

**HIS 301.02 History of Advertising,
Public Relations, and Propaganda
Spring 2020 v. Feb. 1 2020**

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Off. Hours: T 2.30-4 PM, W 2.30-3.30, Th
11.30-1 and by appt.

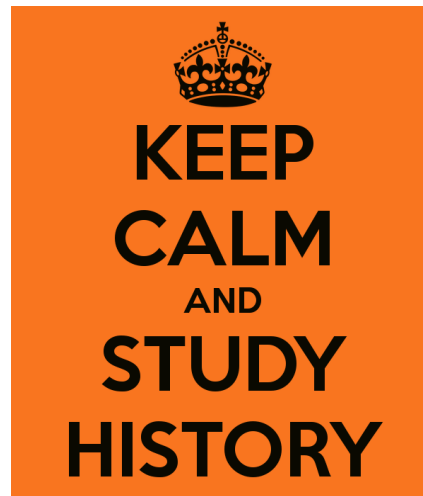
Course Description:

This course offers an introduction to historical research and writing for history majors and minors. We will practice “thinking like historians” and mastering its core competencies. As our object of practice, will examine the history of three forms of “modern” persuasion: product advertising, public relations, and political propaganda. Although readings focus primarily on the modern U.S., students are welcome to explore other time periods and countries. We will tailor the course to your individual interests.

Course objectives:

By taking this course, students will be able to:

1. identify different forms of persuasion and their varied uses in the past
2. distinguish between primary and secondary sources and the different skills needed to analyze them
3. Identify and critique historical arguments and the evidence used to support them
4. generate their own historical arguments and narratives
5. produce a well organized, well written paper with citations done in Chicago style, the historian’s gold standard



Required books: (available through SBUShopRed.com)

1. Richard Marius and Melvin E. Page, *Short Guide to Writing About History*, (9th Ed.) FYI, earlier, cheaper 6th - 8th eds. can be substituted for the 9th ed.
2. Tim Wu, *The Attention Merchants: The Epic Scramble to Get Inside Our Heads* (Knopf, 2016)

Additional readings will be posted on our Blackboard site.

Course Requirements:

1. Class attendance, participation, and ungraded homework assignments. Counts 20% of your course grade.

Regular attendance and in-class engagement are essential, not optional, requirements. If you have more than two unexcused absences, your participation grade will suffer. The participation grade includes the first team work assignment as well as completion of short ungraded assignments done either as homework or in class.

2. First written assignment: book review due Feb. 18 Counts 25% of your course grade.

You will write a 3-4 page (double spaced) book review of Wu’s *Attention*

Merchants. This assignment is designed to assess your mastery of course objectives 1, 2, 3, and 5. Guidelines will be provided. It must be submitted to SafeAssign before I will grade it. Late papers will be penalized unless you have an acceptable excuse (illness or major life emergency)

3. Second written assignment: a research paper due in stages outlined below. Final version due May 11. Counts 50% of your course grade.

You will research and write a 7-10 page paper (double spaced and with Chicago style citations) on a topic you select. Guidelines will be provided. This assignment will test your mastery of course objectives #1, 2, 3, 4, and 5. The paper will be due in stages as listed below so I can give you maximum feedback. It must be submitted to SafeAssign.

Deadlines are as follows:

Feb. 27: paragraph statement of proposed topic due

Mar. 12: 1-2 page proposal with annotated bibliography of secondary sources due

Mar. 26: selection and analysis of primary source due

April 9: rough draft due

May 11: revised draft due

Both the rough and final drafts must be submitted to SafeAssign before I will grade them. Failure to stick to the deadlines may result in a penalty unless you have an acceptable excuse (illness or major life emergency).

Short in-class presentation on your research project. Counts 5% of your course grade. (will be graded on a pass/fail basis).

You will be asked to do a short (5-10 min) in-class presentation on your topic the last month of classes. A sign up sheet and guidelines will be provided.

BLACK BOARD SITE:

I will post course announcements, class notes, documents, readings, and other important information on our BB site, which can be accessed at <http://blackboard.sunysb.edu>. In order to log into this website, you will need your Blackboard user name and password. If you have trouble logging on, go to one of the 11 campus SINC sites for help. For their locations and schedules, go to <http://sinc.sunysb.edu/Sinc>

General Course Policies

1. Disability Support Services:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

2. Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

3. Personal Integrity:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty is required to report to Judicial

Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

OUTLINE OF COURSE TOPICS AND READINGS

Readings available on our Blackboard site are marked BB below. Please note: I may swap out some readings when I get a better sense of your interests, but the amount of work required will stay the same.

Part 1: GETTING STARTED

Jan 28: meet and greet

Organizational course meeting; overview of course objectives
In class: Form teams to lead Wu discussion.

Jan. 30 what does it mean to think like a historian?

Reading: read Marius and Page, 1-8; Wineburg, "Thinking like a historian" BB and AHA, "History Discipline Core." BB
Homework # 1 due: Complete worksheet and self-assessment based on reading of AHA document

Part 2 UNDERSTANDING AND CRITIQUING SECONDARY SOURCES

Feb. 4

Reading: come to class having read Wu, pages 3-81
In class: team 1 will lead discussion of their questions and examples
If there's interest: Superbowl ad analysis

Feb. 6

Reading: come to class having read Wu, pages 83-180

In class: team 2 will lead discussion of questions and examples

Feb. 11

Reading: Wu, pp. 181-249.

In class: team 3 will lead discussion of questions and examples

Feb. 13

Reading: Wu, pp. 251-344.

In class: team 4 will lead discussion of questions and examples

Part 3: THEORIES AND EVIDENCE: USING PRIMARY SOURCES

Feb. 18

Reading: Marius and Page, Chapter 2; Fowles, "Deciphering advertisements" BB.

In class: practice reading advertisements

Book review due today

Feb. 20

Reading: Schudson, "The Advertiser's Perspective" BB: "Does Internet Advertising Work?" BB

Homework #2 due: come to class today prepared to pitch your initial idea for a paper topic.

In class: discussion of how to use and understand advertisements as historical evidence

Feb. 25

Reading: Heuston, "Weapons of Mass Instruction," BB; Jowett and O'Donnell, "How to Analyze Propaganda" BB

In class: discussion of how to use and understand propaganda as historical evidence

Feb. 27

Reading: Taylor, "World War 2," NN.

Homework #3 : visit AHA website and select one WW 2 pamphlet to read.

In class: practice analyzing propaganda samples provided

Paragraph statement for paper topic due today

Mar 3

Reading: Marius and Page, 8-25 and Ch. 3

LIBRARY VISIT: working session with Chris Filstrup in Melville Library, Classroom A.

PART 4: RESEARCHING YOUR OWN PAPER

Mar. 5

Reading: Read M and P 98-107; choose and read ONE of the secondary articles in the WW2 folder;

Homework #4 Complete the worksheet on your chosen article before class.

In class: You will work in groups to "dissect" the different modes of historical writing used in your chosen articles.

Mar. 10

Special event: C-Span Visit

Your choice: what do you want to be "lectured" about?

Homework #5: use a search engine to find ONE secondary source and one primary source relevant to the paper topic you are interested in doing. Complete the worksheet provided.

Mar. 12

Reading: Read M and P, Chapter 3

Revised proposal and initial bibliography for research paper due today March 12

Week of Mar 16 SPRING BREAK

Mar. 24

Reading: M and P, Chapter 2;

"Understanding the Role of Questions in Historical Thinking and Learning"

Homework #5: prepare a list of the questions you want to address in your paper

In class: workshopping of your questions and potential arguments

Mar. 26

Reading: Marius and Page, Ch. 4.

Come to class prepared to discuss your preferred system for note taking.

Sample of primary source with brief commentary due today Mar. 26

Mar. 31

Reading: Tavis and Aronson, excerpts from *Mistakes Were Made But Not By Me*, BB

In class: Workshopping of primary source commentaries

PART 5: WRITING UP YOUR RESEARCH

April 2

Reading: M and P, Ch. 5.

Grammar bootcamp: how to avoid the most common grammatical errors

April 7

Reading: M and P, Ch. 6

Footnote boot camp: how to do them right the first time!

April 9

Film showing "Denial"

Rough drafts of papers due today April 9

April 14

Begin class presentations

April 16

class presentations

April 21

Class presentations

Rough drafts returned with comments

April 23

Class presentations

April 28

Class presentations

April 30

Class presentations

May 5

Class presentations

May 7

Class presentations

