

HIS 367: Marketing Campaigns in US History c.1850-present

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This course examines how different industries, products, and companies employed their marketing campaigns to take advantage of opportunities, respond to internal and external challenges and threats, and adapt to the social and cultural environment of their times. This will include the historical context of changing needs and wants of consumers, as well as developments in advertising media and marketing approaches.

This course fulfills the **Writing II Proficiency, and the Entrepreneurial Elective** for the new Business minor.

There are no pre-requisites for this course. 3 credits.

Readings

Books are available for purchase at the PC Bookstore or used online. Students will also be required to purchase directly a packet of case studies from Harvard Business School Press.

- Required:
- * Regina Lee Blaszczyk, *American Consumer Society, 1865 - 2005: From Hearth to HDTV* (Wiley-Blackwell, 2008).
 - * Roland Marchand *Creating the Corporate Soul: The Rise of Public Relations and Corporate Imagery in American Big Business* (University of California Press, 1998).
 - * Harvard Business School Press case packet (purchase electronic and/or printed packet [about \$17] at): <http://cb.hbsp.harvard.edu/cbmp/access/73131728>
 - * readings on Sakai

Learning Objectives

As a result of having met the requirements of this course, the student is expected to be able to:

Objective	Method of Assessment
Examine the promotional campaigns of different industries, products, and companies in US history, especially developments in advertising and the creation of brand loyalty.	<ol style="list-style-type: none"> 1. midterm/final exams 2. weekly response papers 3. class discussion 4. assigned readings
Identify basic marketing strategies (product, price, promotion, place, people) in these historic campaigns.	<ol style="list-style-type: none"> 1. midterm/final exams 2. weekly response papers 3. class discussion 4. assigned readings
Examine how the changing media landscape affected marketing campaigns.	<ol style="list-style-type: none"> 1. midterm/final exams 2. weekly response papers 3. class discussion 4. assigned readings
Identify how different industries, products, and companies historically have used marketing campaigns to highlight their strengths and downplay their weaknesses, while taking advantage of market opportunities and avoiding threats.	<ol style="list-style-type: none"> 1. midterm/final exams 2. weekly response papers 3. class discussion 4. research paper
Explore the importance of understanding the social and cultural environment when identifying the wants and needs of consumers.	<ol style="list-style-type: none"> 1. peer-led discussion 2. weekly response papers 3. final essay 4. research paper
Examine how companies have used their marketing campaigns to respond to crises (both internal and external).	<ol style="list-style-type: none"> 1. peer-led discussion 2. weekly response papers 3. final essay 4. research paper
Consider how modern marketers and marketing campaigns can benefit from an understanding of historical marketing campaigns.	<ol style="list-style-type: none"> 1. peer-led discussion 2. weekly response papers 3. final essay
Develop and improve critical thinking, reading, and writing skills, and express ideas clearly and succinctly in oral and written work [Writing II proficiency]	<ol style="list-style-type: none"> 1. research paper 2. intermediate paper drafts & assignments 3. weekly response papers

This course fulfills the federal definition of the credit hour: Students are expected to engage with course materials for a minimum total of 1 hour in class plus 2 hours out of class over the course of approximately 15 weeks for each 1 hour of credit.

Grading

	Scale
• Class Participation (15%)	
• Midterm Exam (10%): Thursday, March 1	
• Research Paper (25% = 10% assignments A, B, & C + 15% final draft)	A = 100-93
• Assignment A: Sunday, January 28 (on Sakai by midnight)	A- = 92-90
• Assignment B: Tuesday, February 20 (on Sakai by midnight)	B+ = 89-87
• Assignment C: Thursday, April 5 (on Sakai by midnight)	B = 86-83
• Assignment C (revised): Thursday, May 3 (in class)	B- = 82-80
• Rewrite (optional draft 3): TBA	C+ = 79-77
• Reading Responses (20%): 13 assigned; average best 8	C = 76-73
• Peer-led Discussion and write-up (10%)	C- = 72-70
• Final Exam	D+ = 69-67
• “second midterm” (10%): TBA	D = 66-63
• Cumulative Essay (10%): TBA	D- = 62-60
	F = 59-0

Course Requirements

- **Read all assigned material.** You must come to class having read and taken notes on the assigned readings.
- **Attend all classes.** Attendance is mandatory, unless you have a signed note *from the Dean's office* or an official note that you will be attending a college-sponsored event.

If you are unable to attend class *for any reason* (excused or unexcused), you will receive a zero for participation that day unless you submit a 1000 word (approximately 4 double-spaced, typed pages) written review of the assigned reading material by the following class (in addition to any other assignments due in class that day). A word count must be included on this assignment.

If you have more than 3 unexcused absences, you will automatically receive an F for the participation portion of your grade for the entire semester.

Excused absences are determined at *my* discretion, but will include college-related activities and Dean's excuses. When possible, excused absences must be cleared with me before the class in question.
- **Actively participate in class.** In determining your discussion grade, I will take into account both your level of preparation for class and the **quality** of your input. Since this is such a large portion of your final grade, it is in your best interest to contribute to the proceedings. Students who are reticent about speaking should visit me during office hours to discuss the issue.
- **Actively engage with the reading responses.** Most class days, I will give you a question to think about as you do your assigned reading. Submit a short (but well thought-out) 400-500 word (~1.5 page) typed response, due in class. A word count must be included on all responses. Final grade is the average of your 10 highest responses.

- **Lead a class discussion.** In groups, each student will lead a class discussion. Prior to that discussion, the students will be required to meet with me to discuss the organization and content of their discussion. After the discussion, you will each (individually) submit a 900-1200 word (3-4 page) “post-mortem” in which you: (a) describe your plan going into the discussion; (b) describe your specific role in the planning and execution of this plan, (c) analyze which aspects went well and which went poorly, and (d) consider how you could have improved upon the discussion, in retrospect. This is due within 3 weeks of the discussion.
- **Turn in assignments on time.** Late assignments turned in within 24 hours of time due will be penalized 8 points, and 15 points if handed in within 48 hours. No assignments will be accepted more than 48 hours late.
- **Do your own work.** Papers must be your own work and NOT something written by someone else, taken off the internet, written for another class, etc. You **are permitted** to have outsiders read your papers and comment on them, but they **may not** rewrite any portion of the paper. For example, **permitted:** “I don’t understand what you are trying to say in this paragraph” or “I’m not sure that this sentence makes sense grammatically” or “You have too many run-on sentences” or “Your thesis is not clear.” **Not permitted:** “Wouldn’t this paragraph make more sense if you wrote it this way?” or “You aren’t using commas properly so I changed where you are putting them” or “I think you’re argument would be better if you said this.” *You are always permitted to go to the Writing Center at the Office of Academic Services to get help with writing papers.*
- **Policy on Academic Honesty:** Students who are discovered to have cheated on any assignment will be assigned the grade of 0 for that assignment, with possible further penalties depending on the severity of the infraction. A second infraction will automatically result in the grade of F for the course. *All incidents* will be reported to the Dean of Undergraduate Studies, as required by the PC Policy on Academic Honesty in student handbook.
- **College copyright policy:** Materials used in connection with this course may be protected by Copyright Law. Additionally, students may not share class materials without the express permission of the instructor. For more information, including Fair Use guidelines, please see the College’s Copyright Policy and Guidelines at <http://www.providence.edu/library/research/Pages/copyright.aspx>.
- **Disability accommodations:** Resources for disability accommodations are available to students through the Office of Academic Services and the Writing Center. **Note:** Students who may require academic accommodations based on a documented disability should make the necessary arrangements as soon as possible. All accommodations must be arranged through the Office of Academic Services.
- **The Office of Academic Services (OAS),** located on the upper level of the Philips Memorial Library, offers a wide variety of support services for all PC students, including group and individual tutoring, academic skills mentoring, disability support, and writing assistance. For additional information about the office, go to <http://www.providence.edu/academic-services> or call 865-2494.
 - Tutorial Services 865-2855
 - Academic Skills Mentoring 865-2667
 - Writing Center 865-1286
 - Disability Support 865-1121
- Syllabus and calendar may change over course of the semester at the sole discretion of the instructor. All changes, including class cancellations due to weather or other emergencies, will be communicated to students in class and/or through email and Sakai.

Participation Rubric

	Excellent (A)	Good (B)	Average (C)	Needs Help/ Inadequate (D-F)
Attendance/ Promptness	Student is always prompt and never misses class without documentation.	Student is occasionally late (once every few weeks) and regularly attends class (few or no undocumented absences).	Student is often late but regularly attends class (few or no undocumented absences).	Student is frequently late and/or has poor attendance of classes.
Level of Engagement * This will comprise the majority of your participation grade.	Student contributes to class by offering ideas and asking questions several times per class. These comments demonstrate careful engagement with the text.	Student contributes to class by offering ideas and asking questions more than once per class. These comments demonstrate engagement with the text.	Student contributes to class by offering ideas and asking questions once per class. These comments demonstrate familiarity with the text.	Student rarely contributes to class by offering ideas and asking questions. The student demonstrates little or no familiarity with the text.
Listening Skills	Student listens when others speak, and often incorporates or builds on ideas of others.	Student listens when others speak, and occasionally incorporates or builds on ideas of others.	Student listens when others speak.	Student does not listen when others speak and/or is disruptive .
Behavior	Student never displays disruptive behavior in class.	Student rarely displays disruptive behavior in class.	Student occasionally displays disruptive behavior in class.	Student frequently displays disruptive behavior in class.
Preparation	Student is always prepared for class. S/he has read all required readings and completed all assignments. S/he always brings readings to class.	Student is usually prepared for class. S/he has read most required readings and completed all assignments. S/he usually brings readings to class.	Student is often prepared for class. S/he has read most required readings and completed most assignments. S/he sometimes brings readings to class.	Student is rarely prepared for class. S/he does not read required readings and/or complete assignments. S/he rarely brings readings to class.

Course Schedule

Tuesday January 16: Introduction and overview of the United States in the 19th century

Part I: Victorian America, c.1850-1900

Thursday January 18: The Centrality of the Home

Readings: *American Consumer Society* (intro and chapter 1, p. 1-50)

****Response Paper 1 due:** Based on the assigned reading, which 3 factors (do you think) will be most important in understanding the marketing environment during the Victorian age? Be sure to fully explain the reasons for your selections. [Do NOT write in the first person – “I,” “me,” “we,” “our,” etc.]

Tuesday January 23: Creating a Household Brand: Food Products

Readings: Nancy F. Koehn, “Henry Heinz and Brand Creation in the Late Nineteenth Century: Making Markets for Processed Food,” *Business History Review* 73 (Autumn 1999): 349-93 [on Sakai]

****Response Paper 2a due:** Heinz was attempting to create a market for new products (rather than entering an existing market). What were the most important characteristics of this new market? What did he do to capitalize on these characteristics in creating this new market?

Thursday January 25: 19th Century Advertising Tactics

Readings: Rob Schorman, “Claude Hopkins, Earnest Calkins, Bissell Carpet Sweepers and the Birth of Modern Advertising,” *The Journal of the Gilded Age and Progressive Era* 7 (April 2008): 181-219 [on Sakai]

****Response Paper 2b due:** Analyze one of the ads from the article (either Figure 3, 4, 5, or 6). What was innovative about this ad? Why was this ad effective? What issues was it attempting to address (either within society, the economy, the industry, etc.)? [Don’t just repeat the analysis in the article itself.]

Sunday, January 28: ****Paper Assignment A due** (midnight)

Tuesday January 30: What we wear and where we shop

Readings: *American Consumer Society* (chapters 2-3, p. 51-93)

****Response Paper 3a due:** What (do you think) was the most important marketing innovation of Victorian retailers? Why was this innovation effective? What aspects of Victorian society was this innovation tapping into?

Thursday February 1: Wholesaling and Retailing

Readings: “A. T. Stewart and the Development of the Department Store,” [on Sakai]

****Response Paper 3b due:** How did department stores take advantage of economies of *scale*, *scope*, and *speed*? Explain how these strategies facilitated the success of department stores.

Tuesday February 6: The Plight of the Soulless Corporation

Readings: *Creating the Corporate Soul* (introduction & chapter 1, p. 1-47)

****Response Paper 4a due:** Analyze one of the ads from chapter 1 of *Creating the Corporate Soul* (1.6-1.12, 1.14-1.16). What were (plural) the specific issues (either within society, the economy, the industry, etc.) that the company was trying to address with this ad? How did it use the ad to address these issues? Why was this ad effective? [Don’t just repeat the analysis in the chapter itself.]

Thursday February 8: Sales Management and Salesmanship

Readings: Walter A. Friedman, “John H. Patterson and the Sales Strategy of the National Cash Register Company, 1884 to 1922,” *The Business History Review* (winter 1998): 552-584 [on Sakai]

****Response Paper 4b due:** Using National Cash Register as an example, what were the most important aspects of face-to-face sales techniques during the late-nineteenth and early-twentieth century? What made these techniques particularly effective during this time? [Limit yourself to just 1 or 2 techniques.]

Part II: Modern America, c.1900-1945

Tuesday February 13: Mr. Advertiser Meets Mrs. Consumer

Readings: *American Consumer Society* (intro, p. 94-101 and chapter 4, p. 94-136)

****Response Paper 5a due:** How did market research transform the advertising industry in the period *prior to* the 1920s? In what ways was this market research shortsighted and/or biased?

Thursday February 15: AT&T: The Vision of a Loved Monopoly

Readings: *Creating the Corporate Soul* (chapter 2, p. 48-87)

****Response Paper 5b due:** What is the purpose of institutional advertising? What were the most successful aspects of AT&T’s institutional advertising campaign? How can a company assess the success (or failure) of such a campaign?

Tuesday February 20: **NO CLASS** [Monday schedule]
****Paper Assignment B due by midnight****

Thursday February 22: Corporate Morale in War and Peace
Readings: *Creating the Corporate Soul* (chapter 2, p. 88-129)
Daniel Pope, "The Advertising Industry and World War I," *The Public Historian* (Spring 1980): 4-25 [on Sakai]

Tuesday February 27: The Roaring 20s
Readings: *American Consumer Society* (intro 101-107, and chapter 5)

Thursday March 1: **MIDTERM**

Spring Break

Tuesday March 13: Bruce Barton: Boy Wonder of American Advertising
Readings: *Creating the Corporate Soul* (chapter 4, p. 130-163)
American Consumer Society (finish intro and chapter 6)
****Response Paper 6a due:** What was GM's main purpose in pursuing an institutional advertising campaign in the 1920s? What problem(s) were they trying to address? What was Bruce Barton's proposed solutions to the problem(s)?

Thursday March 15: Institutional Advertising
Readings: *Creating the Corporate Soul* (chapter 5, p. 164-201)
****Response Paper 6b due:** *question TBA*

Tuesday March 20: Department and Chain Stores
Readings: Peter Scott and James Walker, "Sales and Advertising Expenditure for Interwar American Department Stores," *The Journal of Economic History* (March 2011): 40-69 [on Sakai]
Daniel Scroop, "The Anti-Chain Store Movement and the Politics of Consumption," (Dec. 2008): 925-949 [on Sakai]
****Response Paper 7a due:** *question TBA*

Thursday March 22: Saving the System
Readings: *Creating the Corporate Soul* (chapter 6, p. 202-248)
****Response Paper 7b due:** *question TBA*

Tuesday March 27: The Wartime Imagery of a Nation United

Readings: *Creating the Corporate Soul* (chapter 7, p. 312-356)

Easter Break

Part III: Boomer America, 1945-2005

Tuesday April 3: The Me Generation

Readings: *American Consumer Society* (chapters 7-8, p. 198-231)

Thursday April 5: [NO CLASS]

****Paper Assignment C due by midnight****

Tuesday April 10: Frozen Foods and Mass Marketing

Readings: Shane Hamilton, "The Economies and Conveniences of Modern-Day Living: Frozen Foods and Mass Marketing, 1945-1965," *The Business History Review* (Spring 2003): 33-60 [on Sakai]

[peer-led discussion 1]

****Response Paper 8 due: question TBA**

Thursday April 12: Global Marketing

Readings: Geoffrey Jones, "Blonde and Blue-Eyed? Globalizing Beauty, c. 1945-c.1980," *The Economic History Review* (Feb. 2008): 125-154 [on Sakai]

Peter Miskell, "Cavity Protection or Cosmetic Perfection? Innovation and Marketing of Toothpaste Brands in the United States and Western Europe, 1955-1985," *The Business History Review* (Spring 2004): 29-60 [on Sakai]

[peer-led discussion 2]

****Response Paper 9 due: question TBA**

Tuesday April 17: New Media

Readings: *American Consumer Society* (chapter 9 & conclusion, p. 232-275)

Thursday April 19: Personal Branding & Modern Media

Readings: "Oprah Winfrey" [in HBSP case packet]

[peer-led discussion 3]

****Response Paper 10 due: question TBA**

Tuesday April 24: A Racial Past and Present

Readings: Pamela Laird, *Pull* (p. 124-27, 129-36) [on Sakai]

Jo-Ann Morgan, "Mammy the Huckster: Selling the Old South for the New Century," *American Art* (Spring 1995): 86-109 [on Sakai]

Judy Foster Davis, "'Aunt Jemima is Alive and Cookin'?" An Advertisers Dilemma of Competing Collective Memories," *Journal of Macromarketing* (March 2007): 25-37 [on Sakai]

[peer-led discussion 4]

****Response Paper 11 due:** Using examples from the reading, why do advertisers employ stereotypes in their marketing campaigns? How can using stereotypes be detrimental to a brand? How can marketers avoid employing stereotypes in their marketing campaigns?

Thursday April 26: Branding Reconsidered

Readings: "Howard Schultz and Starbucks Coffee Company" (in HBSP case packet)

[peer-led discussion 5]

****Response Paper 12 due:** What were the essential factors that enabled Starbucks to succeed in a competitive industry? [Why has this formula been largely unsuccessful in New England?] How might Starbucks need to adapt these strategies to remain competitive in the future? [or to break into the New England market?]

Tuesday May 1: Corporate Social Responsibility

Readings: Corporate Social Responsibility: Doing well by doing good" [in HBSP case packet]

"Walking the Walk: Putting Social Responsibility into Action at the White Dog Cafe," [in HBSP case packet]

[peer-led discussion 6]

****Response Paper 13 due:** *question TBA*

Thursday May 3: How the Past Reflects our Future

****Paper Assignment C (revised) due****

HIS 367: Marketing Campaigns in US History Paper Project

The purpose of this assignment is to examine the marketing campaign for a consumer product in the nineteenth or twentieth century (**no later than 1990**), and then to put that marketing campaign into the context of both the business environment and the larger history of the period.

ASSIGNMENT A: Getting Started

Each student will choose *at least* **three** advertisements for the same company or consumer product. These advertisements are available at the Ad*Access Project: <http://scriptorium.lib.duke.edu/adaccess/> You can also use any ads from the databases listed here: <http://guides.library.upenn.edu/c.php?g=475963>

You can browse through these ads in any number of ways (by product, company, time period, category, etc.) Browse through a number of ads and try to pick ones that you think are especially interesting in their approach – something that strikes you as particularly bold, innovative, bizarre, unfamiliar, or revealing. Above all, have fun in making these selections. Make sure that the ads you pick are unique from each other (you don't want three renditions of the same ad), but still fall within the same relative time period (unless you are *consciously* selecting ads that are years apart chronologically.)

Once you have selected your ads, you will need to find *at least* **three primary** source newspaper or magazine articles that discuss business strategies surrounding this product (either this product specifically [e.g., Chevrolet], the company that owns the product [e.g., General Motors], or the industry as a whole [e.g., automobiles]). These articles also need to be from *approximately the same time period* as your advertisements. Search in the following databases (all available online through the Phillip's Memorial Library website):

- Readers' Guide Retrospective, 1890 – 1982 (searches hundreds of magazines and journals)
*****use Article Linker*****
- Historical New York Times (1851-2002)(full text; keyword searchable)
- Historical Wall Street Journal (1889-1991) (full text; keyword searchable)
- America's Historical Newspapers (full text; keyword searchable)
 - Early American Newspapers (1690-1922)
 - African American Newspapers (1827-1998)
 - Hispanic American Newspapers (1808-1980)
- **JSTOR** (full text journal articles) – these may be primary sources if published around the time of the ads

Once you have selected your advertisements and articles, save them as pdfs. You will upload these to the Sakai dropbox, along with a one-paragraph (total) explanation of your selections.

Due date (uploaded to Sakai): Sunday, January 28 [by midnight]

ASSIGNMENT B: Primary Source Analysis

Analyze your advertisements and articles [you are permitted to add or change your sources from Part A, as long as you still have a *minimum* of 3 ads and 3 articles]. Then write a paper of 1000-1250 words (approximately 4–5 pages, double-spaced, 12 point) with a coherent argument based on your analysis of these sources. Begin by considering: To what challenges/competitive pressures was this marketing campaign responding? What opportunities was it trying to take advantage of? What issues did the advertisements address? Who was their target audience? What assumptions were they making about this audience? Were they playing into any stereotypes? Were they trying to alter the image of a product? What tactics were they using to try and sell this product? Did you think these tactics would be successful? Why or why not? ****You are NOT supposed to be answering all of these questions in your essay. They are things to think about as you form a thesis.**** [For more, see the handout: “Analysis of a Text-Based Primary Source” on Sakai.]

Use these sources to draw inferences and formulate a hypothesis: what can we learn about the business climate, the industry, and/or the time period from these sources? For now, it is okay to conclude your paper with unanswered questions that you hope to resolve later. As you draw a tentative conclusion about the significance of the sources, you may wish to lay out a set of unanswered questions that might lead to a conclusion, or propose avenues of research that might resolve your unanswered questions.

Due date (uploaded to Sakai): Tuesday, February 20 (in class)

HIS 367: Marketing Campaigns in US History Paper Project

*****Include a descriptive title, page numbers, word count, footnotes (according to handout on Sakai), and full bibliography.**

ASSIGNMENT C: Secondary Source Analysis

Now you need to find out how your product/marketing campaign fits into the larger business and historical context by consulting secondary sources on your product, firm, and/or industry. Have historians overlooked the issues your sources raise? Are your ads responding to or reflecting a particular moment in history? Think broadly about what types of sources you consult. Are there gender, ethnic, or class issues inherent in your ads? Do these ads reflect a particular mindset of the period (for example, the Depression? World War II? etc.)? Do they reflect a changing business environment in your industry? Are the advertisers responding to outside forces in society? trying to meet an existing demand that exists? trying to shape the consumer environment? trying to create a new demand? You should start by consulting a general American History textbook to read about your particular time period. (Any textbook is acceptable, but there is also one of reserve for you in the library.) ****Again, these questions are to help you think about your thesis. Not all will be relevant to your project and you certainly should *not* try to address all of them in your paper.****

For this assignment you should use *at least three* secondary sources beyond the textbook (encyclopedias or encyclopedic websites do NOT count). These sources could be either books or journal articles. I have placed a few general books on the history of advertising on reserve in the library. The following search engines for secondary sources are all available through the Phillip's Memorial website:

- **HELIN** (PC library catalogue; access to books in all RI colleges)
- **JSTOR** (journal articles)
- **Project Muse** (journal articles)
- **Cambridge Journals Online**
- **Oxford Journals**

****If you would like to use ANY website not expressly mentioned in this assignment, you need approval from the professor BEFORE you turn in the assignment unless it ends in .edu or .gov.****

Now draw some conclusions. Write a paper of 2000-3000 words (approximately 8-12 pages) in length. The initial paper from Assignment B will be incorporated into this larger paper, although it should be revised to reflect both the comments from the professor and what you now have learned from the secondary sources. Why did the company choose this particular advertising campaign? Why did they think it would be successful? What historical and/or business-related ideas were they trying to tap into? Does the larger historical context make the advertisements more comprehensible? ****Again, you need not answer all these questions, but one or more may point you in the direction of a conclusion.****

Remember, history does not always present an easy or complete picture. Try not to be discouraged if you run into setbacks, pitfalls, or dead ends, and try to avoid wandering too far into irrelevant tangents. Build towards a central argument. Your job as a historian is to be clever as well as careful, imaginative as well as discriminating.

Due date (first draft, upload to Sakai): Thursday, April 5 (in class)

*****Include a descriptive title, page numbers, word count, footnotes (according to handout on Sakai), and full bibliography.**

Due date (second draft, upload to Sakai): Thursday, May 3 (in class)

N.B.: If your second draft is not *significantly* revised from your first draft, you will automatically receive no more than a D as your paper grade.

Optional rewrite (uploaded to Sakai): TBA

If you choose to write a third draft, your final grade will be the *average* of your grades on the second and third drafts.

