

RESEARCH UNIT ASSIGNMENTS, DEADLINES, INSTRUCTIONS

UWS 16A Sex and Advertising — Doug Kirshen

During the rest of the semester we will have two major goals: **conduct research resulting in a 10-12 page research paper**, and **learn to recognize and adapt to genre differences** you will encounter in academic writing.

- March 1 W Zotero Workshop—Meet in Vershbow Room, Goldfarb Library Mezzanine
 - Homework Video: How to Read a Science Paper (video)
 - March 6 M Library Research Workshop—Meet in Vershbow Room, Goldfarb Library Mezzanine
 - March 8 W PRE-DRAFT 2.1. Close Reading an Academic Paper
 - March 9 Th In class: Research Topic Ideas
 - March 20 M PRE-DRAFT 2.2. Source Information Form
 - March 23 Th In-class activity: identify critical conversations in Gill (2008), 35-45
 - March 24 (F) Research Proposal due
 - Week of March 27 Research Conferences with the instructor.
 - March 27 M In class activity: Use Sources to Raise Questions
 - March 31 (F) PRE-DRAFT 3.1. CREATE A CRITICAL CONVERSATION
 - April 4 (Tue) Optional: SUMMARIZE A SCHOLARLY ARTICLE.
 - April 5-15. Passover Break
 - April 17 (M) Research Paper Draft Due
 - April 20 (Th) Peer Review in Class.
 - April 20- May 1 Optional Research Paper Conferences
 - April 24, 26, 27. Research Presentations in class.
 - May 10 W Research Paper Final Due
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RESEARCH PROPOSAL INSTRUCTIONS

DELIVERABLE: FRIDAY, MARCH 24 AT 11:59 PM IN THE COMMONS ON LATTE

Format: Use APA Student Format and make the filename FamilynameGivennameP2.docx

Length: see format details below

Format: APA Student Format; Times New Roman 12 or Cambria 11; double-spaced; one-inch margins, page numbers, etc.

Overview

Good research is driven by open-ended, analytical questions. In order to know what questions to ask, you must first learn what research has already been done on your topic. What are the gaps in the literature? What differences of opinion exist? Where do your questions and ideas fit into some sort of larger conversation about your topic?

To help answer these questions, this assignment asks you to prepare a detailed research proposal. This proposal will address such important aspects of your final research essay as your inquiry questions, your proposed methodology, and how your ideas relate to existing scholarship on your topic. To ensure that you go into the Research Paper with a strong conceptual foundation, please follow the format below.

Format Details

1. *Introduction* (~ 1 paragraph)—Introduce your chosen topic. Frame for your reader what you're planning to explore and why this topic is interesting. Though you will likely not have a thesis yet (as your research is incomplete), include some good analytical questions that guide your thinking on your topic. See *Idea and Motive; Asking an Analytical Question*.
2. *Preliminary Literature Review* (1-2pgs)—After performing some preliminary research, synthesize what you know about your topic. What does the extant literature seem to show? What conflicts or contradictions exist in this literature? Remember not to shy away from these conflicts, as intellectual messiness represents an opportunity to intervene. Be sure to cite your sources at the sentence level in this section.
3. *Research Method* (~ 1pg)—Explain how you intend to research your topic. What library databases will you use? What types of searches will perform? What information will you seek out? What keywords might you use? What will be your primary disciplinary lens?

4. *Motive and Stakes* (1-2 paragraphs)—Explain what you hope to accomplish with your research. What is your motivation for exploring your topic? Why does your research matter? Why might a reader want to know about this topic?
5. *Weekly Timeline* (~ 1/2pg)—To make the research process more manageable, develop a week-by-week plan for your remaining research, writing, and revision. Be specific about what you intend to do each week. Make your plans ambitious but realistic. Keep in mind the class-wide due dates for a.) your research proposal, b.) individual conferences, c.) your rough draft, and d.) your final draft.
6. *Annotated Bibliography* (≥ 4 entries)—Find, evaluate, and read at least four scholarly sources that deal with your topic, then generate an annotated bibliography that includes entries for each. Each entry should contain two elements:

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- a. A correct APA citation (see [Purdue OWL](#))
 - b. A four- to five-sentence annotation that includes the following information:

 - the type of source (e.g. book, chapter, article, etc.)
 - the source's thesis or main idea
 - the source's place in the extant literature (i.e. how it extends, complicates, or challenges the arguments of your other sources)
 - how the source will contribute to your research
 - any limitations the source might have

Criteria for Evaluation

I will evaluate this assignment for thoughtful, thorough, and accurate completion. You may be asked to re-do or add to your Research Proposal if it is not adequate.

Conference

After turning in your proposal you will meet with me for a 15-20 minute conference to discuss your project.

Instructions by Patrick Kindig, Spring 2022.

Adapted by Doug Kirshen, Fall 2022

PRE-DRAFT 2.1. CLOSE READING AN ACADEMIC PAPER

This activity will take about two hours to complete **DUE MARCH 6 before class**

The following is a COPY/transcript of the instructions in the LATTE LESSON.

PRE-DRAFT 2.1. LESSON STEP 0: Introduction

This is an exercise in closely reading an academic article with sufficient care to become conversant with it—able to restate its concepts in your own words and discuss them. During the lesson, you will carefully **read** an academic article, Messner, M. & Montez de Orca, J. (2005) “The Male Consumer as Loser,” and **watch** the Loser Guy Playlist of beer commercials. **Deliverable:** answer the questions in the Lesson which directs you to post in the Pre-Draft Forum.

Use of sources. Academic discourse never takes place in a vacuum; implicitly or explicitly, it refers to work that has come before. Notice what sources are used for and how *citations* are formatted.

1. **Thesis and motive.** What do the authors tell you upfront as to what their findings will be? And how do they justify their work's existence? An academic paper must convince its reader from the beginning that it is significant and worth reading.
2. **Terminology.** When you read a published paper you will often encounter terminology that the authors assume you know. If you don't, you should look it up.
3. **Close reading and analysis.** Most of the evidence in this article comes from the authors' observations of a particular set of ads at a particular time, 2002-2003. Notice how they make use of specific details to support their claims base their analysis on *strands*, commonalities that they find in many of these ads.

To begin, download this article and *skim* it; read the subheadings and the first and last sentences of each paragraph. Become familiar with the gist of it, and then come back for a close reading:

Messner, M. A., & Montez de Oca, J. (2005). The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events. *Signs: Journal of Women in Culture & Society*, 30(3), 1879–1909.

PRE-DRAFT 2.1. LESSON STEP 1: Find a Claim and a Citation

In the first paragraph of the article, the authors make a series of baseline claims upon which they will build their own argument. They cite previous authors to support these claims.

Each in-text citation in the APA citation system consists of an author or authors' names followed by a year.

1. You should have the [article PDF](#) downloaded and open in the Adobe Reader or similar.
2. **Copy one sentence from the first paragraph including its parenthetical citation(s) and paste it below.**
3. **Find the corresponding complete citation in the bibliography at the end of the article and paste it below that.**

Example (from later in the essay):

Mega sports media events are mediated cultural rituals (Dayan and Katz 1988).

Dayan, Daniel, and Elihu Katz. 1988. Articulating Consensus: The Ritual and Rhetoric of Media Events. In *Durkheimian Sociology: Cultural Studies*, ed. Jeffrey C. Alexander, 161–86. Cambridge University Press

PRE-DRAFT 2.1. LESSON STEP 2. Thesis and Motive

In the second paragraph, the authors set forth their goals for their article and make a series of claims of their own. Write in your own words what you take to be the thesis, the central organizing idea or ideas of the article. What do you take to be the motive? In other words, what is at stake? Why is it important that this work be done and what would be the cost of not doing it? Have the authors motivated you to read on? **Enter response below.**

(Note: the authors' thesis and motive may continue to evolve over the course of the article, and your understanding of their position may also evolve. So what you write here may not be your final answer, and that is OK).

PRE-DRAFT 2.1. LESSON STEP 3. The Anxious White Subject

The next section, "Gender, men's sports and alcohol ads" draws parallels between the social evolution in gender relations across several decades and trends in alcohol advertising. Who or what is the "anxious white male subject"? Where does he come from? **Enter your response below.**

PRE-DRAFT 2.1. LESSON STEP 4. Look up unfamiliar terms

Note the boldfaced words in this paragraph:

The 2002 and 2003 ads that we examine here primarily construct a white male "loser" whose life is apparently separate from paid labor. He hangs out with his male buddies, is self-mocking and ironic about his loser status, and is always at the ready to engage in voyeurism with sexy fantasy women but holds committed relationships and emotional honesty with real women in disdain. To the extent that these themes find resonance with young men of today, it is likely because they speak to basic insecurities that are grounded in a combination of historic shifts: **deindustrialization**, the declining real value of wages and the male breadwinner role, significant cultural shifts brought about by more than three decades of struggle by feminists and sexual minorities, and challenges to white male supremacy by people of color and by immigrants. This cluster of social changes has destabilized **hegemonic masculinity** and defines the context of gender relations in which today's young men have grown toward adulthood. (Messner and Montez de Oca, 2005, p. 1882)

Good readers and writers use reference tools to look up unfamiliar vocabulary and terminology. Even if you think you know what a word means, you may want to look it up to find shades of meaning that could apply in context.

- A. Look up "**deindustrialization**" in the **Oxford Reference**, a collection of specialized dictionaries and encyclopedias. Find the definition that seems to you to best fit the context in the article.

- B. Then **copy and paste the definition you found and the source citation below** (see example). When you look at an entry in Oxford Reference, look for a pen icon on the upper right to get the right citation to copy. **Find the citation for this entry and paste it below.**
- C. **Do the same for hegemonic masculinity.** Notice the relationship of this term to the aforementioned "anxious white male subject."

Example:

Voyeurism. A paraphilia characterized by recurrent, intense sexual fantasies, urges, or behaviour involving the surreptitious observation of people who are naked, undressing, or engaging in sexual activity. See also scopophilia, voyeuristic disorder. voyeur ... n. A person given to voyeurism, often referred to non-technically as a peeping Tom.

Colman, A. (2015). voyeurism. In *A Dictionary of Psychology*. Oxford University Press.

PRE-DRAFT 2.1. LESSON STEP 5. Expanding the thesis

Did you notice that in that last paragraph the authors expand their thesis? Earlier they promised to show us "a stylish and desirable lifestyle" based on a "consumption-based masculine identity relevant to contemporary social conditions." Now they are giving us specific components of that enviable way of life that they have identified in the loser guy ads.

[no submission in this step]

PRE-DRAFT 2.1. LESSON STEP 6. Two mega sports media events

The next three sections (on pages 1883-1886) explain the two mega sports media events, the Super Bowl and the Sports Illustrated Swimsuit Edition. If you are familiar with these, the sections are skimmable.

[no submission in this step]

PRE-DRAFT 2.1. LESSON STEP 7. Close Reading and Strands

Find the section called Losers and buddies, hotties and bitches (starts on p. 1886). In this section, the authors present a close reading of a commercial, "Yoga Voyeurs," and explain four strands that they discovered through their close readings of this and other 2002 and 2003 beer and liquor ads. **Copy and paste one of those strands below.**

strand = repetition of the same or similar kind of detail; a motif. Answers the question, "What goes with what? See *Writing Analytically*, Chapter 1, "The Method."

PRE-DRAFT 2.1. LESSON STEP 8. Close Read a Close Reading

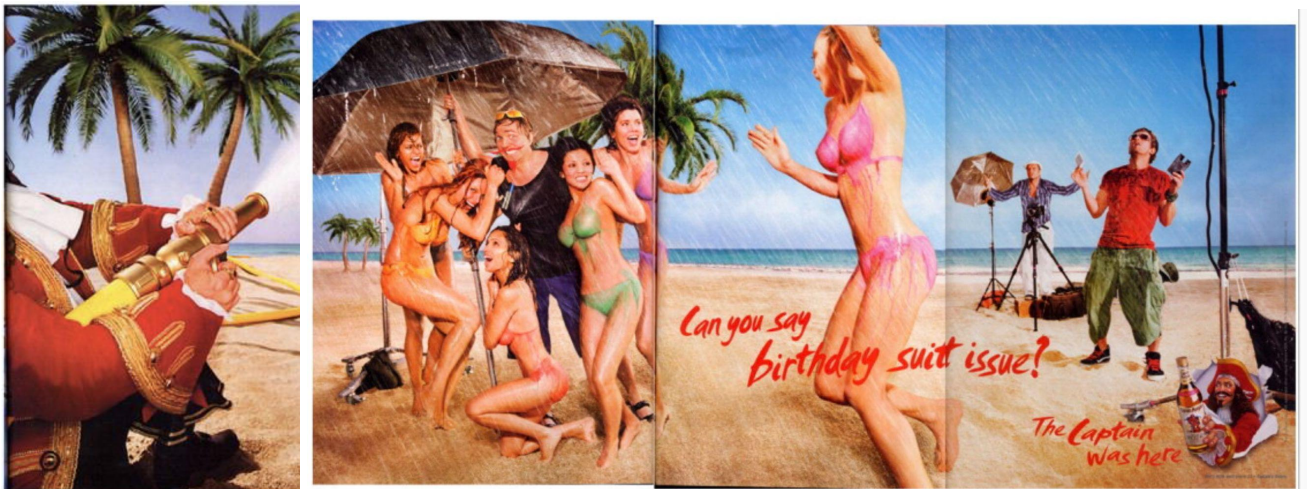
From pages 1889 to 1900 (sorry; the page numbers in this journal look like years) the authors present close readings of several ads.

- A. Choose one close reading of one ad and briefly summarize the authors' take on it.
- B. Then list at least three specific details that the authors cite to support their claims.

PRE-DRAFT 2.1. LESSON STEP 9. Become Conversant

To be conversant with a reading, as opposed to reading for the gist, means being able to explain and discuss it in your own words. It also means being able to think about it and critique it—meaning not necessarily criticize but evaluate as a thoughtful and informed reader.

Briefly summarize the authors' reading of the Captain Morgan ad and critique it—that is, give us your take on their argument.



PRE-DRAFT 2.1. LESSON STEP 10: Conclusion and Critique

The article wraps up on p. 1906. Read the two final paragraphs carefully.

The goal of this activity is to become conversant with a reading, which means thoroughly understanding it on its own terms and responding to it analytically. This goes beyond getting the gist of the article, which is to have a general understanding of its concerns and conclusions.

Write a short paragraph about the conclusion of this article or any aspect of it that you would like to discuss in class with others who have read it carefully. What do you take away from it that you would like to explore further? Post to this topic in the Pre-Draft Forum.

WORKSHEET: ARTICULATE YOUR RESEARCH PROJECT

In-Class Activity to be scheduled or optional

This formula is from *The Craft of Research* (pages 54-61). Use it to better articulate your research project and its significance.

1. **Topic:** I am studying: (i.e., how the holocaust changed the views of Hungarian political prisoners):

2. **Conceptual Question:** because I want to find out (i.e., why they became radical Marxist-Leninists):

3. **Conceptual Significance:** in order to help readers understand (i.e., that at the beginning, Communist rule of Hungary was not simply due to Soviet hegemony after World War II):

4. **Potential Practical Application:** so that readers might better gain a better understanding of (i.e., how Communist totalitarianism can begin as a real beacon of hope to downtrodden people):

(audience): readers / historians / other:

5. **Main Primary Source(s)** (**evidence:** advertisements, commercials, etc. for close reading/detailed analysis):

6. **Other Primary Sources** (ads that you will list or mention but not discuss in full detail):

7. **Key Secondary Sources** (scholarly books and articles that will play a major role in your paper):

8. **Summary of One Key Secondary Source.**

PRE-DRAFT 2.2. SOURCE INFORMATION FORM

1. **Bibliographic Citation** in APA Format:

 2. **Who?** Describe the authors' fields and qualifications.

 3. **What?** Describe what the authors want to find out. What analytical questions do they ask, or what hypotheses do they propose?

 4. **Why?** Motive. Why are they doing this? Why should we care?

 5. **How?** What form does the investigation take? Scientific experiments? Close readings of texts? Comparison to other examples?

 6. **Thesis/Results/Findings/Position.** Restate the position that the authors take, the thesis or theses and major claims that they argue; or the results of their experiments.

 7. **So what?** What do the authors think is the larger significance of their findings?

 8. **Limitations:** What limitations, if any, to the authors ascribe to their findings?

 9. **Your Notes**
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INSTRUCTIONS

DELIVERABLE MARCH 20: copy and paste questions and answers [in the Pre-Draft Forum](#) and bring them to class.

You have to know a source's position—also known as its stance or thesis—to **put it in conversation with other sources.**

Understand each author's (or research group's) arguments and point of view. What are their claims, evidence and rationale? Be sure you can answer: **Who** are they? **What** questions do they ask? **Why** are they asking (Motive)? **What** claim(s) do they make? **How** do they argue their thesis? **What evidence** do they depend on?

Instructions: using two or more of your own sources, record what you need to know to **introduce them intelligently to your readers and put them in conversation with each other and yourself.** Use the template to create a Source Information Form for each source. Refer to the guidelines below, and read through the examples.

Empirical Study in IMRAD Format	Non-Empirical Scholarly Article or Book Chapter
<p>First page. Who are the authors? What's their point of view? When did they do this work? Where did they publish (name of the journal)?</p> <p>Abstract. A good one will echo the IMRAD sequence and answer basic questions. What do they want to find out? Is there a hypothesis? Why does it matter (motive, justification)? How will they do it (Method)? What are the findings (Results and Discussion)? What do they think it means (Discussion)?</p> <p>IMRAD sections:</p> <p>Introduction including literature review. Answers motive and contextualizes with references to previous work. Sometimes states hypotheses.</p> <p>Method. What they did to find out.</p> <p>Results. What they found out</p> <p>Discussion Their argument about what they think it means and the consequences.</p> <p>Make sure you can answer:</p> <ul style="list-style-type: none"> ● Who? Authors, qualifications ● What are they trying to find out? ● Why (Motive)? ● How? Method: steps in detail of their procedure(s) When? Where? ● Results? Findings: what the inquiry described in Method shows. ● Limitations and conflicts of interest, if any <p>Discussion: The results and what they think they mean. May include specific limitations and a call to action.</p> <p>⇒ Position (thesis): What is the claim they argue in the Discussion supported by what evidence?</p>	<p>Scholarly</p> <ul style="list-style-type: none"> ● History ● Government/Politics/Law ● Detailed Business Plan or Case Study published in a scholarly journal or by a business school ● Literature and Literary Theory ● Other humanistic fields such as Art History, Theater, Philosophy, Religion, African-American Studies ● Women's Studies/Feminist Theory/Gender Theory ● Editorial or Opinion essay in a scientific publication <p>Non-scholarly:</p> <ul style="list-style-type: none"> ● Reports by the government or think tanks. May be very well researched and supported but not published in peer reviewed journals. ● movie/memoir/story ● Journalism, editorials, opinion articles <p>⇒ Position (thesis)</p> <p>Who? Author, qualifications</p> <p>What are they trying to find out?</p> <p>What Analytical Questions are they asking?</p> <p>Why? Motive</p> <p>⇒ How do the authors justify their claims? What is their evidence and argument? How do they support their thesis?</p>

EXAMPLE 1: IMRAD PAPER**1. Bibliographic Citation** in APA Format:

Acikalin, M. Y., Watson, K. K., Fitzsimons, G. J., & Platt, M. L. (2018). Rhesus Macaques Form Preferences for Brand Logos Through Sex and Social Status Based Advertising. *PLOS ONE*, *13*(2). doi.org/10.1371/journal.pone.0193055

2. Who? Describe the authors' fields and qualifications.

Business Schools (Acikalin, Fitzsimons, Pratt); Cognitive Science (Watson); Neuroscience; Psychology (Pratt)

3. What? Describe what the authors want to find out. What analytical questions or hypotheses do they propose?

Advertising appeals often invoke sexuality and status as ways to make their products appealing. To what degree does this follow from "ancestral biological mechanisms"?

4. Why? Motive. Why are they doing this? Why should we care?

Sex sells, but, "the origins of the effectiveness of sex and status in advertising remain a puzzle." Some argue that this involves the invocation of "cultural norms," but there haven't been studies of this from an evolutionary perspective.

5. How? What form does the investigation take? Scientific experiments? Close readings of texts? Comparison to other examples?

The scientists showed monkeys "brand logos repeatedly paired with images of macaque genitals and high status monkeys" to see if their reactions would parallel humans'.

6. Thesis/Results/Findings/Position. Restate the position that the authors take, the thesis or theses and major claims that they argue; or the results of their experiments.

Monkeys do "form preferences for brand logos repeatedly paired with images of macaque genitals and high status monkeys" and this persists even when "choosing them provided no tangible rewards." The "results endorse the hypothesis that the power of sex and status in advertising emerges from the spontaneous engagement of shared, ancestral neural circuits that prioritize information useful for navigating the social environment.

7. So what? What do the authors think is the larger significance of their findings?

Although "socialization and culturally-specific sex roles [affect] behavior," the results suggest "that in humans there is likely a strong biological drive"—an evolutionary response—that explains "responses elicited by appeals to sex and status, which may be amplified or muted by social experience." "Sex sells" is not just a cultural response; it's also fundamental biology.

8. Limitations: What limitations, if any, to the authors ascribe to their findings?

The researchers could not account for menstrual cycling of the females during the assessment because it was too irregular and equivocal, but "previous results suggests that ... the amount of redness in the image, ... a signal of estrous in rhesus macaques," would make no difference. The experiments used "arbitrary brand logos, without diving deeper into ... 'brand preferences'" that depend on many complex factors in humans. Obviously, "there are limitations ... to how much we can generalize these results to human behavior, [but] the behavioral nuances and neural mechanisms underlying simple conditioning ... are known to be virtually identical." The researchers conclude that their "fundamental finding that social images are sufficient to induce approach behavior towards brand logos in monkeys therefore has important implications for understanding the extent to which human responses to sex in advertising could be driven by similar associations."

9. Your Notes. Perhaps the evolutionary factor explains why we instinctively think that sex in advertising is effective even if the research is sometimes equivocal. On the other hand, this experiment combined sexual appeals with indications of higher status; does sex in advertising always make that correlation? What if the appeal is simply titillation?

EXAMPLE 2: JOURNAL ARTICLE, ESSAY, OR BOOK CHAPTER
1. Bibliographic Citation in APA Format:

Gill, R. (2008). Empowerment/Sexism: Figuring Female Sexual Agency in Contemporary Advertising. *Feminism & Psychology*, 18(1), 35-60.

2. Who? Describe the author's field and qualifications.

Professor of Sociology, City College, London. Expertise in Media Studies, Women's and Gender Studies, Feminist Theory

3. What? Describe what the author wants to find out. What analytical questions do they ask; what hypotheses do they propose?

"Empowerment" is a buzzword of the day but the concept of empowering women has become almost absurd. Ads like the Wonderbra series and makeup adverts claim to be empowering. On *Sex and the City*, buying shoes seems to be empowering. What does this do, if anything, to actually empower women (pp. 36-37)?

4. Why? Motive. Why are they doing this? Why should we care?

Is this development evidence of the success of Second Wave Feminism in empowering women, or is it a new stage of oppression? We need to know how to read and critique these ads for what they really do.

5. How? What form does the investigation take? Scientific experiments? Close readings? Comparisons?

A literature review followed by close readings and analysis of specific ads.

6. Thesis/Results/Findings/Position. Restate the position that the authors take, the thesis or theses and major claims that they argue; or the results of their experiments.

Gill observes that in recent advertising (pre-2008), the "missing discourse of female desire" (Fine 1988) has been ameliorated somewhat by a "new emphasis [on] women's *sexual agency*" (37). Women are not passive, "straightforward objects of the male gaze" but persons with their own initiatives and desires (38). Gill quotes Douglas (1994): "advertising agencies [have] figured out how to make feminism ... work for them ... Women's [lib has] metamorphosed into female narcissism unchained as political concepts like liberation and equality [are] collapsed into distinctly personal, private desires" (39), so as a political movement, feminism is vitiated. Douglas's analysis has come to new fruition in what Gill calls "Midriff" ads in which women are "always up for it" and no longer passive (41-46). They are still objectified and now also "subjectified" in that "they must ... understand their own objectification as pleasurable and self-chosen" (45). Instead of being *done to* by a sexist ad industry, the oppression is now narcissistic, internalized, self-enforcing. "Hot Lesbian" (fake lesbian) ads are similarly created for the male gaze, fetishizing same-sex attraction (49-52). The women are otherwise much like the midriffs—sexualized and styled for maximum impact on the male gaze (Mulvey 1975). A "vengeful" female type is also discussed (46-49) [indicating, in Mulvey's psycho-analytic terms, continued castration anxiety and male fear of and hostility toward women]. "Obsessive and slightly unhinged, the figure of the woman set on revenge [has] nothing to do with contemporary girl power, but rather with its opposite: powerlessness. She cannot really change things, but simply [reacts] with an angry, vengeful gesture"—throwing away his golf clubs; kissing a hot Italian dude—"that may feel cathartic but leaves the status quo of gender relations intact" (47).

7. So what? What do the authors think is the larger significance of their findings?

Young women today have lost the thread of second-wave feminism and think that they are dressing and presenting themselves just for themselves. We need to get them to wake up to the new and more insidious forms of oppression.

8. Limitations: What limitations, if any, to the authors ascribe to their findings? See next response.**9. Your notes:** Gill doesn't really offer limitations but she implicitly refers to a particular moment in an evolving media landscape; therefore her critique can't be assumed to apply to other contexts

USE SOURCES TO RAISE QUESTIONS

In-Class Activity.

How can you use sources to raise questions, rather than just pointing at them as answers? How will you put sources into conversation with each other and your own ideas? Using one of your sources for the Research Paper, look for the questions that it raises. Write down (1) a question that the source asks and answers and (2) a question that it asks and does not answer—or a question that it raises for you, about which you want to know more. How will you pursue and develop that question? Where will you look (be as specific as you can)? **DELIVERABLE: We will work on this in class in research groups. Post by March 27 at 11:59 pm to [this topic in the Pre-Draft Forum](#).**

PRE-DRAFT 3.2. CREATE A CRITICAL CONVERSATION**DELIVERABLE:** Friday, March 31 in the Pre-Draft Forum*This activity will take about two hours to complete*

In your Research Paper you will need not only to *use* various sources but also to relate them—*make them speak to each other* and interact with your own ideas. This is known as putting sources in conversation. The purpose of this exercise is to identify an existing critical conversation in which you can participate by *connecting three or more scholarly sources*. Starting with one source, look for the preceding sources it cites and subsequent sources that cite it. For preceding sources, check the citations and bibliography. For subsequent sources use a Cited By search (Google Scholar is good for this). Note: This is an effective but fairly mechanical way to assemble and participate in a critical conversation, however it is not the only way to bring this element into your paper. You can also create your own conversation, bringing together sources that have no obvious or existing connections.

1. **Choose an article from your own research project** as a starting point for this exercise. Alternatively, you could begin with one of these:

Wirtz, J. G., Sparks, J. V., & Zimbres, T. M. (2018). The Effect of Exposure to Sexual Appeals in Advertisements on Memory, Attitude, and Purchase Intention: A Meta-Analytic Review. *International Journal of Advertising*, 37(2), 168–198. [Meta-compilation of results from studies going back to 1969]

Lanseng, E. J. (2016). Relevant Sex Appeals in Advertising: Gender and Commitment Context Differences. *Frontiers in Psychology*, 7.
 2. **Read your source.** If your source is in IMRAD format, read the Abstract, skim the literature review in the introduction (where the authors refer to previous work), and read the Discussion section toward the end. Refer to Lauren Buckley's video How to Read a Science Paper for further guidance.
 3. **Choose one of the article's sources** that seems significant to the present article, perhaps as precursor or inspiration. The source will likely be cited in the Introduction and will be included in the References. Obtain a copy of that source and read it in a similar way.
 4. **Find the first article in Google Scholar and do a Cited By search** to find a more recent article that cites it. (You may also attempt this in OneSearch). Read this source as you did the other two.
 5. **Look for a throughline between the three sources.** What connects them? What is the common conversation in which they are all participating and to which they are contributing?
 6. **Think about how you might participate in and contribute to this conversation.**
 7. **Bonus: find another scholarly source that contributes to the same conversation**, preferably one that neither cites nor is cited by the other sources.
 8. **Create a report. Refer to the Example (next page) and use the Template (below, after the example).**
 9. **DELIVERABLE:** When complete, post to this topic in the Pre-Draft Forum. As always, it is a good idea to type this up separately first and then paste it into a forum post.
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PRE-DRAFT 3.2. CREATE A CRITICAL CONVERSATION**Example**

1. List three related sources with full bibliographic entries in APA format.

Zotero can generate these, and most databases, including OneSearch, have a tool to create a citation in various formats, including APA.

This source (1):

Åkestam, N., Rosengren, S., & Dahlen, M. (2017). Think about it – can portrayals of homosexuality in advertising prime consumer-perceived social connectedness and empathy? *European Journal of Marketing*, *51*(1), 82–98. <https://doi.org/10.1108/EJM-11-2015-0765>

Cites this source (2):

Puntoni, S., Vanhamme J., & Visscher, R. (2011). Two Birds and One Stone: Purposeful Polysemy in Minority Targeting and Advertising Evaluations. *Journal of Advertising*, *40*(1), 25–41. <https://doi.org/10.2753/JOA0091-3367400102>

And is cited by this source (3):

McDonald, R. E., Laverie, D. A., & Manis, K. T. (2021). The Interplay between Advertising and Society: An Historical Analysis. *Journal of Macromarketing*, *41*(4), 585–609. <https://doi.org/10.1177/0276146720964324>

2. Complete this sentence using your three sources and APA in-text citation style:

[Source 1] cites [Source 2] and is cited by [source 3].

Åkestam et al. (2017) cites Puntoni et al. (2011) and is cited by McDonald et al. (2021).

3. Write a paragraph describing the critical conversation, citing all 3 sources in APA in-text citation style.

Åkestam et al. (2017) found that “portrayals of homosexuality in advertising can prime consumers to think about other people, thereby affecting them socially.” As in past studies, they found that “these effects are moderated by attitudes toward homosexuality.” However, they also found that the heterosexual consumers they studied tended to have positive responses to portrayals of homosexuality in ads. This contradicts the findings of Puntoni et al. (2011), who found that heterosexual consumers tend to respond negatively to ads targeting homosexuals, even if they are not aware of this targeting. Åkestam et al. theorize that this shift may be due to changing attitudes toward homosexuals in society generally. McDonald et. al. (2021) concurs with this idea in their findings, which show that advertising affects society as well as society affecting advertising. In other

words, it is possible for brands to portray more positive attitudes toward homosexuality than are generally accepted and thereby affect attitudes in society at large. They cite Absolut as an example of this effect, a brand that openly celebrated gay people and gay culture long before it was fashionable to do so.

4. How might YOU participate in and contribute to this conversation? For example, you could look for your own ads to analyze.

I can look for some of the most recent ads portraying gay and lesbian characters and analyze them. For example, the OREO: Proud Parent ad portrays a father who has difficulty accepting his daughter's sexuality when she brings home her female partner to meet the family. The ad posits that the family is racially and ethnically diverse, and it implies that one kind of acceptance leads to another, as the dad gets used to the idea and becomes more comfortable with the lesbian couple, while reaffirming his love for his daughter. If Åkestam et al. (2017) and McDonald et. al. (2021) are correct, this ad could influence people to feel more "social connectedness and empathy" (Åkestam et al., 2017) with people who at first seem strange and unlike them in some significant aspect.

5. Bonus: find *another* scholarly source that contributes to the same conversation—preferably one that neither cites nor is cited by the other sources. Write a paragraph incorporating the new source.

Source 4:

Northey, G., Dolan, R., Etheridge, J., Septianto, F., & Van Esch, P. (2020). LGBTQ Imagery in Advertising: How Viewers' Political Ideology Shapes Their Emotional Response to Gender And Sexuality in Advertisements. *Journal of Advertising Research, JAR-2020-009*. <https://doi.org/10.2501/JAR-2020-009>

Paragraph incorporating the additional source:

Northey et al. (2020) cites Puntoni et al. (2011) but not Åkestam et al. (2017) and is not cited by MacDonald (2021). Therefore I did not find a source that is completely disconnected, but it adds a different viewpoint to the conversation. The additional source finds that "male homosexuality creates more powerful, negative emotions than female homosexuality" and that "such responses are more prevalent in viewers who subscribe to a conservative political ideology" (Northey et al. 2020). Åkestam et al. (2017) does not take political ideology into account, but a marketing executive who is considering placing an LGBTQ-related ad must do so. If I can find an ad comparable to the Oreo ad that involves a gay male couple, I could illustrate this point: a lesbian-related ad may be less likely to produce negative responses in a market segment with a prevailing conservative population than an ad with gay male characters. This could lead into a discussion of why straight audiences more readily accept lesbian characters than gay male characters. I would guess that heterosexual men in particular may be more likely to feel threatened by male gays than by female gays. It would be helpful to find another source that might support—or contradict—this hypothesis.

PRE-DRAFT 3.2. CREATE A CRITICAL CONVERSATION

Template

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- 1. List three related sources with full bibliographic entries in APA format** (Zotero can generate these and most databases, including OneSearch, have a tool to create a citation for the displayed source in formats including APA):

This source (1): _____

Cites this source (2): _____

And is cited by this source (3): _____

- 2. Complete this sentence using your three sources and APA in-text citation style.**

[Source 1] cites [Source 2] and is cited by [source 3].

Example: Åkestam et al. (2017) cites Smith & Jones (2011) and is cited by Lamb (2021).

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- 3. Write a paragraph describing the critical conversation, citing all three in APA in-text citation style:**

- 4. How might YOU participate in and contribute to this conversation?**

- 5. Bonus: find *another* scholarly source that contributes to the same conversation—preferably one that neither cites nor is cited by the other sources. Write a paragraph incorporating the new source.**

Additional source (Source 4):

Paragraph incorporating the additional source:

OPTIONAL: SUMMARIZE A SCHOLARLY SOURCE

The purpose of a summary is to briefly restate in your own words something you have read so that it would be understandable to someone who hadn't read it. A summary is considerably shorter than the original, so you must decide what to include so the reader has the fullest possible understanding of the source in just a page or two. Condense and combine wherever you can. The more complex the text, the more difficult this is to do. If you include quotations, you must also contextualize and explain them. The reader of your summary should have a clear idea of what the original is about, including its primary claims and its rationale in support of those claims. Writing out ideas in your own words is also the best way to ensure that you understand them thoroughly. If you can summarize it, you understand it. **DELIVERABLE: Due April 5** to this topic in the Pre-Draft Forum.

RESEARCH PRESENTATIONS (ADTALKS)

An informal but well-planned and contentful presentation of your project.

This activity is worth 1 course point of extra credit, which is an A on 1% of the course grade!

Use Google Slides, PowerPoint or another presentation technology. 5 minutes + 5 minutes questions and discussion.

1. Preparation

- a. Read these general in-class presentation guidelines and/or search the internet for advice on best practices for PowerPoint/Google Slides presentations.
 - b. Watch this video on Research Presentations from Spring 2020
 - c. Here is an example
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2. Group Preparation

- a. **Meet with your Research Group** to plan your presentations..
 - b. Discuss your projects and give each other feedback. Share resources and advice.
 - c. If some or all of you are working on similar topics, it would be helpful for you to present individually on the same day. Decide what order you want to present in. Do you want to begin with a general statement from the group about your work? Make sure that you are each presenting different material—different ads, different secondary sources.
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3. Presentation Instructions

- a. **SHOW** at least one visual on screen—a print ad, social media ad, website, TV commercial, or internet video. Or play audio if you are doing any audio-only ads or want to make a point about audio.
 - b. **TELL** us about the ad—provide a close reading.
 - c. **Summarize** 2-3 key points from a **major scholarly source**. Project 2-3 *brief* bullet points on screen while you explain.
 - d. Take **QUESTIONS** from your classmates including at least one question from your partners, which you may agree upon in advance.
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4. **Support each other and have fun!** Guidelines for this are not set in stone. If you have your own creative approach you want to try, go for it! I am happy to meet with you individually or as a group to discuss any aspect of this assignment.
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RESEARCH PAPER INSTRUCTIONS, DRAFT AND FINAL

DRAFT due April 17 — FINAL due May 10

Instructions: Write a 10-12 page paper using at least four scholarly sources that relates to the themes of the course—namely intersections of advertising with sexuality and/or gender. You are not required to stick precisely to the project and sources you presented in your research proposal, but if you plan to deviate from it substantially you should discuss it with me. You are not prohibited from using non-scholarly sources, but you are responsible for the quality of the sources you choose. If you use a dissertation or thesis as a source, make sure it is for a doctoral degree; do not use undergraduate papers as sources! As always, you must evaluate sources to determine their quality and usefulness. For every source, you must know who wrote it, what their qualifications are, and what their point of view or biases are likely to be.

This is a thesis-driven paper. As in the lens paper, you must take a stand, a position on some issue, and it must be motivated—in other words, you must convince the reader why it is important to find out what you have to say about it. You must also locate your argument relative to an ongoing discourse on the same or a similar topic. What contribution is your paper making to that discourse? Keep in mind that this is your paper—not your sources! When you summarize, paraphrase, or quote from a source, always make clear how that evidence fits into your argument. You can support or challenge any source's arguments, as long as you present evidence of your own to support your stance. Put your sources into a conversation with each other and with you. Think carefully about what ads you want to focus on: decide on a small group, show how they are related, and examine them in depth. Write more about less: ten pages is a very short paper. You must define your topic narrowly enough to do justice to it.

Audience. Think of your audience for this paper as members of the class who have done the readings and assignments. But you must always include complete citations, as if the paper were intended to be read by anyone

Citation. Use APA format. In your bibliography (Resources section) do not include the annotations that you included in the Annotated Bibliography in your Research Proposal.

Submission. In the Commons on LATTE

Cover Letter for Draft

Write a cover letter, addressed to your readers, in which you reflect on your process, answer the following questions and present any other concerns.

1. What point are you at with this draft? If you had more time, what more would you do?
2. What is your thesis? (quote it from the draft)

3. What is your motive? (quote it from the draft)
What are the biggest problems you're having at this point in the writing process?
 4. What is your favorite sentence? What is your least favorite? Why? (Quote directly from draft.)
 5. What is your #1 concern about your essay—sources, thesis, structure, evidence, persuasiveness, style, and so on?
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Revision Cover Letter

Reflect on your re-thinking and revision process from the draft to the final version. Write a cover letter describing this process and turn it in electronically with the final version of your paper.

1. What did you set out to accomplish in this revision? Do you feel you succeeded?
 2. How did your thesis or motive change? Please explain. Note: you must show change or development of your thesis since the draft.
 3. What steps or stages did you go through in your revision process?
 4. Did you use the Writing Center? If so, please describe your experience.
 5. Comment on the pre-draft, peer review process, and your conference with the instructor. Were these helpful to you? What could have been done to improve them?
 6. Please add any further comments.
 7. Please do not resubmit your Draft Cover Letter.
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