

SCS 100 Project 1: Comparison Template Guidelines and Rubric

Overview

Your first longer-term assignment in this course is to complete a comparison template, where you will examine four advertisements of your choice for various aspects that are interesting from a social science perspective. The work you do on this comparison template will directly support your work on two other longer-term projects—an observation journal and a presentation—which are due later in the course.

This comparison template assignment will assess the following course outcome, which you focused on throughout the first theme (Weeks 1 and 2):

Utilize fundamental approaches to social scientific research in addressing questions related to human behaviors

Prompt

To start this assignment, you will gather a set of four advertisements from the provided [Advertisement Examples](#) that each feature multiple people. You will then use these advertisements to fill in the provided [comparison template](#) in which you address specific social science aspects of each advertisement in preparation for your next project, the observation journal.

Specifically, the following **critical elements** must be addressed and will be graded using the rubric at the end of this document:

- I. Question how **individuals** are represented in the ads. In your template, ask questions about the individuals in the ads that social scientists might ask. For instance, you might ask why a person in the ad is standing outside the larger group, or why individuals are depicted in certain ways.
- II. Question how **groups and group behavior** are represented in the advertisements. In your template, ask questions about groups/group interactions that social scientists might ask. For instance, you might ask why the women are grouped together separately from the men, or why the group seems to have very little diversity.
- III. Question how different **cultures and cultural identity** are represented in the advertisements. In your template, ask questions about the cultures and cultural identities in the ads that social scientists might ask. For instance, you might ask why people who look to be of the same ethnic background are wearing similar clothing, or what certain symbols or interactions may mean related to culture.
- IV. Notate how the advertisements **compare and contrast** to each other. For instance, do you see any commonalities or significant differences among interactions between the ads? What might these commonalities or differences say about human interactions?
- V. **Pose questions** a social scientist might be interested in, based on your observations of the advertisements. For instance, what larger questions about human interactions might they ask? For this, you may build on your comparisons, concentrate on a theme or trend you noticed throughout the ads, or develop a follow-up question related to a particularly interesting ad.

Supporting Work and Resources

Throughout the first theme, there are three opportunities to work directly on different elements of the comparison template.

1. In learning block 1-2, you will select the advertisements that you will use for this assignment. You are provided an Advertisement Examples handout, which provides a list from which you can select a series of advertisements as well as selection criteria if you are interested in choosing your own advertisements. Your instructor will provide feedback on this assignment to help ensure you are on the right track.
2. In learning block 1-3, you will begin to work in the template, developing questions and statements in support of at least two of the ads you selected in 1-2. This learning block also features an Advertisement Observation Guide to support your work. Your instructor will provide feedback on this assignment to help ensure you are on the right track.
3. In learning block 2-4, you will work to finalize your comparison template and submit it to your instructor for grading. This learning block also includes a Comparison Template Submission Checklist that you can use to ensure you have met all the requirements of this project. Your instructor is available to provide guidance and answer any questions you may have as you work to finalize your template.

Rubric

Guidelines for Submission: Your submission will contain the completed [comparison template](#).

Instructor Feedback: This activity uses an integrated rubric in Blackboard. Students can view instructor feedback in the Grade Center. For more information, review [these instructions](#).

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
Individuals	Meets “Proficient” criteria and demonstrates mature awareness of individual behavior	Questions how individuals are represented in the ads using questions social scientists might ask	Questions how individuals are represented in the ads, but questions do not reflect those a social scientist might ask	Does not question how individuals are represented in the ads	19
Groups and Group Behavior	Meets “Proficient” criteria and demonstrates mature awareness of group behavior	Questions how group and group behavior are represented in the ads using questions social scientists might ask	Questions how groups and group behavior are represented in the ads, but questions do not reflect those a social scientist might ask	Does not question how groups and group behavior are represented in the ads	19
Cultures and Cultural Identity	Meets “Proficient” criteria and demonstrates mature awareness of cultures and cultural identity	Questions how cultures and cultural identity are represented in the ads using questions social scientists might ask	Questions how cultures and cultural identity are represented in the ads, but questions do not reflect those a social scientist might ask	Does not question how cultures and cultural identity are represented in the ads	19

Compare and Contrast	Meets “Proficient” criteria, and connections demonstrate a strong grasp of social scientific approaches	Notates how the advertisements compare and contrast to each other	Notates how the advertisements compare and contrast to each other but is overly generalized	Does not notate how the advertisements compare and contrast to each other	19
Pose Questions	Meets “Proficient” criteria and demonstrates a strong grasp of social scientific approaches	Poses questions a social scientist might be interested in based on observations of ads	Poses questions a social scientist might be interested in, but questions are not based on observations of ads	Does not pose questions a social scientist might be interested in	19
Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	5
Total					100%

SCS 100 Theme 1: Comparison Template Exemplar

	Ad 1: Freddo Ice Cream	Ad 2: Milky Way Caramel Wedding	Ad 3: Celebrations: Gym	Ad 4: Antonio Federici Ice Cream
1. Question(s) related to how individuals are represented in the ads	Why is the “candidate” a young white male? What are we supposed to assume, as consumers, about this individual (the candidate)?	What assumptions are we supposed to make about the individual characteristics or appearance of the bride? Why do I perceive some individual faces in the crowd as angrier than others? Why does the ad encourage us to consider the bride as selfish or guilty for eating chocolate? Why are women stereotyped as loving sweets, and lacking the maturity to resist sweets?	How does athletic competition change the way individuals interact with one another? Can a competitive environment change an individual’s personality? Is it normal for individuals to celebrate or express relief if they are somehow benefitting from someone else’s misfortune?	Does indulging in items considered “guilty pleasures” (such as ice cream) actually increase an individual’s feelings of guilt? Why do cultures often associate women with committing the “sin” of self-indulgence in sweets? Why is this viewed in the culture as humorous? What are ways in which sensory perception around sweet tastes are gendered? Is there a physiological component?
2. Questions related to how groups and group behavior are represented in the ad	Why are both “servers” girls, while most of the crowd and the candidate is male? Why are there not any diverse faces in the crowd? Why are various races or ethnicities not featured in the ad?	Are the minority guests intentionally grouped or coupled together in the crowd?	How do sports teams express dominance or power over competitors outside of the actual event? How do elite athlete teams (where players qualify based on skill) behave when compared to intramural athlete teams (where everyone qualifies to be on the team)?	How do religious orders such as nuns establish expectations for behavior? Are there differences in the way males and females interpret Bible stories or lessons?

3. Questions related to how culture and cultural identity are represented (or not represented) in the ad	Are the red, white, and blue “vote” signs meant to signify a specific country or culture? What does political voting have to do with ice cream and is this culture specific?	Does the setting in a church and the presence of religious symbols (e.g., cross, priest) change how we view the ad? Would this ad be perceived differently by members of other cultures, where lateness is normal and more accepted?	How do different cultures across the globe “celebrate” with different types of food? How do highly competitive cultures view the ad when compared to less competitive cultures?	Is religion important to Italian culture? How have perceptions of guilt and guilty behavior changed over time in Italian culture?
4. How do the ads compare to each other?	All the ads are featuring candy or ice cream. Three of the ads distinctly feature women eating the treats, while the fourth features women serving ice cream to a crowd that is gathered around a boy. Two of the ads, in particular, bring up the concepts of guilt and religion (or disrespect of religion) as it relates to women eating ice cream or chocolate. The other two ads feature a competitive setting (a political election and a gymnastics event) and the idea that individuals “celebrate” with sweets. Three of the four ads include very little or no racial/ethnic diversity. Three of the four ads depict women behaving questionably—making a roomful of wedding guests wait, “celebrating” potential harm to a competitor, and a nun eating ice cream while pregnant. Social scientists would likely be interested in this theme of exploring human behavior in relationship to food.			
5. What overall observations might a social scientist be interested in studying in relation to the themes present in these advertisements? What larger questions about human interactions might they ask?	Social scientists would likely be interested in the way women are portrayed in the ads, specifically the way the ads show women serving others or behaving questionably. Social scientists would be interested in how the ads build on or depart from expected roles and behaviors for women. Based on these observations, social scientists might ask questions such as: • How do contests or competitions impact women’s behavior and change society’s expectations for women? • How do ads and media reinforce gender stereotypes around expected female behavior? • How do men and women experience feelings of guilt differently, especially around foods and sweets?			