITING ANALYTICALLY

- Activate writing as a means of thinking and developing ideas. Ideas are not born; they are made.
- Understand concepts of Thesis and Motive
- Develop close reading and analytical techniques
- Acquire some basic advertising theory
- Learn to make a ZOOM video
- Paragraphing: Body Paragraphs—claims and evidence—and Transitions
- Style: Prefer the Active Voice; Put Actions in Verbs (and Characters in Subjects)

Tuesday 4 September

1. **READ**: *Writing Analytically (WA)*, Chapter 1, 1-1 to 1-8 (pp. 1-16 through “Move 1: Suspend Judgement”) Note: Read the “Try This” and “Assignments” in WA but you do not have to do them.

   **TQ**: How can writing function as a tool for thought and a search for meaning? Refer to specific passages in the reading. Post to TQ Forum on LATTE. TQs are due 12 hours before class.


   **VIEW**: Clairol Herbal Essences “Yes! Yes!” commercials:
   - Airplane Orgasm
   - Grocery Store with Dr. Ruth

3. **BROWSE**: pinterest.com/dkirshen/sex-and-advertising

4. **PRE-DRAFT 1.1. Share an Ad: First Impressions. Due 12 hours before class.**

   Find any recent ad that fits at least one of Reichert’s categories of sex in advertising. What do you find *interesting or strange* about this ad? What questions do you have? If you haven’t any interesting questions, choose another ad! Include illustration and/or link. Post to your section’s Pre-Draft Forum on LATTE.

5. **READ**: Streitmatter, Roger. *Sex Sells! Media’s Journey from Repression to Obsession*, Ch. 10 (2004) – alt link

   - **VIEW**: Calvin Klein Jeans commercials
   - **VIEW (optional)**: Saturday Night Live parody


8. **VIEW** (think of these in relation to Reichert): (CONTINUES NEXT PAGE)
- Kraft: Zesty Salad Dressing
- Durex: 100 Million Reasons
- Bud Lite - Satin Sheets (please don’t write a paper about this commercial! I’ve read too many :-)
- Pepsi: Two Kids and Cindy Crawford
- Volkswagen: Luv Bug

9. In Class: Sex and Advertising: An Introduction

Thursday 6 September—1:00-1:50 pm Olin-Sang 201 If there is interest there will be an Optional Student-Led MindTap Workshop. If you can commit to attending, sign up on the appointments page.

Friday 7 September

1. PRE-DRAFT 1.2. Postpone Interpretation! Due 12 hrs before class. See sample Pre-Draft sequence. Choose an ad to write about in your first paper. Describe, as completely and accurately as you can, everything that happens or is present in the ad, including setting, plot and characters. Make your list of observations as precise, detailed and objective as possible. Refrain from interpretation! Focus on what you observe, NOT what you think it means. Include illustration or link to ad. Post to Pre-Draft Forum on LATTE.

2. READ: Writing Analytically (WA), the rest of Chapter 1.

3. READ: Williams, Raymond. “Advertising: The Magic System” (1961), particularly the second half
   - Williams quotations and Marxist definitions: “use value,” “exchange value,” “commodity fetishism”
   - TQ: What is the Magic System? What is its role in a capitalist economy, according to Williams?
   - Keywords: magic, democracy, user, consumer. Post to TQ Forum on LATTE.

4. VIEW:
   - Target Dorm Dance commercial, in which two students buy stuff from Target to signify their unique personalities and to be "Happy Together" in their superficial distinctiveness. This recalls the Ikea Nesting Instinct scene in the movie Fight Club,
   - Nissan Midnight Edition
   - Levi’s: First Time and Dangerous Liaison
   - Downy: Rip Your Clothes On (2014)
   - Viagra: Football
   - DirecTV: Tony Romo
   - Mr. Clean: Cleaner of Your Dreams (Super Bowl 2017)

5. MINDTAP: Auto-graded Activities.
   - Critical Reading, Thinking and Responding: “Thinking Critically” COUNTS TOWARD GRADE
   - Writing Essays: “Practicing the Writing Process”: do “Outlines”; other parts optional
   - Writing Essays: “Essay Structure” and “The Rhetorical Situation” COUNTS TOWARD GRADE
   - MindTap Support: 800-354-9706. Course #MTPNZT3P72M1

6. HANDOUTS:
   - Asking an Analytical Question—Idea & Motive
   - Purpose – Slowed Down Reading
   - Close Reading: Summary & Analysis
   - Paper 1 Assignment
Tuesday 11 September
Rosh Hashanah—Class does not meet

Friday 14 September

1. **READ:** *Writing Analytically* (WA), Chapter 3: “Moving from Observation to Implication”
2. **MINDTAP:** Auto-graded Activities
   - Writing Essays: Argument and Persuasion: do “Inventing Claims”; other parts recommended
   - Thesis Statements, Topic Sentences, and Supporting Ideas **COUNTS TOWARD GRADE**
   - MindTap Support: 800-354-9706. Course Key #MTPNZT3P72M1
3. **VIEW:** *Ways of Seeing, Episode 4 (1972)* (30 minutes)
   - **READ:** Berger, John. *Ways of Seeing*, pp. 106-08; Part 7 (pp. 129-54 especially 144-49).
   - **VIEW:** Gainsborough, Portrait of Mr. and Mrs. Andrews with Landscape
   - **TQ:** How does sexuality and gender figure into Berger’s analysis of “publicity” (advertising)? How does advertising appeal differently to men and women? Comment on these keywords: glamour, enviable (enviability), democracy. **Post to TQ Forum on LATTE.**
4. **VIEW**
   - Viagra: Anniversary Night. See also: Viagra brand page on iSpot.tv
   - Heineken: Steampunk Bar (first clip) See also pintrest/dkirshen/ beer-and-masculinity/heineken
   - Nissan Midnight Edition: Tricycle
   - Pantene: Labels Against Women
5. **READ:** Zoom Instructions
6. **In class:** Zoom Training with Esther Brandon, Digital Literacy Specialist

Tuesday 18 September

1. **READ:** Mechanics #1: Active vs. Passive Voice
2. **READ** definitions of Thesis, Motive, Evidence, and Analysis in Harvey, “Elements of the Academic Essay”
3. **READ:** *Writing Analytically*, Selections from Chapter 2, “Reading Analytically”:
   - 2-1 Becoming Conversant Instead of Reading for the Gist
   - 2-3b Using Quotation
   - 2-3c Paraphrase × 3
   - 2-4 Situate the Reading Rhetorically
   - 2-5 Find The Pitch, The Complaint, and The Moment
   - **VIEW:** Budweiser and Bud Lite: “Meet the Parents,” “Yoga Voyeurs,” “Sarah's Mom,” “Good Listener,” “Satin Sheets,” “Pick-Up Lines,” “Third Arm,” “Don't Shake It Before You Serve It” (2002-03); Michelob Ultra Amber (2006).
   - **TQ:** Where is the thesis of the article stated? (Hint: it may not be at the beginning). Where is it restated and further explicated? What is the authors’ purpose or motive for writing this paper? What is the pitch, the complaint, and the moment? **Post to TQ Forum on LATTE.**
5. **Optional:** Towns et. al, “Constructions of masculinity in alcohol advertising: Implications for the prevention of domestic violence” (2012)
   a. **Optional:** pinterest.com/dkirshen/beer-and-masculinity/whassup/ (c2000-2001)
   b. **Optional:** pinterest.com/dkirshen/beer-and-masculinity/after-whassup/
7. **HANDOUT:** Body Paragraph Analysis

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**Friday 21 September**

1. **PRE-DRAFT 1.3.1. Analyze the Evidence.** See Doug’s Example Pre-Draft Sequence on LATTE. Use “Notice and Focus,” “Freewriting” and/or “The Method” as described in WA to explore, organize, and prioritize your observations. You used the First Analytical Move—Suspend Judgment and Observe Dispassionately—in PreDraft 1.2. Now ask “So what?” repeatedly to push observations to implications and make the implicit explicit.

2. **PRE-DRAFT 1.3.2. Present your results in a Zoom video.** Present your analytical results in a Zoom video! Include interesting, revealing, and puzzling details. Select and present some results of your Method analysis (repetitions, strands, binaries, and anomalies). Include one or two “So what?” chains of observations and possible explanations. Put a link to the video in your Pre-Draft forum in LATTE. See Zoom Instructions for further details. **Due 12 hours before class.**

3. **READ:** Close Reading Essays from **Write Now!**
4. **READ:** **Writing Analytically (WA)**
   5-8 “Beyond Critique: Alt. Ways for Writers to Respond to Other Writers” and its subsections (pp. 136-40)
   6-1 “Linking Evidence and Claims” and its subsections
   7-2 “What a Good Thesis Is and Does”
   7-3 “Potential Problems with Thesis-Driven Writing”
   7-8 “Recognizing and Fixing Weak Thesis Statements” and its subsections

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**Monday 24 September: Peer Review Comments Due on LATTE by 11:59 pm.**

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**Tuesday 25 September**

BRANDEIS MONDAY—CLASS DOES NOT MEET

**Arrange to meet with your peer review partner(s)**

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**Thursday 27 September: PAPER 1 DRAFT with COVER LETTER due by 11:59 pm.**

Convert to MS Word format and **turn it in on LATTE.**

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**Friday 28 September**

1. **READ:** **Style: Lessons in Clarity and Grace,** Lesson 3: Actions.
   **TQ:** What are actions? Where, grammatically, do the authors advise putting them? Why? **Post on LATTE.**
2. **MINDTAP:** **Auto-graded Activities: Style**
   a. **Word Use:** COUNTS TOWARD GRADE
   b. **Basic Style:** COUNTS TOWARD GRADE
   c. **Sentence Variety:** PRACTICE (ungraded)
3. **Mechanics #7:** Jargon
4. **Interlude:** Marilyn Monroe Advertising

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*SUBJECT TO CHANGE updated 12 September 2018*
This is indirectly related to Unit 2, which includes “The Death of Marilyn Monroe,” but it mainly introduces a possible research topic for Paper 3 on the use of Monroe in advertising during her lifetime and after.

a. **Browse:** [pinterest.com/dkirshen/marilyn-monroe-advertising/](pinterest.com/dkirshen/marilyn-monroe-advertising/)
b. **VIEW:** *The Seven Year Itch.* Watch at least from 0:24:00 through 0:55:00 (MM’s toothpaste ad is at about 0:40:00) and the famous dress-over-the-grate sequence that begins at about 1:13:00.

c. **VIEW:** AMC Backstory: *The Seven Year Itch* and "The Seven Year Itch Has Sneak Preview"

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**Week of October 1: Conferences.** [Sign up for appointment](#)

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**UNIT 2: THE LENS PAPER. GOALS:**

- Apply close-reading skills to literary and scholarly texts
- Use a theoretical text as a lens to examine another text
- Learn how to make the thesis evolve, in the draft and in the final paper
- Mechanics: Punctuation; Incorporating Quotations
- Sentence Style: Put Characters in Subjects (and Actions in Verbs); Old Before New
- Paragraphing: The Introductory Paragraph

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**Tuesday 2 October**

1. **READ:** *Style, Lessons in Clarity and Grace,* Lesson 7: Motivation. Includes introductions & conclusions.
   - READ: **Introduction Analysis**
   - **WRITE:** Rewrite your introduction to Paper 1 using Joseph Williams’s guidelines in *Style*

2. **VIEW:** *Ways of Seeing,* Episode 2 (1972)
   - **READ:** Berger, John. *Ways of Seeing,* Parts 2-3 (1972)
   - **TQ** “From earliest childhood [women have] been taught and persuaded to survey [themselves] continually” (46). “men act and women appear” (47). “Nakedness reveals itself. Nudity is placed on display” (54). Post to TQ Forum on LATTE.

3. **MINDTAP:** Auto-graded Activities: Punctuation **COUNTS TOWARD GRADE**
   - **Commas, Colons, Semicolons, Quotation Marks**

4. **READ:** Paper 2: Pre-Draft Instructions.

5. **READ:** Paper 2: Assignment.
Friday 5 October

1. **Pre-Draft 2.1.1**: See instructions. Post in Pre-Draft Forum on LATTE 12 hours before class.
2. **MINDTAP**: Auto-graded Activities: GRAMMAR COUNTS TOWARD GRADE
   - Fragments; Run-ons and Comma Splices; Sentence Snarls
3. **READ**: Stern, Barbara B. "Masculinism(s) and the Male Image: What Does it Mean to Be a Man?" (2003)
   - **TQ**: Can man ever signify "to-be-looked-at-ness"?¹
   - **ANNOTATE**: Note main points in margins and highlight transitions from the end of one paragraph to the beginning of the next.
   - Check your work on this version.
4. **READ**: “Reading a Poem”
5. **READ**: “Some Successful Close Reading Techniques for Poetry”
6. **READ**: Ignatow, David. “My Place” (poetry exercise in class)
   - Optional audio: Plath reading “The Applicant”
   - **TQ**: Who acts and who appears in “The Applicant”? Post to TQ Forum on LATTE.
8. **READ**: Olds, Sharon. “The Death of Marilyn Monroe”
   - **TQ**: Who acts and who appears in “The Death of Marilyn Monroe”? Post to TQ Forum on LATTE.

Tuesday 9 October 11

   - **TQ**: Butler argues that a performative “speech act” such as “I now pronounce you husband and wife” is empowered not by the person who utters it but by *reiterated precedent*. For Butler, how is this analogous to gender? What does she mean by, “there is no power, construed as a subject, that acts, but only a reiterated acting that is power in its persistence and instability” (17)? Explain her definition of gender as “performative” as opposed to “performance” (as in a drag show)? Post to TQ Forum on LATTE.
   - **TQ**: “Those permutations of gender which do not fit the binary are as much a part of gender as its most normative instance. ... Gender is the mechanism by which notions of masculine and feminine are produced and naturalized, but gender might very well be the apparatus by which such terms are deconstructed and denaturalized” (42). Post to TQ Forum on LATTE.
4. **READ**: Bordo, Susan, “Never Just Pictures”: read first page and skim rest—notice paragraph transitions
   a. **VIEW** at least to 15:00: *Killing Us Softly 4: Advertising’s Image of Women*, 2016.
   b. **VIEW** (optional): Slides: Bodies and Thinness & dove-campaign-for-real-beauty

¹ Mulvey, Laura. “Visual Pleasure and Narrative Cinema,” (1975) p. 533. “In a world ordered by sexual imbalance, pleasure in looking has been split between active/male [subject] and passive/female [object]. The determining male gaze projects its phantasy on to the female figure which is styled accordingly. In their traditional exhibitionist role women are simultaneously looked at and displayed, with their appearance coded for strong visual and erotic impact so that they can be said to connote to-be-looked-at-ness.”

SUBJECT TO CHANGE updated 12 September 2018
Thursday 11 October at 11:59 PM
PAPER 1 FINAL VERSION with REVISION COVER LETTER due
Convert to MS Word format and **turn it in on LATTE.**

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Friday, 12 October

1. **Pre-Draft 2.1.2:** See instructions. Post in Pre-Draft Forum on LATTE 12 hours before class.
2. **READ:** *Writing Analytically*, Chapter 6: Reasoning from Evidence to Claims
   - **TQ:** What is the difference between evidence and claim? In an example from your own work, how are you making the details “speak”? What are the approaches the authors call “Doing 1 on 10” and “Doing 10 on 1”? How can the Five Paragraph Form be rehabilitated?
3. **MINDTAP:** Auto-graded Activities: GRAMMAR
   a. Modifiers **COUNTS TOWARD GRADE**
   b. Conjunctions and Sentence Structure (optional)
   c. Consistency **COUNTS TOWARD GRADE**
4. **VIEW:** Carl’s Jr.: Kate Upton 2012
   **READ:** Bhasin, K. “That Sexed-Up Kate Upton Ad for Carl’s Jr. Is Working Incredibly Well.”
5. **Adventures in Branding: Pornification**
   a. **BROWSE:** pinterest.com/dkirshen/pornification/
   b. **READ:** The 1995 Calvin Klein Ad Campaign That Was Just Too Creepy
   c. **VIEW:** Lee Jeans ad invoking child porn (from *Killing Us Softly 4*)
   d. **READ:** Towns, “Failing to See the Funny Side” and **VIEW:** Woodstock Bourbon
   e. **VIEW:** Hyundai India
   f. **VIEW:** PETA: Veggie Love, Super Bowl 2009 ad rejected by NBC
   g. **VIEW** (optional):
      i. pinterest.com/dkirshen/American-Apparel
      ii. **Tom Ford**
         - Naked Tom
         - Breasts Mouth Bottle
         - Naked Woman Clothed Tom
      iii. **PETA**
         - Sex Talk
         - Sexy Sausage
         - PETA.xxx
         - Too Much Sex Can Be a Bad Thing
      iv. **Perrier:** Burlesque star Dita Von Teese. And The Drop (not porny but very hot)
Tuesday 16 October

1. **Pre-Draft 2.2.1 & Pre-Draft 2.2.2**: See instructions. Post in Pre-Draft Forum on LATTE 12 hrs before class.
2. **READ**: Guidelines for Quoting Poetry
3. **READ**: Mechanics #4: Concision
4. **READ**: Williams, Joseph and Joseph Bizup. *Style: Lessons in Clarity and Grace*: Lesson 9: Concision
5. **Adventures in Branding: Viagra** (we discussed these ads in class on 7 September)
   a. **READ**: Irvine, Janice. “Selling Viagra.” (2006) and **VIEW**:
      i. Bob Dole
      ii. Date Night
      iii. Anniversary Night
      iv. For the Age of Knowing What Needs to Be Done
   b. **BROWSE**: Viagra brand page on iSpot.tv
6. **Adventures in Branding: Axe / Lynx**
   a. **READ**: Feifer, Jason. “Axe’s Highly Scientific ... Selling of Lust” and **VIEW**:
      i. The Axe Effect: Billions. **Compare**: Hai Karate c1970 – Hai Karate Aftershave
      ii. Ketchup
      iii. One
      iv. Hair: Less Effort, More Style
   b. **READ**: “Axe Finally Grows Up” and **VIEW**:
      i. Find Your Thing
      ii. Is It Okay for a Guy?
   a. “Old Spice means quality,” said the Captain to the Bosun” 1957
   b. “What are your reasons?” 1965
   c. “Splash on Old Spice.” Everyman’s aftershave. “distinctly masculine” 1984
   d. “A scent that women know—and love” late 1980s
   e. “Some men ... live their lives sheltered in a harbor—and some would rather sail into life” 1990
   f. Terry Crews
   g. “The Man your Man Could Smell Like” Isaiah Mustafa 2010
8. **Adventures in Branding: Money Supermarket**. **VIEW**:
   a. Dave’s Epic Strut
   b. Strutters vs. Builders
9. **TQ**: Masculinities: Viagra, Axe, Money Supermarket, or Old Spice. Post to TQ Forum on LATTE.
Friday 19 October

1. **Pre-Draft 2.3 Option A or Option B:** See instructions. Post in Pre-Draft Forum on LATTE 12 hrs. before class.

2. **Queer Ads**
   b. **VIEW:** Fake Lesbians: Carl’s Jr.: Memphis BBQ Burger – Light Beer: Girl Fight/Mud Wrestling
   e. **READ:** Tsai, W. S. "Assimilating the Queers: Representations of Lesbians, Gay Men, Bisexual, and Transgender People in Mainstream Advertising." (2010)
      ii. **Optional:** GoDaddy: Lola – Halffords WeFit – Absolut Cocktail Cabaret – Banana Republic Marriott – Airport Love – Hallmark: Eugenia and Corinna – Smirnoff Vogue – Matalan Modern Families – Cocktail Cabaret
   g. **Optional readings:**
      i. Mayyas, Alex. “How Lesbians Became Subaru’s ‘Perfect Customers’”
      iii. Monilos, K. "Brands Are Throwing Out Gender Norms to Reflect a More Fluid World"
   h. **BROWSE** (optional): pinterest.com/dkirshen/queer-ads/
   i. **BROWSE** (optional): commercicalcloset.org/ A frustrating but valuable site. Use Advanced Search to find the most recent ads available.
   j. **BROWSE:** (optional) pink.accuracast.com see best ads playlist
   k. **TQ:** Queer Ads. Post to TQ Forum on LATTE

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**Week of 22 October.**

**PreDraft 2.4. Exploratory Draft:** See instructions.
Tuesday 23 October

1. **READ:** *Style: Lessons in Clarity and Grace*: Lesson 4: Characters
2. **Adventures in Branding: Dove Campaign for Real Beauty** (Dove 1)
   b. **VIEW**
      i. CFRB Manifesto/Images
      ii. See the Difference Victoria’s Secret vs. Dove Models
      iii. True Colors
      iv. Evolution
      v. Choose Beautiful
      vi. Sketches
   c. **READ:** Why People Hate Dove’s Real Beauty Sketches Video
   e. **READ:** Murray, Dara Persis. "Branding 'Real' Social Change in Dove's CFRB" (2013)
   f. **BROWSE** (optional): pinterest.com/dkirshen/dove-campaign-for-real-beauty/
   g. **TQ:** Comment on Dove through the lens of Žižek’s skepticism.
   h. **TQ:** Comment on Murray's assessment of Dove. Do you agree with her?
3. **More Dove** (optional)
   a. Limited Edition All Body Type Body Wash Bottles (Seriously?)
   b. Dove Video
   c. *Adweek*: Dove’s Real Beauty Bottles Come in All Shapes and Sizes Embodying the Brand Message
   d. *The Today Show*: Dove’s new 'body positive' bottles spark controversy — and lots of jokes
   e. *The Atlantic*: How Dove Ruined Its Body Image
4. **READ:** Paragraph Analysis: Conclusions. See also: *Style*, Lesson 7.

Friday 26 October

1. **READ:** *Style: Lessons in Clarity and Grace*: Lesson 5: Cohesion and Coherence
4. In class: Articulating Your Research Project — Example
5. **TQ:** Rosalind Gill articles. Post to TQ Forum on LATTE.

Monday 29 October: PAPER 2 DRAFT with COVER LETTER due by 11:59 pm.
Convert to MS Word format and **turn it in on LATTE**.
Share on Google Docs with your peer review partner(s) and with dkirshen@brandeis.edu

*SUBJECT TO CHANGE updated 12 September 2018*
Tuesday 30 October

1. **MINDTAP: Auto-graded Activities: Research and Documentation**
   a. Introduction to Research **COUNTS TOWARD GRADE**
   b. Conducting Research in Databases **COUNTS TOWARD GRADE**
   c. Evaluating and Using Sources **COUNTS TOWARD GRADE**


4. **We Wear No Pants: 21st Century Manvertising**
   a. **READ:** Barber, Kristen & Tristan Bridges. “Marketing Manhood in a ‘Post-Feminist’ Age”
   b. **READ: Green, Kyle and Madison Van Oort.** 2013. ““We Wear No Pants’: Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials” (2013).
   c. **VIEW:** 2010 Super Bowl Ads
      i. Career Builder. 2010. “Casual Friday.” (see also: Bud Lite—Clothing Drive)
      ii. “Gay Dating Ad Sacked before Super Bowl”
      iv. Dodge Charger 2010. “Man’s Last Stand.”

5. **PRE-DRAFT 3.1. Track a Critical Conversation**
   List the authors and articles cited in ““We Wear No Pants’: Selling the Crisis of Masculinity in the 2010 Super Bowl Commercials” that are familiar to you from earlier in the course. Briefly state how each source is used by Green and Van Oort in their article. Post to Pre-Draft Forum on LATTE.

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Friday 2 November

1. **READ: Style: Lessons in Clarity and Grace: Lesson 5: Cohesion and Coherence**

2. **MINDTAP: Auto-graded Activities: Research and Documentation**
   a. Paraphrasing, Summarizing, and Quoting **COUNTS TOWARD GRADE**
   b. Using Source Materials Responsibly **COUNTS TOWARD GRADE**
   c. Formatting Quotations **COUNTS TOWARD GRADE**

3. **Adventures in Branding: Dove Self-Esteem Project, Dove My Beauty My Say** (Dove 2)
   a. **VIEW:** Onslaught - Amy - Perfect This Way (Love Your Curls) - Legacy
   b. **BROWSER:** Help for Parents - Dove Stories - dove.com
   d. **TQ:** Comment on Banet-Weiser’s assessment of Dove. Post to TQ Forum on LATTE.
   e. **VIEW:** My Beauty My Say – Rain – Jessica – Heather
   f. **READ** (optional): Thirteen Reasons Rain Dove Is the Androgynous Model of Your Dreams
   h. **VIEW** (optional): Dove Men+Care Videos – Dove Care Makes a Man Stronger – Father’s Day Commercial - Calls for Dad - Real Winners Care - Dove Men Brazilian Shampoo Commercial
   i. **READ** (optional): “Forget ‘Real Beauty’: Ads for Skin Whitening Products Just Won’t Die”
   j. **TQ:** Dove: thoughts, questions, insights? Post to TQ Forum on LATTE.
Tuesday 6 November

1. **READ:** *Style: Lessons in Clarity and Grace:* Lesson 6: Emphasis
2. **READ:** *Writing Analytically,* Chapter 8. Conversing with Sources: Writing the Researched Paper
3. **Post-Dove Ads and Advocacy**
   a. **VIEW:** Always - Like a Girl (2014)
   b. **READ:** Zmuda, Natalie, and Ann-Christine Diaz. “Marketers Go Soft on Feminism” (2014)
   c. **VIEW:** Aerie: Share Your Spark (2016). **Browse:** Lane Bryant
   d. **VIEW:** Burt’s Bees: Different (Diandra Forrest) – Silence (2016)
   e. **VIEW:** Pantene (Philippines) Labels Against Women (2013) – Sorry not Sorry
      i. **READ:** on male privilege: The Universal Phenomenon of Men Interrupting Women”
      ii. **READ:** Telfer, Tori. “Pantene’s ‘Labels Against Women’ Ad Has Nothing to Do With Feminism”

**Wednesday 7 November:** PAPER 2 FINAL with COVER LETTER due by 11:59 pm.
Convert to MS Word format and **turn it in on LATTE.**

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Friday 9 November  ***MEET IN LIBRARY***

1. **Before Class:** Do Library Prerequisite on LATTE & see Research Paper Ideas at the bottom of this doc.
2. **Library Research Training** with Lisa Zeidenberg, Academic Outreach Librarian
3. **READ:** Paper 3 Assignment
4. **READ:** UWS Research Guide
5. **READ:** Harvard: Evaluating Sources
   a. Questions to Ask About All Sources
   b. Evaluating Journal Articles
   c. Evaluating Web Sources
   d. What’s Wrong with Wikipedia?
   e. Making Decisions Based on Your Discipline
6. **Optional: Adventures in Branding**
   a. **BROWSE:** Virginia Slims – **READ** (optional): “The Virginia Slims Identity Crisis”
   b. **BROWSE:** Pepsi Be Social
7. **Optional: Regulation:** UK Advertising and Standards Authority (ASA)
   Browse through these materials as a possible research topic on the regulation of advertising.
   a. **READ:** how-to-ensure-your-ad-doesn’t-break-our-new-rules-on-sexualisation
   b. **BROWSE:** Gender, Sex and Relationships
   c. **READ:** Broadcasting Rules: Harm and Offense
   d. **READ:** Gender Stereotyping Summary Report pp. 4-5 and skim the rest
   e. **READ:** American Apparel Ads Banned in the UK

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Monday 12 November: **Pre-Draft 3.2. Research Proposal:** copy and complete this form: Articulating Your Research Project including timeline and summary of one key source. Convert to MS Word; **turn it in on LATTE.**

*SUBJECT TO CHANGE updated 12 September 2018*
Tuesday 13 November

1. **READ**: *Writing Analytically*, Chapter 7 through Section 7-5c. The evolving thesis in the working draft: the example of a paper on *Las Meninas*.


3. **MINDTAP**: Auto-graded Activities: Research and Documentation
   - a. Citing Sources: MLA Format **COUNTS TOWARD GRADE**
   - b. Citing Sources: APA Format **COUNTS TOWARD GRADE**
   - c. The Annotated Bibliography **COUNTS TOWARD GRADE**

Friday 16 November

1. **PRE-DRAFT 3.3. Annotated Bibliography**
   Create a descriptive annotated bibliography according to the instructions in MindTap: Auto-graded Activities: Research and Documentation. If possible, expand this into an evaluative annotated bibliography. Convert to MS Word format and **turn it in on LATTE**.
   *Share on Google Docs* with your peer review partner(s) and with dkirshen@brandeis.edu

2. **Adventures in Branding: Skol Beer** (Brazil), Skol Re-Poster Project
   - a. **VIEW** and **READ**: Skol Video and Advertising Age article
   - b. **BROWSE**: skol.com.br/reposter/#gallery
   - d. Moura, Fabiola and Jessica Brice. "In Brazil, It's Now Beer—Without the Babes."

Tuesday 20 November 23

1. **PRE-DRAFT 3.4 Outline**
   Outline the main sections of your paper. Then paste in your Research Proposal and Annotated Bibliography from the last two Pre-Drafts. Convert to MS Word format and **turn it in on LATTE**.
   *Share on Google Docs* with your peer review partner(s) and with dkirshen@brandeis.edu

2. **READ**: *Style: Lessons in Clarity and Grace*: Lesson 8: Global Coherence

3. **READ**: Harvard: Integrating Sources into Your Paper

4. **Handout**: Active Verbs for Discussing Ideas

5. **Review**: *Writing Analytically*, Chapter 7, Sect. 7-5d to end. Tracking the evolving thesis in the final draft.
Pre-Draft 3.5. Ad Talks: An informal but well-planned and contentful presentation of your project. 10 min.

1. Sign up for a time slot in class on the Appointments page.
2. Briefly explain your research project.
3. SHOW at least one visual to project on screen (send to Doug ahead of time)—a print ad, social media ad, website, TV commercial, or internet video.
4. TELL us about the ad—provide a close reading.
5. Also, tell us about a key secondary source, such as the one you summarized for your Research Proposal.
6. Take QUESTIONS from your classmates including at least one question from each of your peer review partners, which you may agree upon in advance.

Friday 30 November

1. READ: Style: Lessons in Clarity and Grace by Joseph M. Williams, Lessons 10-11 and Appendixes. If you have been renting this book, consider buying it or an earlier edition, the 8th or newer, for under $10 online.
2. READ: WA Chapters 11 “Style” and 12 “Basic Writing Errors.” If you are renting Writing Analytically, consider printing some of the pages most significant to you or print-to-PDF if you have that function. Click the printer icon (upper right) and if nothing happens, click X (also upper right) to reveal the window underneath.
3. Ad Talks

Tuesday 4 December

- PAPER 3 DRAFT DUE with cover letter.
  Convert to MS Word format and turn it in on LATTE.
  Share on Google Docs with your peer review partner(s) and with dkirshen@brandeis.edu
- Ad Talks

Friday 7 December

- Review comments due 12 hours before class on Google Docs. See Reflection and Peer Review.
- READ: Writing Analytically, Chapter 10 “Forms and Formats Across the Curriculum”
- Bring Laptops to Class
- In-Class Writing Exercise (non-graded)

Tuesday 11 December

- Bring Laptops to Class
- Ad Talks
- Evaluations

Wednesday 12 December

PAPER 3 FINAL REVISION with revision cover letter due and PORTFOLIO with cover letter due
Convert documents to MS Word format and turn them in on LATTE.

SUBJECT TO CHANGE updated 12 September 2018
Research Paper Ideas (ignore dates)

1. Tobacco company advertising and anti-smoking campaigns targeting Queer Youth and Young Adults
2. Virginia Slims’ exploitation of feminism to sell cigarettes (“You’ve Come a Long Way, Baby”) (March 27)
3. Still too thin? Has advertising diversified body types enough since Susan Bordo published Unbearable Weight in 1993? (January 30)
4. Some aspect of Dove Campaign for Real Beauty and Self-Esteem programs. (March 9 and 16)
5. Dove imitators; Has advertising gone soft on feminism? (March 20)
6. Viagra and similar drug marketing (January 19, 23; March 2)
7. Some aspect of advertising’s image of men since Messner and Montez de Oca (January 26, February 13, March 13 and 23)
8. The evolution of Axe/Lynx: where are they now? (February 13)
9. Pornification: American Apparel, Eckhaus Latta (real sex in the ads), Tom Ford, PeTA … (February 16, March 27)
10. Fragrance ads: past, present, future: does it all have to be about sexupsmanship? (February 2)
11. Sex and the Super Bowl: analyze the 2018 spots
12. Continue Tsai’s work on LGBTQ representations in mainstream American advertising. How have the patterns she observed in 2010 evolved since then? (March 6)
13. Choose a different cultural context in which to examine LGBTQ advertising such as the Taiwan McCafé coming out ad. (March 6)
15. Advertising regulation such as the UK’s recent reforms, its studies of harmful stereotyping, etc. (March 2)
16. Sex(ism) and advertising case study: Sports Illustrated Swimsuit issue 2015 or 2018 (on LATTE at bottom of course page) or 2017