



COURSE GUIDE

2024/25

Faculty 323 - Faculty of Social and Communication Sciences

Cycle .

Degree GPUBLI31 - Bachelor's Degree in Advertising & Public Relations

Year Second year

COURSE

27159 - History of Advertising

Credits, ECTS: 6

COURSE DESCRIPTION

History of Advertising seeks an approach to the evolution of advertising from its origins to today, with a more detailed analysis as we approach the present, when its social importance grows and its forms of expression diversify. At the same time, the subject covers the theories and contributions of the greatest professionals of advertising in the last 160 years.

Given the gaps that still presents historical knowledge of advertising especially at local and regional level, the subject would also encourage students to research in this field of communication.

This is a compulsory subject of the Fundamentals of Commercial Communication module, along with Commercial, Corporate and Institutional Communication, Communication and Advertising: Persuasive Strategies, Marketing, Systems and Processes of Advertising and PP. RR., Advertising Law, and Advertising Ethics.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

SPECIFIC COMPETENCES

SC1: Assess the evolution of Advertising as a communication phenomenon and technique that contributes to the articulation and development of modern societies.

SC2: Analyze the conformation of the advertising system and of all the agents that have participated in the advertising processes over the last 160 years of evolution of advertising communication techniques.

SC3: Identify changes in advertising communication models, changes in forms, values, modes of representation.

SC4: Periodize and identify the body of theories that have been shaping the advertising know-how.

SC5: Apply adequate research methods in the field of the history of advertising communication.

TRANSVERSAL COMPETENCES

CT3. Communication and multilingualism

CT5. Communication management and digital citizenship

CT7. Critical thinking

CT8. Teamwork

LEARNING OUTCOMES

-Be able to adapt and learn in work teams.

-Know how to find the necessary documentation for the preparation of a project in the established times, forms and deadlines.

-Be able to use and integrate the documentation and available resources based on a common project.

-Acquire the specific language of the field of advertising communication.

-Be able to analyze and plan any communication object and advertising system.

-Develop the ability to communicate and present a project in public.

-Understand the role that the advertising communication industry has played in modern consumer societies.

Theoretical and Practical Contents

ONE. ADVERTISING HISTORY

1.1. What Is Advertising?

1.2. Is Advertising Art?

1.3. Is It Really Effective?

TWO. THE PREHISTORY OF ADVERTISING

2.1. Ancient Forms of Advertising

2.2. Ancient Egypt: Papyri

2.3. The Greeks: Kerux

2.4. The Romans: Album

2.5. Medieval Advertising

2.6. Newspaper Advertising

THREE. THE BIRTH OF ADVERTISING: 1850-1880

3.1. P. T. Barnum and Patent Medicines in the USA

3.2. Early Advertising Agencies in Europe and in the USA

FOUR. THE CONSOLIDATION OF ADVERTISING: 1880-1919



4.1. Art Nouveau in Europe

4.2. Advertising Agencies in the USA: Helen Lansdowne Resor, Earnest E. Calkins and Theodore MacManus

FIVE. THE EXPANSION OF ADVERTISING: 1920-1945

5.1. Radio and Illustrated Magazines

5.2. War Advertising

5.3. Art Déco in Europe

5.4. Scientific Advertising in the USA: Claude Hopkins and Albert Lasker

SIX. THE REVOLUTION OF ADVERTISING: 1945-1970

6.1. Television

6.2. Political Advertising

6.3. Madison Avenue and Creative Revolution: William Bernbach, David Ogilvy and Leo Burnett

SEVEN. ADVERTISING IN THE LAST THIRD OF THE 20TH CENTURY

7.1. Eighties Extravagance

7.2. Nineties and Shock Advertising

EIGHT. THE TURN OF THE CENTURY

8.1. Internet and the Digital Age: Since 2000

8.2. Consolidation Incorporated

8.3. New Trends

PRACTICAL CONTENTS

PROJECT 1

Learning from the poster. The origins of advertising language: working with the graphic style of Art Nouveau.

PROJECT 2

Learning from the poster. The origins of advertising language: working with the graphic style of Art Deco.

PROJECT 3

Learning from poster artists. The origins of advertising language: Art Nouveau, Art Deco and the avant-garde.

PROJECT 4

Learning from scientific advertising: from advertisement to campaign. Create a scientific advertising campaign worthy of the 1940s.

PROJECT 5

Learning from the creative revolution: from cinema to television. Analyze and compare two television spots: one shot in the 1950s and the other in the 1980s.

PROJECT 6

Learning from creative advertising: the internet. Update the campaign of the fourth project to the present.

TEACHING METHODS

The course is designed based on the teaching-learning methodology, following a project-based learning model. The teacher will provide the necessary material for the resolution of each of the designed projects, so that the students can advance in learning the contents.

In this subject, two and a half hours a week will be taught in the classroom for the whole group, in which an explanation of the theoretical and conceptual framework corresponding to each week will be given. In the remaining hour and a half, the six projects to be delivered will be prepared, and the presentations will be made.

The course design is therefore based on three activities:

• Participation in theoretical classes.

• Six group projects.

• Project presentations.

On the first day of class, students will meet in small groups of three or four people. These working groups will carry out the six tasks proposed by the teacher throughout the semester.

The teacher will act as a guide, indicating the steps to be taken in the proposed projects and supervising their development.

A great deal of student participation is expected, as well as respect for the criteria and points of view of colleagues and teachers to prevail, since the exchange of new ideas, information, reflections, and proposals will improve the development and pace of the course.



TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	46		14						
Horas de Actividad No Presencial del Alumno/a	69		21						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- End-of-course evaluation

Evaluation tools and percentages of final mark

- Individual assignments 40%
- Teamwork assignments (problem solving, Project design) 50%
- Oral presentation of assigned tasks, Reading 10%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The assessment will be based on the sum of the individual results obtained in the different projects as well as on the active participation of the student throughout the course.

a) For students attending lectures and practices and delivering the practical work of the course on time:

1 - Theoretical test (individual work, worth 40% of the final mark).

2 - Practical projects (teamwork, worth 60% of the final mark).

You will have to pass the theoretical test to be able to make the average between its results and them of the practical projects.

b) According to the UPV/EHU Regulations governing the evaluation (BOPV nº50, March 13, 2017), students may resign from the continuous evaluation system and choose the final evaluation, regardless of whether or not they participated in the evaluation (Article 8.3), as long as they resign in black and white, and during the first nine weeks of the quarter. In that case, it will be agreed to carry out a final test:

1 - A theoretical-practical test that will allow to assess the 100% of the subject, and will be done on the day and time indicated by the Center.

The student may also resign from the regular evaluation call. He/she must write to the teacher no later than one month before the end of the semester. The final grade will be Not presented.

This evaluation system will apply both in person and non-face manner, if the situation demanded it.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary examinations, the qualification of the practical part of the course will be set aside, but the theoretical piece of work must be repeated. If the student does not want to, he/she can always choose the system used in cases of final evaluation.

This evaluation system will apply both in person and non-face manner, if the situation demanded it.

MANDATORY MATERIALS

Personal Computer and Internet
 E-gela
 E-mail
 Tutorships

BIBLIOGRAPHY

Basic bibliography

Checa Godoy, A. (2007). Historia de la Publicidad. La Coruña: Netbiblo.

Eguizábal, R. (1998). Historia de la publicidad. Madrid: Eresma & Celeste.

Tungate, M. (2007). Ad Land: A Global History of Advertising. Philadelphia: Kogan Page.

Detailed bibliography

Cohen Selinger, I. (1999). The Advertising Century. New York: The Advertising Age.



Eguizábal, R. (2014). El cartel en España. Madrid: Cátedra.
Fox, S. (1984). The Mirror Makers: A History of American Advertising and Its Creators. New York: William Morrow.
Kanner, B. (1999). The 100 Best TV Commercials and Why They Worked. New York: Random House.
Pérez Ruiz, M. A. (2001). La publicidad en España: anunciantes, agencias y medios (1850-1950). Madrid: Fragua.
Pérez Ruiz, M. A. (2003). La transición de la publicidad española: anunciantes, agencias, centrales y medios (1950-1980). Madrid: Fragua.
Pincas, S. y Loiseau, M. (2008). A History of Advertising. Los Angeles: Taschen.
Puig, J.J. (1986). La publicidad: historia y técnicas. Barcelona: Mitre.
Raventós Rabinat, J. M. (2000). Cien años de publicidad española 1899-1999. Barcelona: Mediterránea.
Reichert, T. (2003). The Erotic History of Advertising. Amherst and New York: Prometheus.
Sánchez Guzmán, J.R. (1989). Breve historia de la publicidad. Madrid: Ciencia 3.
Satué, E. (1988). El diseño gráfico. Desde los orígenes hasta nuestro días. Madrid: Alianza.
Saunders, D. (1999). 20th Century Advertising. London: Carlton.
Sivulka, J. (2012). Soap, Sex, and Cigarettes. A Cultural History of American Advertising (1ª ed. 1998). Boston: Wadsworth.
Wu, T. (2020). Comerciantes de atención. La lucha épica por entrar en nuestra cabeza. Capitán Swing.

The works of the stars

Hopkins, C. (1966). Scientific Advertising (1ª ed. 1923). New York: Crown.
Ogilvy, D. (1963). Confessions of an Advertising Man. New York: Atheneum.
Ogilvy, D. (1983). Ogilvy on Advertising. New York: Crown.
Séguéla, J. (1979). Ne dite spas à ma mère que je suis dans la publicité; Elle me croit pianiste dans un bordel. Paris: Flammarion.

Journals

Ad Latina
Ad Week
Advertising Age
Anuncios
Communication Arts
Communication for Effectiveness
Control
El Periódico de la Publicidad
El Publicista
Estrategias
Guía Creativity
Gustavo Gili
Index Book
Ipmark
MK Marketing y Ventas
Phaidon
Publifilia
Tashen
Visual

Web sites of interest

AGENCIES
Arnold
Bassat
Contrapunto
DDB
Eureka / N. W. Ayer
Euro RSCG
Foote, Cone & Belding
Grey Trace
Interpublic
James Walter Thompson
Landor
Leo Burnett
Lleó Marqués
Manuel Estrada
McCann



Omnicom
Paco Bascuñan
Pepe Gimeno
Pool CP
Publicis
Remo
Ruiz Nicoli
Saatchi & Saatchi
Scacs
Schakleton
SCPF
Sra. Rushmore
TBWA
Tiempo BBDO
Trias Quod
Vasava
WPP
Young & Rubicam
Zamorano Asociados
Zapping

PROFESIONAL ASOCIATIONS

Advertising Educational Foundation
American Advertising Federation
Art Directors Club of Europe
Asociación Andaluza de Diseñadores
Asociación de Agencias de Medios
Asociación de Directores de Arte y Diseñadores Gráficos
Asociación de Medios Publicitarios Españoles
Asociación Empresarial Catalana de Publicidad
Asociación Española de Agencias de Marketing Promocional
Asociación Española de Agencias de Publicidad
Asociación Española de Anunciantes
Asociación Española de Estudios de Mercado, Marketing y Opinión
Asociación General de Empresas de Publicidad
Asociación para la Investigación de Medios de Comunicación
Autocontrol
Club de Creativos
Club de Dirigentes de Marketing
Colegio de Publicitarios y Relaciones Públicas de Cataluña
Federación de Comercio Electrónico y Marketing Directo

OBSERVATIONS

The students have on the EGELA platform a student's guide in which the weekly tasks, the deliverables to be evaluated, and the learning results of each tasks are detailed.