

**ITC 338 (EUS 347, WGS 340) ITALIAN TELEVISION ADVERTISING: FASHION,  
FOOD, CARS**

**Unique # 36785  
Spring 2019**

**T & TH 11:00–12:30 PAR 220**

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**COURSE DESCRIPTION**

Italy is a country associated with “style”—life style (*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 MATERIAL**

Selected chapters/sections from the texts listed below. All the reading material will be available on Canvas.

➤ **ATTENDANCE & CLASS PARTICIPATION**

- Regular attendance and **active** participation in class discussion are required.

- More than **three** will lower the final grade: for the fourth absence, three points will be deducted from the final grade; four points will be deducted for the fifth absence, and so forth, **up to a maximum of ten points.**

**\*\*\*This policy will be strictly enforced.\*\*\***

➤ **ASSIGNMENTS**

- ***Journal entries*** – Weekly entries (2-3 pages) summarizing and commenting on reading assignments and class lectures, to be submitted for grading as indicated in the syllabus.
- ***Five thought pieces*** (500–750 words) – Short compositions 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. 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.\*\*\***

- ***Five in class quizzes***
- ***One mid-term exam*** – Short-answer questions on assigned readings and commercials.
- ***Research project*** – In groups of three/four, students will:
  1. Write a short paper on the ‘history’ of a commercial of their choice;
  2. create an original commercial for the product selected which will be presented in class.

➤ **GRADING**

- Participation 15%
- Thought pieces 20%
- Quizzes 15%
- Mid-term exam 25%
- Research project 15%
- Oral presentation 10%

- **USE OF CANVAS CANVAS** – In this class, we use Canvas, a Web-based course management system with password-protected access at <http://canvas.utexas.edu>, to distribute some course materials. You can find support in using Canvas via email at [canvas@utlist.utexas.edu](mailto:canvas@utlist.utexas.edu). For more information visit <https://utexas.instructure.com/courses/633028/pages/24-slash-7-support>.
  
- **ELECTRONIC DEVICES** – All students have the right to learn in a supportive environment: don't let your use of a laptop or mobile device distract others.
  - ❖ **Laptops or pads may be used, with sound off, during lectures or class discussions only for note-taking or instructor-directed web-surfing.**
  - ❖ **Your phone must be in your bag or pocket and cannot be used at any time.**
  
- **TUTORS** – Please refer to the French and Italian Department's web page or visit the French and Italian Department's Undergraduate Office in HRH. Be aware that tutors **are not allowed to do homework for you**; they can only give you individual attention in mastering complex grammatical structures and oral skills. Moreover, if the professor deems – due to a discrepancy with your oral and written performance in class – that your homework has been done with the help of a computer-translation-program or a tutor, you will receive a 'no-grade' for that paper; the 'no-grade' will neither lower nor raise your overall grade average. Please read carefully the policy on Scholastic Dishonesty.
  
- **REQUIRED UT UNIVERSITY NOTICES AND POLICIES**
  - ***University of Texas Honor Code*** – The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
  - ***Documented Disability Statement*** – Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD), <http://diversity.utexas.edu/disability/>; (512) 471-6259 (voice), (512) 410-6644 (video phone); [ssd@austin.utexas.edu](mailto:ssd@austin.utexas.edu). Visit the Contact Us page at <http://diversity.utexas.edu/disability/contact-us/>.
 

**\*\*\*Faculty are not required to provide accommodations without an official accommodation letter from SSD\*\*\***
  - ***Behavior Concerns Advice Line (BCAL)*** – If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://besafe.utexas.edu/behavior-concerns-advice-line>.

- **Q drop Policy** – The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:  
 “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”
- **Emergency Evacuation Policy** – Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
  - Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
  - If you require assistance to evacuate, inform me in writing during the first week of class.
  - In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### SYLLABUS (TENTATIVE)

DATE	HOMEWORK	IN CLASS
	<b>Week 1 – (TELEVISION) ADVERTISING</b>	
T, Jan 22		Introduction to the course
TH, Jan 24	Danesi (2015)	Discussion of reading
	<b>Week 2 – (TELEVISION) ADVERTISING</b>	
T, Jan 29	Borrelli (2010)	Discussion of reading
TH, Jan 31	Crompton and McAlea (2000) <b>*Journal entry #1 to be submitted for correction*</b>	Discussion of reading Lecture on di Vesme and Brigida (2009) <b>QUIZ 1</b>
	<b>Week 3 – CAROSELLO</b>	
T, Feb 5		Lecture on <i>Carosello</i>
TH, Feb 7	Annunziato and Fiumara (2015) <b>*Journal entry #2 to be submitted for correction*</b>	Discussion on reading
	<b>Week 4 – CAROSELLO</b>	
T, Feb 12	Bacchilega and Rieder (2014)	Discussion on reading
TH, Feb 14	Vettorel (2013)	Discussion on reading <b>QUIZ 2</b>
	<b>Week 5 – LANGUAGE OF (TV) ADVERTISING</b>	
T, Feb 19	Wenzhong and Jingyi (2013)	Discussion on reading

TH, Feb 21	Fuertes-Olivera et al. (2001) Nedeia (2009) <b>*Journal entry #3 to be submitted for correction*</b>	Discussion on readings <b>QUIZ 3</b>
	<b>Week 6 – LANGUAGE OF (TV) ADVERTISING</b>	
T, Feb 26	Caballero (2014)	Discussion on readings
TH, Feb 28	Zhang (2004) <b>*Journal entry #4 to be submitted for correction*</b>	Discussion on reading <b>QUIZ 4</b>
	<b>Week 7 – LANGUAGE OF (TV) ADVERTISING</b>	
T, March 5	Torresi (2004)	Discussion on reading
TH, March 7	Diadori (1993)	Discussion on reading <b>QUIZ 5</b>
	<b>Week 8 – PREPARING FOR THE MID-TERM EXAM</b>	
T, March 12	Review for mid-term exam <b>*Journal entry #5 to be submitted for correction*</b>	Review for mid-term exam
TH, March 14	Review for mid-term exam	<b>Mid-term Exam</b>
March 18–23	<b>Week 9 – Spring break 😊</b>	
	<b>Week 10 – ANALYSES OF SPOTS: FOOD</b>	
T, March 26	<i>Nutella</i>	Analysis of spots
TH, March 28	Peanut butter <b>*Thought piece 1 due*</b>	Analysis of spots
	<b>Week 11 – ANALYSES OF SPOTS: FOOD</b>	
T, April 2	<i>Pasta Barilla</i>	Analysis of spots
TH, April 4	<i>Pasta De Cecco</i> <b>*Thought piece 2 due*</b>	Analysis of spots
	<b>Week 12 – ANALYSES OF SPOTS: LAUNDRY DETERGENTS</b>	
T, April 9	<i>Ava, Dash, Dixan</i>	Analysis of spots
TH, April 11	<i>Tide</i>	Analysis of spots
	<b>Week 13 – ANALYSES OF SPOTS: HOUSE CLEANING PRODUCTS</b>	
T, April 16	<i>Mastro Lindo</i>	Analysis of spots
TH, April 18	<i>Mister Clean</i> <b>*Thought piece 3 due*</b>	Analysis of spots
	<b>Week 14 – ANALYSES OF SPOTS: PERSONAL CARE</b>	

T, April 23	Colgate toothpaste	Analysis of spots
TH, April 25	Soap bars <b>*Thought piece 4 due*</b>	Analysis of spots
	<b>Week 15 – ANALYSES OF SPOTS: CARS</b>	
T, April 30	Fiat 500	Analysis of spots
TH, May 2	Ford Mustang <b>*Thought piece 5 due*</b>	Analysis of spots
	<b>Week 16 – FINAL PROJECTS</b>	
T, May 7	<b>*Research projects due*</b>	
TH, May 9	<b>*Research projects due*</b>	

### ➤ LIST OF READINGS (TENTATIVE)

- Danesi, Marcel. 2015. *Popular culture: Introductory perspectives*. Lanham: Rowman & Littlefield. Chapter 9, *Advertising and branding*.
- Borrelli, Nicola. 2010. *Advertising across Cultures: A Linguistic-semiotic Analysis of British and Italian TV Commercials*. Roma: Aracne. Chapter 1 (pp. 19–21, 27–37)
- Crompton, P. M. and R. McAlea. 2000. Rhetorical devices in television advertising. In Jackie Cannon et al. (eds.), *Advertising and identity in Europe: The I of the beholder*, 32–41. Bristol, UK/Portland, OG: Intellect.
- 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.
- Bacchilega, Christina and John Rieder. 2014. The fairy tale and the commercial in *Carosello* and *Fractured Fairy Tales* (pp. 336–349, 358–359). 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)
- Vettorel, Paola. 2013. English in Italian advertising. *World Englishes* 32(2). 261–278.
- Wenzhong, Zhu and Li Jingyi. 2013. A Pragmatic Study on the Functions of Vague Language in Commercial Advertising. *English Language Teaching* 6(6). 103–112.
- Fuertes-Olivera, Pedro A., Marisol Velasco-Sacristán, Ascensión Arribas-Baño and Eva Samaniego-Fernández. 2001. Persuasion and advertising English: Metadiscourse in slogans and headlines. *Journal of Pragmatics* 33. 1291-1307.
- Nedeia (Cioranu), Ramona Agneta. 2009. Advertising language: words that trigger feelings. *Translation Studies: Retrospective and Prospective Views* 5. 94–100.
- 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

Zhang, Grace Qiao. 2004. Grice's maxims and the principles of selectiveness: an advertising language perspective. *Literature & Linguistics* 38.

Torresi, Ira. 2004. Women, water and cleaning agents. What advertisements reveal about the cultural stereotype of cleanliness. *The Translator* 10(2). 269-289.

Diadori, Pierangela. 1993. The language of Italian television sales. *Spunti e Ricerche* 9. 23-434.

