



THE OHIO STATE UNIVERSITY

Advertising and Society COMM 3444 Summer 2020 Online Class

Course description

This course provides a critical review of the role of advertising and society. This class will be delivered completely online. Weekly discussion posts, written assignments, and exams will test student understanding and perspective of the interplay between advertising and society.

This course examines traditional and controversial aspects of advertising content and practice and will discuss the impact of advertising on our economy and our culture. The focus of this course is on developing critical and analytical methods of evaluating advertising content, philosophies, and practices. A special emphasis of this course will be placed on the social psychology of advertising, that is, how advertising has influenced our social roles, social aspirations, social identities, and has become a socializing agent that informs us about issues of gender, age, ethnicity, and social class.

Instructor Sarah Thomas (thomas.3101@osu.edu)
Office Hours (Carmen Zoom): Monday 10AM-12 PM EST & by appointment

TA: Daniel Colon Amil (colonamil.1@osu.edu)
Office Hours (Carmen Zoom): Wednesday 2 PM-4PM EST & by appointment

Texts: Readings are online. **All required readings are embedded in each week's lecture post.** The lectures will interpret, demonstrate, and extend the information and ideas in the required readings, so be sure to take careful notes during each lecture and other videos. The exams will be based on both the lecture videos and the required readings. In addition to the **required readings** embedded in each lecture, each module will include **supplemental** materials. Supplemental materials will **not** be covered on exams, and are included for your own learning and studying.

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Course Requirements:

1. Midterm. (20%)
The midterm exam will consist of multiple-choice and short-answer questions. The goal of this exam is to make sure you regularly access course content and can use course information in applied settings.
2. Final. (20%)
The final exam will consist of multiple-choice questions. The goal of this exam is to make sure you regularly access course content and can use course information in applied settings.
3. Final Paper Prep. (12.5%) You will have three opportunities to prepare for your final paper. In Part I, you will pitch your initial idea in a few sentences and advertising examples (2.5%). In Part II you will submit a paper outline, (5%) and in Part III a paper rough draft (5%). Part of your grade for final paper prep is to also provide meaningful feedback to your classmates.
4. Final Paper. (20%)
Critical Essay (approx. 4 pages) addressing assigned advertising questions. You will be evaluated by your ability to respond to the question prompt, as well as your improvement from final paper prep activities.
5. Online Discussions/Comments. (25%)
Once a week, you will be provided with discussion questions where you will be encouraged to share thoughts, find examples, and/or provide critique of lesson materials. Initial posts are due by Thursday at 11:59pm and to provide quality responses to at least 2 classmates' responses by Sunday at 11:59pm.
6. Syllabus Quiz. (2.5%)
To make sure you understand the setup of this course, a short quiz about the course syllabus will be available on Carmen. You will be allowed to take this quiz multiple times to ensure that you understand the course syllabus.

Attendance, participation, and discussions

Class Participation

All students are encouraged and required to *participate* in online discussions. The online discussion serves as a proxy for the in-class discussion we would have in a face-to-face setting. The goal of this requirement is to make the online class a lively, stimulating, and intellectually rewarding learning venture for everyone.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above

all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Grade questions:** The courses' graduate teaching assistant will grade most assignments. Questions about grades should be submitted via email within one week of the grade being posted to Carmen. Grade challenges should be made within one week of the grade being posted to Carmen. Grade challenges should be ½ to 1 page responses detailing why the student should receive a different grade and submitted to the teaching assistant and instructor

Religious Holidays

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication**

and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)

- **Secured Media Library:**

- Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
- Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>
- To obtain additional help for use of the Secured Media Library, please email: emedial@osu.edu

- **Proctorio:**

- Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available."

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet

connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Writing Center

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1)

Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in-- but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If

you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Late work policy: Students who submit late work will not receive credit for the assignment unless alternatives are arranged with the instructor. We advise all students to double check on Carmen to confirm that their assignment was submitted successfully. Instructions on how to confirm submission can be found here: <https://guides.instructure.com/m/4212/l/54357-how-do-i-know-when-my-assignment-has-been-submitted>

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292- 3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W.12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Disclaimer

The information provided in this syllabus constitutes a list of basic class policies. I reserve the right to modify this information when deemed necessary for any reason. You will be notified via email, and/or on Carmen if and when any changes occur.

Course Schedule Summer 2020 (tentative)

Week 1 (5/13-5/17)

Topics:

Introduction to the course
The process of advertising

Lectures:

Course introduction
Lecture 1
The Persuaders

Due:

5/14 Discussion Question 1
5/17 Syllabus Quiz
5/17 Discussion Question 1 responses

Supplemental Readings:

Russell, J. T., & Lane, R. W. (2002). *Advertising Procedure* (Chapter 2, Roles of Advertising, pp. 23-51). Upper Saddle River, NJ: Prentice Hall.

White, R. (1999). Brands and Advertising. In J. P. Jones (Ed.). *How to Use Advertising to Build Strong Brands* (pp. 55-68). Thousand Oaks, CA: Sage.

Week 2 (5/18-5/24)

Topics:

History of advertising PT 1

Lectures:

Lecture 2
5/21 Discussion Question 2
5/24 Discussion Question 2 responses

Supplemental Readings:

Sivulka, J. (2012). *Soap, Sex, and Cigarettes* (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 7: 1960-1975 The Creative Revolution

Sivulka, J. (2012). *Soap, Sex, and Cigarettes* (2nd Ed). Belmont, CA: Wadsworth Publishing—Chapter 8: From Positioning to Image Building: 1975 to 1990.

Sell and Spin: video

Week 3 (5/25-5/31)

Topics:

History of advertising PT 2

Lectures:

Lecture 3

Due:

5/28 Discussion Question 3

5/31 Discussion Question 3 responses

5/31 Final Paper Prep PT I

Supplemental Readings:

Nosrati, M., Karimi, R., Mohammadi, M., & Malekian, K. (2013). Internet Marketing or Modern Advertising! How? Why. *International Journal of Economy, Management and Social Sciences*, 2(3), 56-63.

Week 4 (6/1-6/6)

Topics:

Image-based culture of advertising
Materialism

Lectures:

Lecture 4

Merchants of Cool video

Due:

6/4 Discussion Question 4

6/6 Discussion Question 4 responses

6/6 Final Paper Prep PT I classmate feedback

Supplemental Readings:

Belk, R. W. & Pollay, R. W. (1985). Images of Ourselves: The Good Life in Twentieth Century Advertising. *Journal of Consumer Research*, 11, 887-897.

Messaris, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage.
(Chapter 1, Pictures and Reality, pp. 3-52)

Messaris, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage.

(Chapter 2, Visual Form and Style, p. 53-89)

Messariss, P. (1997). *The Role of Images in Advertising*. Thousand Oaks, CA: Sage. (Chapter 6, Showing the Unspoken, p. 219-264)

Schor, J. (2003). The New Politics of Consumption: Why Americans Want So Much More than They Need. In G. Dines, & J. M. Humez (Eds.), *Gender, Race, Class in Media: A Text-Reader* (pp. 183- 195). Thousand Oaks, CA: Sage

Week 5 (6/8-6/14)

Topics:

Legal issues in advertising
Controversial Products

Lectures:

Lecture 5

Due

6/11 Discussion Question 5
6/11 Final Paper Prep PT II
6/14 Discussion Question 5 response

Supplemental Readings:

Connolly, G. N. (2004). Sweet and spicy flavours: New brands for minorities and youth. *Tobacco Control*, 13, 211-212.

Duke, J. C., Lee, Y. O., Kim, A. E., Watson, K. A., Arnold, K. Y., Nonnemaker, J. M. , Porter, L. (2014).
Exposure to cigarette television advertising among youth and young adults. *Pediatrics*, 134(1). Retrieved at:
<http://pediatrics.aappublications.org/content/134/1/e29.full.print>

Goodall, C., & Appiah, O. (2008). Adolescents' Perceptions of Canadian Cigarette Package Warning Labels: Investigating the Effects of Message Framing. *Health Communication*, 23, 117-127.

Peracchio, L. A, & Luna, D. (1999). How Do We Persuade Children Not to Smoke? In M. C. Macklin, & L. Carlson (Eds.), *Advertising to Children: Concepts and Controversies* (pp. 211-227). Thousand Oaks, CA: Sage.

Week 6 (6/15-6/21)

Topics:

Children and advertising

Preparation for the midterm, which will take place on June 24th

Lectures

Lecture 6

Lecture 7: Exam review

Due

6/18 Discussion Post 6

6/21 Discussion Post 6 response

6/21 Final Paper Prep PT II classmate feedback

Supplemental Readings:

Fleming-Milici, F. & Harris, J. L. (2016). Television food advertising viewed by preschoolers, children and adolescents: Contributors to different in exposure for black and white youth in the United States. *Pediatric Obesity*, 1 – 8.

Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2010). Evaluating fast food nutrition and marketing to youth. Retrieved at:
http://fastfoodmarketing.org/media/FastFoodFACTS_Report_Summary_2010.pdf

Harris, J. L. & Schwartz, M. B., Brownell, K. D. (2011). Evaluating sugary drink nutrition and marketing to youth. Retrieved at:
http://banpac.org/pdfs/sfs/2011/sugary_drink_facts_rep_summ_10_31_11.pdf

John, D. R. (1999). Through the Eyes of a Child: Children's Knowledge and Understanding of Advertising. In M. C. Macklin, & L. Carlson (Eds.), *Advertising to Children: Concepts and Controversies* (pp. 3- 26). Thousand Oaks, CA: Sage.

Livingston, S., & Helsper, E., J (2006). "Does advertising literacy mediate the effects of advertising on children? A critical examination of two linked research literatures in relation to obesity and food choice," *Journal of Communication*, 56, 560-584.

Pomeranz, J., Munsell, C. & Harris, J. J. (2013). Energy drinks: An emerging public health hazard for youth. *Journal of Public Health Policy*, 34(2), 254-271.

Week 7 (6/22-6/28)

Due:

7/25 Discussion Question 7 (**EXTRA CREDIT**)

MIDTERM EXAM WILL BE OPEN ON FRIDAY, JUNE 26 FROM 12:00 AM TO 11:59 PM

Week 8 (6/29-7/5)

Topics:

Portrayal of women in advertising

Portrayal of men in advertising

Portrayal of LGBTQ+ persons in advertising

Final paper instructions

Lecture

Lecture 8

Final paper instructions

Due

7/2 Discussion Question 8

7/5 Discussion Question 8 response

Supplemental Readings:

Grau, S. L., & Yorgos, C. (2016). Gender stereotypes in advertising: A review of current research. *International Journal of Advertising*, 35(5), 761-770. Simon, C. (2001, January). Hooked. *Ms.*, 11 (1), 54-59.

Law, C., & Labre, M. P. (2002). Cultural standards of attractiveness. A 30-year look at changes in male images in magazines. *Journalism & Mass Communication Quarterly*, 79 (3), 697-711.

Grabe, S., Ward, L. M., Hyde, J. S. (2008). The role of the media in body image concerns among women: A Meta-analysis of experimental and correlation studies. *Psychological Bulletin*, 134(3), 460-476.

Oakenfull, G. K., McCarthy, M. M., & Greenlee, T. B. (2008). Targeting a minority without alienating the majority: Advertising to gays and lesbians in mainstream media. *Journal of Advertising*, 191-198.

Tsai, W. S. (2011). How minority consumers use targeted advertising as pathways to self-empowerment: Gay men's and lesbians' reading of out-of-the closet advertising. *Journal of Advertising*, 40(3), 85- 97.

Week 9 (7/6-7/12)

Topics:

Depictions of race in advertising

Lectures:

Lecture 9

Due:

7/9 Discussion Question 9

7/12 Discussion Question 9 responses

7/12 Final Paper Prep Part III (rough draft)

Supplementary Readings:

Appiah, O., & Elias, T. (2010). Race-Specific Advertising on Commercial Websites. Effects of Ethnically Ambiguous Computer-Generated Characters in a Digital World (161-179). In M. S. Eastin, T. Daugherty, and N. M. Burns (Eds.) *Handbook of Research on Digital Media and Advertising*. Hershey, PA: IGI Global.

Cortese, A. J. (2004). Provocateur: Images of Women and Minorities in Advertising (83-115). Lanham, MD: Rowan & Littlefield Publishers.

Entman, R. M., & Rojecki, A. (2000). Advertising Whiteness. In R. M. Entman & A. Rojecki, *The Black Image in the White Mind*. Chicago: University of Chicago Press.

Taylor, C. R., Landreth, S., & Bang, H. (2005). Asian Americans in Magazine Advertising: Portrayals of the "Model Minority." *Journal of Macromarketing*, 25(2), 163-174.

Week 10 (7/13-7/19)

Topics:

Direct-to-consumer advertising of pharmaceuticals

Other health topics in advertising

Lectures:

Lecture 10

Due:

7/16 Discussion Question 10

7/19 Discussion Question 10 response

7/19 Final Paper Prep Part III classmate feedback

Supplementary Readings:

- Auton, F. (2006). Direct-to-Consumer Advertising (DTCA) of Pharmaceuticals: An updated review of the literature debate since 2003. *Economic Affairs*, 26(3), 24-32.
- Frosch, D. L., Grande, D., Tam, D. M., & Kravitz, R. L. (2010). "A decade of controversy: Balancing policy with evidence in the regulation of prescription drug advertising," *American Journal of Public Health*, 100(1), 24-32.
- Ball, J., Liang, A., & Lee, W. (2009). Representation of African Americans in direct-to-consumer pharmaceutical commercials: A content analysis with implications for health disparities. *Health Marketing Quarterly*, 26, 372-390.
- Barker, K. K., & Estela, C., Guzman, V. (2015). Pharmaceutical direct-to-consumer advertising and US Hispanic patient-consumers. *Sociology of Health & Illness*, 37(8), 1337-1351.

Week 11 (7/20-7/26)

Topics:

Political advertising

Lecture:

Lecture 11

Due

7/23 Discussion Question 11

7/26 Discussion Question 11 response

7/26 FINAL PAPER DUE

Supplemental Readings:

- Jamieson, K. H. (1992). *Dirty Politics: Deception, Distraction, and Democracy*. New York: Oxford University Press—Chapter 5: Power of Ads to Shape News, 123-135.
- Jamieson, K. H. (1992). *Dirty Politics: Deception, Distraction, and Democracy*. New York: Oxford University Press—Chapter 6: Adbites, Ad Stories, and Newsads, 136-162.
- Valentino, N. A., Hutchings, V. L., & Williams, D. (2004). The impact of political advertising on knowledge, Internet information seeking, and candidate preference. *Journal of Communication*, 54 (2), 337-354.

Lau, R. R., Sigelman, L., Rovner, I. B. (2007). The effects of negative political campaigns: A meta-analytic re-assessment, *The Journal of Politics*, 69 (4), 1176-1209.

Lee, Y. (2014). Gender stereotypes as a double-edge sword in political advertising: Persuasion effects of campaign theme and advertising style. *International Journal of Advertising*, 33(2), 203-234.

Week 12 (7/27-8/2)

Topics:

Social responsibility in advertising
Final exam study guide

Lecture:

Lecture 12
Final Exam Study Guide

Due:

7/30 Discussion Question 12 (**extra credit**)
8/2 Discussion Question 12 response (**extra credit**)

Supplementary Readings:

Monllos, K. (2015, September 24). Kenneth Cole is revamping its brand identity by embracing its activist past. *Adweek*.

Richards, K. (2015, December 15). How agencies are meeting Millennials' Demand for Socially Responsible Marketing. *Adweek*.

Bronn, P. S., & Vrioni, A. (2001). Corporate social responsibility and cause-related marketing an overview. *International Journal of Advertising*, 20, 207-222.

MacLellan, M. (2015). Brands up their game in ethical advertising. *Media & Tech Network*. Retrieved at: <https://www.theguardian.com/media-network/2015/dec/10/unethical-advertising-outdated-trend-feelgood-marketing>

Final Exam Week: Week 13 (8/3-8/5)

FINAL EXAM WILL BE OPEN ON WEDNESDAY, AUGUST 5th FROM 12:00 AM TO 11:59 PM