

## Advertising, Public Relations, Integrated Strategic Communication

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3 credit hours, 4) UD/G (Upper Division, 300-400 & Graduate, 500 and above)

Can the course be taken to fulfill major and minor requirements? **YES**

Can the course be taken to fulfill general elective credit? **YES**

Local Course Designator at University of Kentucky: **ISC 497**

**Description:** Outside of New York City, London is the advertising and marketing capital of the world, and certainly the leader in European advertising. This course will examine how advertising and public relations practice in London and Great Britain differs from the United States through in-country study of print, broadcast, cinema, and out-of-home advertising, visits to advertising and public relations agencies and popular culture museums. If you've ever seen a TV show featuring European ads, you know they're edgier than what we see in the U.S. This course will help you understand why and how that happens.

**Content:** Exploration of the similarities and differences in promotional communication, primarily advertising and public relations, in the U.S. and Great Britain. Great Britain is considered one of the world leaders in advertising theory and practice; students will have the opportunity to visit London agencies and see British advertising at work in London. Conversely, public relations practice is more advanced in the U.S. than elsewhere; through visits to London PR agencies, students will learn how public relations is being practiced in that country.\* Visits to advertising and public relations firms in London (generally, two of each, arranged through instructors' contacts) for case study presentations and discussions of differences in media availability and creative development between England and the U.S.? Observation and analysis of persuasive communications in London, including Tube advertising, other media advertising, press campaigns, tourism promotion pieces. Students write about these in their journals and also as the basis for the course project.? Comparative analysis of a London-based promotional campaign and a comparable U.S. campaign, with particular attention to differences explained by differences in culture and consumer behavior.? Visits to relevant London museums to see historical and current practice (Museum of Brands, Packaging and Advertising; Design Museum; Tate Modern; Transport Museum; Victoria and Albert Museum; others as appropriate based on current exhibits. Students write about these visits in their journals in response to course-focused prompts provided by the instructor. Reading: ? Global Marketing and Advertising:

Understanding Cultural Paradoxes by Marieke de Mooij (4th ed)(2013, Sage). This book gives students the cultural context they need to understand why the persuasive messages they see in England ? and on European TV stations available in England ? are so different than what they're used to in the U.S. Students are required to read the book before the course begins and to respond to reading questions provided by the instructors; they then use those notes (which they bring with them to London) for the conceptual and theoretical basis for the analyses they are writing for their journals.

**Prerequisites:** Completion of an introductory course in advertising OR public relations OR strategic communications OR marketing.

**Assessment Methods:** Journal 40%Students will be expected to keep a daily journal/clip file where they would note ads and other persuasive communication they saw during the day and talk about what they thought the strategy behind the message might be, whether or not they found the message effective, and why it would or wouldn 't work in the U.S. We would spend some time either before the visit or on the first day working through a sample ad analysis together so students would know what to look for. As one of the main goals of this course is immersion in the persuasive communications of another culture, the journal is a critical part of the course. Students will also write in their journal about daily class visits to museums and agencies, writing to prompts provided in advance by the instructors. Reading Reaction 20%Students will be required to read the assigned text prior to the trip. They will provide written answers to a group of reading reaction questions. The purpose of this assignment is to (1) make sure students have read the book and (2) give them a set of coherent notes (the answers to the questions) they can draw upon in doing the analyses required for their journal and for the final paper. The students are required to bring the reading reaction material with them to London, where it is reviewed and graded by the instructors within the first day or two and then returned to the students.Final Project (summative component) 30%For the final project, students will select an ad from their journal and do a comparison between how the product is being promoted in London and how it, or a product being sold to satisfy the same basic want/need, is being promoted in the U.S. Students will be urged to select the ad or campaign they found most strikingly different from what they 're used to so that there will be obvious contrasts. Their analysis of the UK ad and U.S. counterpart will focus on cultural differences that help to explain the variation; they will also be expected to find out which agency created the UK ad and discuss that agency 's general approach to creative problem-solving. (If the agency is not one of those visited by the class during the trip, the student can use the agency 's web site to discover this information.) At the end of the paper, students will be expected to summarize the key differences they saw in how brands are promoted in the UK versus the U.S., and to discuss which approach they personally find most powerful.Participation 10%This course will include a lot of discussion, in sessions talking about what we 're seeing, during and after agency visits, and during and after museum visits. We think it 's important to have a participation component, but 10% should be sufficient to make sure students attend sessions and play a part in discussions.

**Physical Requirements:** Ability to walk short distances from tube and/or bus stops to museums, etc. (For walks of longer than a mile or so, we always provided the option of taking public transportation instead.)