UWS 16A-1: SEX AND ADVERTISING
Spring 2018 Tuesday, Friday 9:30 am Olin-Sang 212
This syllabus online: https://goo.gl/tV9kCz

Doug Kirshen: Rabb 339b: Tuesday 11:15–12:30, Thursday 2:15-3:30, by appointment
E-mail: dkirshen@brandeis.edu—Mobile: 617-584-4488 (emergencies only!)

Required Texts
1. *Ways of Seeing* (1972)
   John Berger, ISBN: 0140135154, pre-order at Brandeis Bookstore
   Joseph Williams and Joseph Bizup. Buy or rent, print or eText:
   a. Print ISBN: 9780134080413, 0134080416, pre-order at Brandeis Bookstore
   b. eText ISBN: 9780134313856, 0134313852, order from publisher $34.99; rental $14.99
   David Rosenwasser and Jill Stephen
   (a) MindTap contains the eText, which you can access for 6 months. Select (b) or (c) if you also want a printed copy of the book to keep. Buy at Brandeis Bookstore or direct from the publisher:
   a. eText ONLY + MindTap (6 Months) ISBN-10: 1337559504, retail: $50
   c. Paperback book + MindTap (6 Months) ISBN-10: 1337758426, retail $74.95
4. *Write Now! 2016-17*, at Brandeis Bookstore

Introduction: Writing Yourself into the Academy
You are joining a vibrant and 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 use of sexuality in advertising and the 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 three broadcast networks—have been joined by countless cable channels, DVRs, streaming video services, social networks, and ubiquitous internet advertising.

**Grades**

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

- Close reading essay: 20%
- Lens essay: 25%
- Research paper: 29%
- Pre-Draft Assignments 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 6-7, pages. Apply John Berger's argument in Parts 2 and 3 of *Ways of Seeing* (Program 2 of the TV series) or Judith Butler’s “Critically Queer” one of two or three short poems.
- **Paper 3**: The Research Paper, 10-12 pages. Use scholarly sources to analyze a major advertising campaign that relates to the primary themes of the course. You will 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—short pieces of writing that will help you develop ideas.
2. **First drafts**. You are required to 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 twenty-minute conferences with me, one to discuss each first draft. Sign-up sheets will be distributed.
5. **Revision and Final Version**.
Friday 12 January

PRE-DRAFT 1.1. Share an Ad. Due 12 hours before class.
Choose ANY RECENT AD that you either love or hate which fits at least one of Reichart’s categories of sex in advertising. Find your own ad--but if you get stuck you can use one of mine. Write a paragraph or two about the ad. Include an illustration or link. Post to Pre-Draft Forum.

1. **READ:** *Writing Analytically (WA)*, Sections 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? What is the difference between opinion and analysis? Why is it important to suspend or postpone judgement? Post to TQ Forum.
2. **Handout:** Slowed-Down Reading
4. **VIEW:** Sex and Advertising: An Introduction
6. **VIEW:**
   a. PETA - Veggie Love, Super Bowl 2009 ad rejected by NBC
   c. Durex - 100 Million Reasons
   d. Wodka Vodka
   e. Pepsi - Two Kids and Cindy Crawford
   f. Bud Lite - Satin Sheets (Do NOT write about this commercial!)
   g. Kraft: Zesty Salad Dressing
Key Rhetorical and Formal Concepts for Unit 1: The Close Reading Paper

a. Thesis and Motive : Introduction Paragraph
b. Evidence: Principles of Close Reading :  
c. Analysis: Linking Claims and Evidence : Body Paragraphs

Friday 19 January

PRE-DRAFT 1.2. Postpone Interpretation! Due 12 hours before class.
Choose an ad that you will write about in your first paper. Find your own—but if you are strongly moved, you may use one of mine. Describe, as completely and accurately as you can, everything you see and everything that happens in the ad, including setting, plot and characters. Make your observations as precise, detailed and objective as possible. Refrain from Interpretation! Focus on what you see, NOT what you think it means. Include an illustration or link to your ad. Post to Pre-Draft Forum.

1. READ: Writing Analytically (WA), Sections 1-9 to 1-16, 2-1, 2-2, 3-1 to 3-7e (pp. 16-43, 71-89)

   a. TQ: What is the Magic System? What are the historical/socioeconomic circumstances in which the Magic System arises? What is the solution? Users or Consumers—What’s the difference?
      Keywords: magic, democracy, user/consumer. Post to TQ Forum.

3. VIEW:
   a. Levi’s - First Time
   b. Downy - Rip Your Clothes On (2014)
   c. Viagra - Football (See also: Viagra brand page on iSpot.tv)
   d. Mr. Clean - Cleaner of Your Dreams (Super Bowl 2017)
   e. Slides: Designer Jeans (1980s)

4. Handout: Prefer the Active Voice – See Also:
   a. Doug’s Answers to Exercise 8-1 on the handout
   b. Active Versus Passive Voice (OWL)
   c. Changing Passive to Active Voice (OWL)
   d. Further Suggestions for Using Passive and Active Verbs (OWL)
Tuesday 23 January

**PRE-DRAFT 1.3. The Five Analytical Moves. Due 12 hours before class.**
Apply the Five Analytical Moves from WA to your advertisement. You used Move 1 in Pre-Draft 1.2. If your observations now seem inadequate, you can use “Notice and Focus” (Move 2) or “The Method” (Move 4) to improve them. Now use Moves 2 and 3 to move from observation to analysis. Use the “Freewriting” technique of Exploratory Writing (Move 2). Then push your observations to implications. Post a selection from your freewriting and a chain of observations and “So what?” questions to the Pre-Draft Forum.

1. **READ:** *Writing Analytically* (WA)
   a. Thesis: 7-1, 7-2, 7-3, 7-7, 7-8 (pp. 178-82, 205-12).
   b. Alternative Models of Revision: 5-3 (pp. 122-23)
   c. Writing Center:
      i. 5-8 “Beyond Critique: Alt. Ways for Writers to Respond to Other Writers” (pp. 136-37)
      ii. 5-8b “Procedures for One-on-One Peer Review: The Writing Center Model” (pp. 137-40)

2. **VIEW:** *Ways of Seeing, Episode 4 (1972)*
   b. **VIEW:** Gainsborough, Portrait of Mr. and Mrs. Andrews with Landscape
   c. **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.

3. **VIEW:**
   a. *Viagra - Anniversary Night* (See also: Viagra brand page on iSpot.tv)
   b. *Heineken—Steampunk Bar (first clip)* (See also on Pinterest: beer-and-masculinity/heineken)
   c. *Nissan Midnight Edition—Tricycle*
   d. *Pantene - Labels Against Women*
   e. *Volkswagen - Luv Bug*

4. **HANDOUTS:**
   a. Purpose
   b. Introduction Analysis
   c. Close Reading: Summary & Analysis get hard copy for next class
   d. Paper 1 Instructions (to be uploaded)

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**Due This Week: January 23-26**

**PRE-DRAFT 1.4. Exploratory Draft. Bring to Writing Center. DO NOT POST TO FORUM.**
Shape your ideas, evidence and analyses into the form of an essay. Include an introductory paragraph (with provisional thesis statement and motive) and body paragraphs that state a claim and support it with specific evidence. Make an Appointment in the Writing Center with the goal of clarifying and refining statements of thesis and motive. The thesis statement could begin with the words: “In this paper, I will argue that...” The motive could begin with a phrase such as "My purpose in writing this paper is..." or “This is an important argument because...” (choose a more interesting synonym for "important"). You do not need to turn this in to me, however you are welcome to make an appointment with me also.

Use the Writing Center sections from WA (assigned last class) to get the most out of your session.

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SUBJECT TO CHANGE updated 9 Jan 2018
Friday 26 January

1. **MINDTAP: Auto-graded Activities**
   a. Critical Reading, Thinking and Responding
   b. Writing Essays (ungraded)
   c. Thesis Statements, Topic Sentences, and Supporting Ideas


3. **READ:** *Style, Lessons in Clarity and Grace, Lesson 7: Motivation.*


6. **TQ:** Briefly restate the thesis of the article by Messner and Montez de Oca. Where is the thesis stated? Where in the article is the thesis restated and further explicated? What is the authors’ purpose, motive or motivation for writing this paper? Post to TQ Forum.

7. **HANDOUTS:**
   a. Body Paragraph Analysis

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**PAPER 1 DRAFT DUE MONDAY 29 JANUARY.** Share Google Doc with dkirshen@brandeis.edu and peer group.

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Tuesday 30 January

1. **READ:** WA Small-Group Peer Review and Google Docs: 5-8a, 5-8c (pp. 137-38, 140)

2. **READ:** *Style: Lessons in Clarity and Grace, Lesson 3: Actions*

3. **READ, MARKUP, ANNOTATE:** Bordo, Susan, “Never Just Pictures”
   a. Introduction: in the first paragraph, circle or highlight the opener, thesis and motive. How does Bordo invite the reader into the essay and establish a shared context?
   b. Reverse Outline: underline or highlight the main point of each paragraph and jot a few words in the margin to note it. Circle or underline three pieces of evidence. In the other margin, jot a few words to note how this relates to Bordo’s overall thesis.

4. **VIEW:** Slides (TO BE UPLOADED)
   a. You Know Why She’s Wearing the Sweatshirt, Don’t You.
   b. Weight Watchers: Doors
   c. Charles Atlas, etc, carl lewis, pic of girl in bordo pdf
   d. Dove Choose Beautiful - print ads

5. **HANDOUT:** Stern, Barbara B. “Masculinism(s) and the Male Image.” Get hard copy for next class.
Friday 2 February

1. **Peer Review comments due 12 hours before class** on Google Docs. (Instructions to be uploaded).

2. **MINDTAP: Auto-graded Activities: Style**
   - Word Use
   - Basic Style
   - Sentence Variety (ungraded)

3. **READ and annotate**: Stern, Barbara B. “Masculinism(s) and the Male Image: What Does it Mean to Be a Man?” (2003) Can man *ever* signify “to-be-looked-at-ness”? Note main points in margins and **highlight** transitions from the end of one paragraph to the beginning of the next.

4. **READ**: “Reading a Poem”

5. **READ**: Ignatow, David. “My Place” (poetry exercise in class)

6. **READ**: Piercy, Marge. “Imaging” (poem)

7. **Handout**: Comma, Semicolon, Colon, Dash, Parenthesis, Brackets

Conferences: February 2–8

Tuesday 6 February

1. **MINDTAP: Auto-graded Activities: PUNCTUATION**
   a. When to Use Commas
   b. Correcting Common Comma Errors
   c. Colons and Semicolons
   d. Quotation Marks


3. **READ**: Piercy, Marge. “Imaging” (again)  
   **TQ**: Click Here and select one of the four prompts. Post your response to the **TQ Forum**.

4. **VIEW**: *Ways of Seeing, Episode 2* (1972) The first half of this episode is brilliant but to me the group discussion in the second half is less enlightening. Feel free to disagree.

   **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**.

6. **Pre-Read Highlighted Sections**: Butler, Judith. “Critically Queer.” *GLQ* vol. 1 no. 1., 1993, pp. 17-32.

7. **Handout**: Quoting Poetry

*SUBJECT TO CHANGE updated 9 Jan 2018*
Friday 9 February

   
   **TQ:** Who acts and who appears in “The Applicant”? Post to TQ Forum.

2. **READ:** Butler, Judith. “Critically Queer” *GLQ* vol. 1 no. 1, 1993, pp. 17-32.
   
   **TQ:** A performative “speech act” is an utterance that is simultaneously an action. When a judge says, “I now pronounce you husband and wife,” the marriage is enacted. With this in mind, what does Butler mean when she writes, “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)?

3. **READ:** Davis, Lisa Selin. “My Daughter Is Not Transgender. She’s a Tomboy.” *NYT* 4/18/17


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Tuesday 13 February

**PRE-DRAFT 2.1. Lens Summary 1. Due 12 hours before class.**

Instructions *(to be uploaded)*. Post to the Pre-Draft Forum.

1. **READ:** *Syle: Lessons in Clarity and Grace: Lesson 9: Concision*
   
   **Handout:** Wordiness – Sentence Structure – Concision
   
   **See also OWL:**
   
   i. Conciseness
   
   ii. Paramedic Method: A Lesson in Writing Concisely
   
   iii. Eliminating Wordiness Exercises 1-3
   
   iv. INDOT Concise Language Presentation (PPT)

2. **Adventures in Branding: Old Spice** *(check dates)*
   
   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” this is the classic one for me 1990
   
   f. Terry Crews
   
   g. “The Man your Man Could Smell Like” Isaiah Mustafa 2010

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**PAPER 1 FINAL REVISION DUE THURSDAY 15 FEBRUARY** by email to dkirshen@brandeis.edu
Friday 16 February

PRE-DRAFT 2.2. THE PITCH. Due 12 hours before class. *(Mad Men clips TBA)*
Group project. Create an advertising campaign for "The Applicant" or "Imaging." Instructions *(to be uploaded)*. Post to the Pre-Draft Forum and present in class.

**VIEW:** *Victoria’s Secret: Paris. “People project their fantasies on me.”*

February Vacation

Tuesday, 27 February

PRE-DRAFT 2.3. Lens Summary 1. Due 12 hours before class.
Instructions *(to be uploaded)*. Post to the Pre-Draft Forum.

Adventures in Branding: Axe
1. **READ:** Feifer, Jason. “Axe’s Highly Scientific, ... Outrageous and Totally Irresistible Selling of Lust.”
2. **VIEW:**
   a. The Axe Effect: Billions
   b. One
   c. Find Your Thing
   d. Is Okay for a Guy?

Friday 2 March

**PAPER 2 DRAFT DUE.** Share Google Doc with dkirshen@brandeis.edu and peer review group.

1. Library Training?
2. Complete Library Prerequisite on LATTE before class
3. **READ:** *Style: Lessons in Clarity and Grace*: Appendix I and Appendix II
4. **Adventures in Branding: Viagra**
   a. **READ:** Irvine, Janice. “Selling Viagra.”
   b. **TQ:** Briefly explain the rationales for the following commercials: *Bob Dole – Date Night – Anniversary Night – For the Age of Knowing What Needs to Be Done.* Post to TQ Forum.
   c. **BROWSE:** Viagra brand page on iSpot.tv
Tuesday 6 March

Peer Review comments due **12 hours before class** on Google Docs. See instructions (to be uploaded).

1. **READ:** *Writing Analytically*, "Finding and Evolving a Thesis": 7-1, 7-2, 7-3, 7-4, 7-5, 7-6 (pp. 178-205)
2. **MINDTAP:** *How to Research: Videos and Tutorials*
   a. Integrating Sources
   b. Paraphrasing Sources
   c. Quoting Sources
   d. Working with Documentation Styles (MLA; APA and Chicago optional)
3. **Queer Ads**
   a. **BROWSE:** pinterest.com/dkirshen/queer-ads/
   b. **BROWSE:** commercialcloset.org/ Use Advanced Search to find most recent ads
   c. **BROWSE:** pink.accuracast.com — see best ads playlist
   d. **READ:** O'Barr, William M. "Niche Marketing: Gay Consumers." (2012)
   e. **READ:** Mayyasi, Alex. “How Lesbians Became Subaru’s ‘Perfect Customers’” (2016)
   g. **Optional readings**
      iii. Oakenfull, Gillian. "Lesbian Responses to Gay-Oriented Advertising" (2013)

Conferences March 6-9

Friday 9 March

1. **READ:** *Syle: Lessons in Clarity and Grace*: Lesson 4: Characters
2. **READ:** *Writing Analytically*, Chapter 8
3. **Adventures in Branding:** *Dove Campaign for Real Beauty* (Dove 1)
   a. **BROWSE:** https://www.pinterest.com/dkirshen/dove-campaign-for-real-beauty/
   c. **VIEW:** Evolution – Choose Beautiful – Print Ads – Sketches
   d. **VIEW:** See the Difference Victoria's Secret vs. Dove Models – Dress Barn
   e. **READ:** Why People Hate Dove's Real Beauty Sketches Video
   g. **READ:** Murray, Dara Persis. "Branding 'Real' Social Change in Dove's CFRB" (2013)
   h. **TQ:** Comment on Dove through the lens of Žižek’s skepticism. **TQ Forum**
   i. **TQ:** Comment on Murray's assessment of Dove. Do you agree with her? **TQ Forum**
Tuesday 13 March

1. **READ**: *Style: Lessons in Clarity and Grace: Lesson 5: Cohesion and Coherence*
2. **READ**: *Writing Analytically*, Chapter 9
3. **We Wear No Pants: 21st Century Manvertising**
   a. **READ**: Barber, Kristen & Tristan Bridges. "Marketing Manhood in a ‘Post-Feminist’ Age"
   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.”
      vi. Pepsi Max. 2009. “I'm Good.”
   d. **TQ**: What does the above set of ads say or not say about the state of masculinity in 2010? Do you agree with the assessment advanced by Green and Van Oort? **TQ Forum**
   e. **READ (optional)**: Towns et. al., “Constructions of masculinity in alcohol advertising: Implications for the prevention of domestic violence” (2012)

**PAPER 2 FINAL REVISION DUE THURSDAY 15 MARCH by email to dkirshen@brandeis.edu**

Friday, 16 March

1. **READ**: *Writing Analytically*, Chapter 10
2. **MINDTAP**: How to Research: Videos and Tutorials
   a. Planning a Paper
   b. Conducting Research
   c. Using the Library
3. **Adventures in Branding**: *Dove Self-Esteem Project, Dove My Beauty My Say* *(Dove 2)*
   a. **VIEW**: Onslaught - Perfect This Way (Love Your Curls) - Legacy
   b. **BROWSE**: Help for Parents – Dove Stories – dove.com
   d. **TQ**: Comment on Banet-Weiser’s assessment of Dove. **TQ Forum**
   e. **VIEW**: – My Beauty My Say – Rain – Jessica – Heather
   f. **READ (optional)**: Thirteen Reasons Rain Dove Is the Androgynous Model of Your Dreams
   g. **VIEW**: Dove Men+Care Videos – Dove Men Brazilian Shampoo Commercial
   h. **TQ**: Share your thoughts on Dove. **TQ Forum**
Tuesday 20 March

1. **MINDTAP**: How to Research: Videos and Tutorials
   a. Evaluating Sources
   b. Avoiding Plagiarism
   c. Integrating Sources (review)
   d. Paraphrasing Sources (review)
   e. Summarizing Sources
   f. Quoting Sources (review)
   g. Working with Documentation Styles (MLA; APA and Chicago optional) (review)

2. **Post-Dove Advocacy Ads**
   b. **READ**: Telfer, Tori. “Pantene’s ‘Labels Against Women’ Ad Has Nothing to Do With Feminism”
   c. **VIEW**: Always - Like a Girl (2014)
   e. **VIEW**: Aerie: Share Your Spark (2016)
   f. **VIEW**: Burt’s Bees: Different (Diandra Forrest) – Silence (2016)

Friday 23 March

**PRE-DRAFT 3.1. Annotated Bibliography.**
Instructions *(to be uploaded)*. Email to dkirshen@brandeis.edu. Do not post to the Pre-Draft Forum.

1. **READ**: Style: Lessons in Clarity and Grace: Lesson 6: Emphasis
   a. **VIEW**: pinterest.com/dkirshen/whassup/ (c2000-2001)
   b. **TQ**: What is “spectacular consumption”? How and why did African Americans and non-African Americans respond differently to the ads in the focus groups? **TQ Forum**
3. **VIEW**: Budweiser: How You Doin’? – Yokel – Jerry, Jerry, Jerry

Tuesday 27 March

1. **READ**: Style: Lessons in Clarity and Grace: Lesson 8: Global Coherence
2. **Adventures in Branding**
   3. **BROWSE**: Virginia Slims
   4. **BROWSE**: Pepsi Be Social
   5. **VIEW** and **READ**: Skol Video and Advertising Age article
      a. **BROWSE**: skol.com.br/reposter/#gallery
      b. O’Barr, William. “Advertising in Brazil”
      c. Moura, Fabiola and Jessica Brice. “In Brazil, It’s Now Beer—Without the Babes.”
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<tr>
<th>Date</th>
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<td><strong>Tuesday 10 April</strong></td>
<td><strong>Passover Break</strong></td>
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<td><strong>Friday 13 April</strong></td>
<td><strong>READ: Style: Lessons in Clarity and Grace: Lessons 10 and 11</strong></td>
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<td><strong>Tuesday 17 April</strong></td>
<td><strong>4-5 Ad Talks</strong></td>
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<td><strong>Friday 20 April</strong></td>
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<td><strong>Tuesday 24 April</strong></td>
<td><strong>Bring Laptops to Class</strong></td>
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<td><strong>Wednesday 25 April (Brandeis Friday)</strong></td>
<td><strong>Bring Laptops to Class</strong></td>
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<td><strong>In-Class Writing Exercise (non-graded)</strong></td>
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**TO BE ADDED**

- Paper 1 Assignment and Class Email List
- Effective Conclusions
- Presentation: Five Kinds of Weak Theses and How to Fix Them
- Peer Review Instructions
- Cover Letter Instructions
- Mad Men clips

*SUBJECT TO CHANGE updated 9 Jan 2018*