

ITC 338/EUS 347-51/WGS 340-92
ITALIAN TELEVISION ADVERTISING
Unique # 36930/36315/45750
Fall 2023

Class Meets: T/TH, 9:30–11:00pm; HRH 2.112
Course Mode: In-person
Instructor: Cinzia Russi
Pronouns: *she/her/hers*
Email: russi@austin.utexas.edu
Office: HRH 3.112C
Office Hours: T–TH 11:30–1:30pm and by appointment (please, feel free to contact me via email any time)

COURSE DESCRIPTION

Italy is a country associated with “style” – lifestyle (*il dolce far niente*), fashion style (Valentino, Prada, Gucci, etc.), film style (Fellini and the like), and, for better or for worse, a certain sort of rather effusive political style (Mussolini, Berlusconi, and their ilk, among others). The specific objective of this course is to categorize and analyze the major changes that have taken place in the peculiarly Italian style of television advertising during the past fifty years.

After a general introduction to the language of television advertising, students will compare chronologically ordered versions of Italian TV commercials for a variety of high-use products (for instance, food, house-cleaning products, personal care items, cars) in order to identify changes that have taken place at the level of vocabulary, grammar, and language register as a result of new socio-cultural dynamics that have come to characterize present-day Italy. The Italian commercials will then be compared to/contrasted with equivalent ads broadcasted in US to uncover similarities and differences.

Although the course will focus on language change, it will also draw attention to socio-cultural changes that have taken place in the Italian society since the second half of the twentieth century, particularly with respect to the role and figure of women (and how they are portrayed in TV commercials vis-à-vis to men), and the structure, life style and values of the ‘typical’ (or ‘stereotypical’) Italian family.

Course Requirements & Expectations

Required Materials – All course materials will be available on Canvas.

★ Canvas offers [24/7 Support](#) via phone, chat or email. If you need to contact the UT Austin Canvas Team, please email canvas@utlists.utexas.edu. Members of the UT Canvas Support team are available during [Workshops](#), walk-in office hours and by appointment.

Course expectations

- *Class attendance and participation* – Since this course covers a fairly large body of material, students are strongly encouraged to attend class regularly. I strongly advise you to look carefully at the calendar in order to plan appropriately any activity that may take you away from school. Should you be forced to miss a class meeting, please, try to inform me as soon as possible so that we can make plans to catch up.
- *Ground Rules for participation in discussions or activities* – As noted above, **participation in class discussion is a must not an option**. I would like you to keep in mind that I view absolute tolerance and respect for beliefs and opinions different from our own as two extremely valuable qualities.
- *Behavior expectations* – To make our time together as valuable as possible, we all have to work hard at it. The following basic principles may give us some guidelines:
 - Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.
 - Every student is accountable for his or her actions.
- *Classroom behavior* – In order for you to get the most out of this class, please consider the following:
 - Attend all scheduled classes and arrive on time since late arrivals and early departures are very disruptive and violate the first basic principle listed above.
 - Please, do not schedule other engagements during this class time; you probably wouldn't appreciate it if I did 😊 I will try to make class as interesting and informative as possible, but I can't learn the material for you.
 - If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know; it is often difficult (or even impossible) for me to hear such things from my position in the classroom.
 - Please, do not forget to shut off (or at least silence 😊) her cellular phones during class.
 - Please, let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.

Assignments & Coursework

- **Five Journal Entries (20% of grade)**
Weekly entries (2-3 pages) summarizing and commenting on reading assignments and class lectures, to be submitted for grading as indicated in the syllabus.
- **Four Analysis of commercials (25% of grade)**
Short papers (3-4 pages) in which students analyze and comment on the different versions of a commercial.
***** IMPORTANT:** Please make sure that your assignments:
 1. Have a title.
 2. Have your name.
 3. Are stapled;

4. Are paginated.
5. Are typed in 12 points Times New Roman (or similar), 1-inch margins.

*****One percentage point will be deducted from your grade for each of these that is missing.*****

- **One exam (25%** of grade)

Short-answer questions on assigned readings and commercials.

- **Research project (30%** of grade)

In groups of three/four, students will:


1. Write a short paper on the 'history' of a commercial of their choice (**20%** of grade);
2. Create an original commercial for the product selected which will be presented in class (**10%** of grade).



- ♠ **This course carries the Global Cultures flag.** Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Syllabus (tentative)

*** Changes to the syllabus may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible). ***

WEEK	DATE	HOMEWORK	IN CLASS
Unit 1 – (Television) Advertising – Introduction			
1	T 8/22	Introduction to the course	
	TH 8/24	Danesi (2015)	Discussion of reading
2	T 8/29	Sedivy and Carlson (2011) Ch. 5, Why ads don't say what they mean (or mean what they say), 123–155	Discussion on reading
	TH 8/31	Ylänne and Williams (2009) ***Journal entry 1*** [Danesi (2015) & Sedivy and Carlson (2011)]	Discussion on reading
3	T 9/5	Cosenza, Colombari and Gasparri (2017)	Discussion on reading
Unit 2 – <i>Carosello</i>			
	TH 9/7		Lecture on <i>Carosello</i>
4	T 9/12	Bacchilega and Rieder (2014) ***Journal entry 2*** [Ylänne and Williams (2009) & Cosenza, Colombari and Gasparri (2017)]	Discussion on reading
	TH 9/14	Annunziato and Fiumara (2015)	Discussion on reading
5	T 9/19	Lezubski (2017), pp. 1–109 (beginning).	Discussion on reading
	TH 9/21	Lezubski (2017), pp. 109–125.	Discussion on reading
Unit 3 – Case studies			
6	T 9/26	Burke (2011) [https://www.youtube.com/watch?v=lWzybnwiUTI] https://www.youtube.com/watch?v=Ym3sdmHnsJ4&t=16s] ***Journal entry 3*** [Annunziato and Fiumara (2015) & Lezubski (2015)]	Discussion on reading
	TH 9/28	Caballero (2014)	Discussion on reading
7	T 10/3	Green and Van Oort (2013) ***Journal entry 4*** [Caballero (2014) & Green and Van Oort (2013)]	Discussion on reading

	TH 10/5	King and Wicks (2009)	Discussion on readings
8	T 10/10	Graakiær (2021)	Discussion on readings
	TH 10/12	Paek and Nelson (2007)	Discussion on reading
9	T 10/17	Review for exam ***Journal entry 5*** [King and Wicks (2009), Graakiær (2021) & Paek and Nelson (2007)]	Review for exam
	TH 10/19	Study for exam	***Exam***
Unit 4 – Analysis of commercials			
	<i>Food</i>		
10	T 10/24	<i>Nutella</i> & Peanut butter	Analysis of commercials
	TH 10/26	Pasta	Analysis of commercials
11	T 10/31	***Analysis of commercials 1*** (<i>Nutella</i> , Peanut butter, and/or pasta) Canned meat products	Analysis of commercials
	TH 11/2	Coffee	Analysis of commercials
	<i>Cleaning & personal hygiene products</i>		
12	T 11/7	***Analysis of commercials 2*** (Canned meat products and/or coffee) Laundry detergents	Analysis of commercials
	TH 11/9	<i>Mastro Lindo</i> & <i>Mister Clean</i>	Analysis of commercials
13	T 11/14	***Analysis of commercials 3*** (Laundry detergents and/or <i>Mastro Lindo</i> & <i>Mister Clean</i>) Toothpaste	Analysis of commercials
	TH 11/16	<i>Fiat 500</i> & <i>Alfa Romeo</i>	Analysis of commercials
14	11/20–25	<p>Fall break – Happy Thanksgiving!</p> 	
	<i>Cars</i>		
15	T 11/28	*** Analysis of commercials 4*** (<i>Fiat 500</i> and/or <i>Alfa Romeo</i>)	Wrap-up discussion

	TH 11/30	  Project presentations.
	TBA	***Research projects due***

List of Readings (tentative)

Unit 1

- Danesi, Marcel. 2015. *Popular culture: Introductory perspectives*. Lanham: Rowman & Littlefield. Chapter 9, *Advertising and branding*.
- Sedivy, Julie, and Greg Carlson. 2011. *Sold on Language: How Advertisers Talk to You and What This Says About You*. John Wiley & Sons Ltd. Ch. 5, Why ads don't say what they mean (or mean what they say), 123–155.
- Ylännä, Virpi, and Angie Williams. 2009. Positioning age: Focus group discussions about older people in TV advertising. *International Journal of the Sociology of Language* 200. 171–87.
- Cosenza, Giovanna, Jennifer Colombari, and Elisa Gasparri. 2017. How Italian advertising represents women and men. Towards a methodology for the semiotic analysis of stereotypes." *Gender/Sexuality/Italy* 4: 190–217.

Unit 2

- Bacchilega, Christina, and John Rieder. 2014. The fairy tale and the commercial in *Carosello* and *Fractured Fairy Tales*. In Pauline Greenhill and Jill Terry Rudy (eds.), *Channeling wonder: Fairy tales on television*, 336–359. Detroit: Wayne State University press. (pp. 336–349, 358–359)
- Annunziato, Sarah, and Francesco Fiumara. 2015. Targeting the parents through the children in the golden age of Italian television advertising: The case of *Carosello*. *Journal of Italian Cinema & Media Studies* 3(1–2). 11–26.
- Lezubski, Kirstian. 2017. Chasing Calimero. A transcultural television history of the character and brand from 1963 to 2014. *Marvels & Tales: Journal of Fairy-Tale Studies* 31(1). 101–125.

Unit 3

- Burke, Frank. 2011. Fellini's commercials: Biting the hand that feeds. *The Italianist* 31. 205–242. (<https://www.youtube.com/watch?v=IWzybnwiUTI>)
- Caballero, Rosario. 2014. Exploring the combination of language, images and sound in the metaphors of TV commercials. *ATLANTIS Journal of the Spanish Association of Anglo-American Studies* 36(2). 31-51.

- Green, Kyle, and Madison Van Oort. 2013. "We wear no pants": Selling the crisis of masculinity in the 2010 Super Bowl commercials. *Signs: Journal of Women in Culture and Society* 38 (3). 695–719.
- King, Ruth, and Jennifer Wicks. 2009. 'Aren't we proud of our language?' Authenticity, commodification, and the Nissan Bonavista television commercial." *Journal of English Linguistics* 37(3). 262–283.
- Graaiaer, Nicolai Jørgensgaard . 2021. The sounds of Coca-Cola: On "Cola-nization" of sound and music. In James Deaville, Siu-Lan Tan, and Ron Rodman (eds.), *The Oxford handbook on music and advertising*. Oxford: Oxford University Press.
- Paek, Hye-Jin, and Michelle R. Nelson. 2007. A cross-cultural and cross-media comparison of female nudity in advertising. In Tom Reichert (ed.), *Investigating the use of sex in media promotions and advertising*, 145–167. Boca Raton, FL: Taylor and Francis.

Policies

Classroom Policies

- ★ **Statement on Learning Success** – Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.
- ★ **Statement on Flexibility** – In acknowledgement of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.
 - If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit [Student Emergency Services](#).
 - For additional campus resources, please visit <https://coronavirus.utexas.edu/students>.

Grading Policies – As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff	Points
A	94%	940
A-	90%	900
B+	87%	870
B	84%	840
B-	80%	800
C+	77%	770
C	74%	740
C-	70%	700
D	65%	650
F	<65%	<650

Late work and grace periods – I strongly advise you to complete your assignments on time: it's better for you too 😊 However, should you fall behind with an assignment, please contact me promptly to discuss possible arrangements.

Absences – Being present in class is critical to achieving our goals for this course. You are welcome to utilize one (1) class absence during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed

during this session.

- *Excused Absence* – The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let me know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.
- *If you have to be absent, use your resources wisely* – Ask your classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may meet me during office hours to address them.

Student Rights & Responsibilities

● *Rights*

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

● *Responsibilities*

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronouns – Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>.

- ★ I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (*she/he/they/ze*, etc.). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For

instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Academic Integrity – Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Q Drop Policy – If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information about Q drops see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

University Resources for Students

- *Services for Students with Disabilities* – The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

*****Faculty are not required to provide accommodations without an official accommodation letter from SSD*****

- *Counseling and Mental Health Center* – The [Counseling and Mental Health Center](#) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.
 - If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.
- *The Sanger Learning Center* – Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

- *Undergraduate Writing Center*: <http://uwc.utexas.edu/>
- *Libraries*: <http://www.lib.utexas.edu/>
- *ITS*: <http://www.utexas.edu/its/>
- *Student Emergency Services*: <http://deanofstudents.utexas.edu/emergency/>
- *BeVocal* – BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Important Dates

- ★ **August 24, Thursday – Fourth class day.**
 - Last day of the official add/drop period; after this date, changes in registration may require the approval of the department chair and usually the student's dean.
 - Last day undergraduate students may register without the approval of the registrar.
- ★ **September 6, Wednesday – Twelfth class day**
 - This is the date the official enrollment count is taken.
 - Students who registered after July 21 must pay their minimum amount due by 5:00 p.m. in order to confirm attendance.
 - Second fall tuition date for students who have already confirmed attendance. All students must pay their remaining tuition amount due or be automatically placed on installment plan.
 - Last day an undergraduate student may add a class except for rare and extenuating circumstances.
 - Last day to drop a class for a possible refund. (See *General Information, Academic, Policies and Procedures and Registration, Tuition, and Fees* for details.)
- ★ **October 13** – Payment for remaining tuition balances due by 11:59 p.m. CST.
- ★ **October 23** – Last day an undergraduate may: Q-drop a class; withdraw; change a class to pass/fail. Last day to apply for an undergraduate degree
- ★ **December 4** – Last class day.
- ★ **December 16, Saturday** – Official graduation date. (No public exercises.)

Important Safety Information

- ★ **Emergency evacuation** – The following recommendations regarding emergency evacuation are from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>
 - Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
 - Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

★ **Title IX Reporting** – Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

- Intervene to prevent harmful behavior from continuing or escalating.
- Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
- Investigate and discipline violations of the university’s [relevant policies](#).
- Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.
- Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

*I look forward to working with you
and wish you a wonderful semester!*

