

Spring 2016
Dr. Gary Kaskowitz and Dr. Heikki Lempa
MGMT 293
TR 1:10-2:20
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Selling Utopia

(Syllabus is subject to change)

This course is an effort to explore the ways marketing is selling utopias. We trace the development and rise of modern utopias, the places that don't exist but could exist. We also delve into the roots of modern marketing and then show how those roots were closely intertwined with the modern utopias. The main focus of the course are two examples of selling utopias, the racial utopia of Nazi Germany and the technological utopia of Walt Disney. How were these utopias disseminated among the customers? Who were the customers? How did these utopias create identities? How they emerged from their social contexts and how they contributed to the social matrix of society? The course is co-taught by a business and marketing professor Gary Kaskowitz and history professor Heikki Lempa.

Objectives. We have three objectives. First, we explore what are utopias? Second, we investigate the roots of modern marketing? Third, we look into the ways modern marketing help selling utopias of all kinds, good and bad.

Short Statements. For each discussion class you will write a short statement of at least 350 words by exploring the content of the text. Bring your essay to class and share it with your group to help group work. After class we will collect the essays with the group folder. All essays have to be submitted in person in class and be typed. No email submissions are allowed. Each short statement is graded on a scale: A, B and F.

Group Project

You will work in a group of four or five. You can choose your own group. You will also choose your own utopia and then explore how it was sold. At each discussion session you explore the assigned text and explore how it compares and contrasts with your own utopia. This explorative essay written in class has to be at least 1.5 pages long. We will grade the explorative essays. You will also work on this project outside of class and produce a paper which is at least eight (8) pages long and follows the guidelines detailed at the end of this syllabus. The individual contributions of each group member have to be clearly marked. Each group is expected to have a folder. At the end of a discussion session we collect your folder that includes a. your individual short statements for that day and b. your explorative essay written in class.

Paper. You write an individual paper that is based on your contribution to your group project. The length of the paper is 8-10 pages. The paper will be based on at least six strictly academic secondary sources (at least three books and the rest articles) of which **none can be an internet text** unless it is from J-STOR or Ebsco or a pdf-file of a printed text. The use of footnotes in Chicago style is preferred but we also accept citation style that is common in business and economics. For more detailed instructions on the paper, see the guidelines at the end of this syllabus.

Presentation. During the last four sessions you will have the opportunity to give a 10-minute presentation on your research paper. The presentation is academic. You are expected to focus on your thesis, evidence, and findings in a manner that invites questions and lively discussion.

Evaluation

Midterm Exam	20%
Paper	30%
Presentation	10%
Statements (8)	15%
Group Project	15%
Participation	10%

Attendance

No absences are allowed except for those who have a valid doctor's note. For each unjustified absence your overall grade will be lowered by 1/4 of a letter grade.

Late Policy

Late assignments will be penalized 5% for the first day late and 5% each day thereafter. Computer problems, printing problems, and zero printer balance are not valid reasons for lateness.

Electronic Devices Policy. In general you are not allowed to use electronic devices in class including laptops, netbooks, cell phones or tablets (Ibads). To set the policy we will have a conversation and then an agreement that binds everybody. The conversation will cover following themes: note taking, internet browsing, texting, reading electronic text.

Literature

- Adolf Hitler. *Mein Kampf*. London: Hurst and Blackett, 1939./<http://gutenberg.net.au/ebooks02/0200601.txt>
- Dick Geary. *Hitler and Nazism*. New York: Routledge, 2000.
- Edward L. Bernays. *Propaganda*. New York : H. Liveright, 1928./
<https://archive.org/details/Propaganda>
- Marty Sklar. *Dream It! Do It!. My Half-Century Creating Disney's Magic Kingdoms*. New York: Disney Editions, 2013.
- Walt Disney/ <http://www.pbs.org/wgbh/americanexperience/films/walt-disney/>

SCHEDULE

Jan 19	Introduction	
I. Marketing Early Utopias, 1500-1914		
Jan 21	Thinking Historically: Utopias and Context	
Jan 26	Early Modern Utopias, 1500-1750	
Jan 28	Moravian Utopia, 1727-1764	
Feb 2	Modern Utopias, 1750-1914	
II. The Birth of Modern Marketing, 1914-1918: WW I		
Feb 4	The rise of modern marketing	Due: Project Topic
Feb 9	Discussion: The 'New' Propaganda / Bernays, 9-62	Due: Statement
Feb 11	Discussion: Big business and propaganda / Bernays 63 - 91	Due: Statement
Feb 16	Midterm Exam	
III. Marketing Racial Utopia: Hitler, Nazis, and Marketing, 1919-1945		
Feb 18	Making the Nazi Movement, 1919-1933	
Feb 23	Nazis in Power, 1933-1945/ Geary, 38-88	Due: Paper Topic
Feb 25	Discussion: Marketing Nazi Ideas/ Hitler, Vol 2, Ch XI: "Propaganda and Organization"	Due: Statement
March 1	Discussion: Utopian Space/ Hitler, Vol. 2, Ch XIV: "Germany's Policy in Eastern Europe"	Due: Statement
March 3	How Were the Ideas Used? Case of Leni Riefenstahl.	
March 15	Discussion: Racial Utopia/ Hitler, Vol. 1, Ch XI: "Race and People"	Due: Statement
March 17	Recap: The Holocaust	Due: Bibliographies
IV. Marketing Technological Utopia: Disney, 1923-1971		
March 22	Lecture: The Man Behind the Mouse / PBS Walt Disney video	
March 24	Discussion: Influences on Walt Disney and His Vision of Utopia	Due: Statement
March 29	Lecture: Story and Utopian Visions	
March 31	Discussion: Disney's Principles of Telling Story	Due: Statement
April 5	Lecture: Spread of Utopia; Where Technology and Business Intersect	
April 7	Discussion: Technology and Spreading of Vision	Due: Statement
April 12	Recap: The Success of Disney as a Global Brand	Due: Paper Draft
V. Selling Utopias		
April 14	Writing Workshop	Due: Peer Review
April 19	Student Presentations	
April 21	Student Presentations	
April 26	Student Presentations	
April 28	Student Presentations	
May 3	Due: Final Paper	Due: Final Paper

Paper

I. Bibliographies

Submit your bibliographies for your collective and individual papers in a folder that includes the original statement

of the topic and your bibliography. Your bibliography should include your secondary sources that should follow the *Chicago Manual of Style*. The individual papers will be based on at least six strictly academic secondary sources (at least three books and the rest articles) of which **none can be an internet text** unless it is from J-STOR or Ebsco or a pdf-file of a printed text. Use the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited. If you use primary sources, list also them accordingly.

a. *A book written by an author or several authors (the title of a book is italicized):*

Machiavelli, Niccolo. *The Prince*. Cambridge: Penguin, 1981.

Hunt, Lynn and Thomas R. Martin. *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640*. Lexington: D.C. Heath Company, 1995.

b. *An article in a journal, written by an author or several authors:*

Stearns, Peter N. and Carol Z. Stearns. "Emotionology: Clarifying the History of Emotions and Emotional Standards." *American Historical Review* 90 (1985): 815-20.

c. *A chapter in an edited book, written by an author or several authors:*

Pearson, Karl. "National Life from the Standpoint of Science." In *Sources of the Western Tradition*. Vol 2., *From the Renaissance to the Present*. Edited by Marvin Perry, Joseph Peden, and Theodor von Laue. Boston: Houghton Mifflin, 1999, 230-32.

II. Draft

Submit your draft in a **folder** that includes your original statement of the paper topic, original bibliography, all other pertinent submissions and your draft. Your draft should follow the guidelines for paper. See below. A draft should be at least six (6) pages long and include all the parts of the final version of your paper. It should include footnotes (or source references in a style common in economics and business) to all used sources. Papers that do not include footnotes will not be commented by us.

III. Peer Review

1. Write a comment on the paper you will discuss in public discussion.

2. The length of the peer review is at least one (1) page typed.

3. Pay attention to:

a. Clarity of the argument and/or question

i. Is the introduction good?

ii. Are the conclusions appropriate?

b. Use and analysis of sources

i. Is the analysis accurate?

ii. Is it compelling? Does it support the overall argument

iii. Is it sensitive to the text?

c. Style

i. Grammar

ii. Spelling

iii. Structure

iv. Use of language

4. Give short but specific advice how to improve

IV. Final Version

Submit a folder including all the previous stages and versions of your work and the comments you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus. Use Chicago style including footnotes.

V. General Guidelines for Paper

The length of your paper is 10 to 12 pages. A good paper has a structure as following:

The **beginning** of the paper is an important part of your study. First, mention the argument that you will explore in your paper. Second, introduce the most important interpretations that pertain to your topic. Detailed discussion of these interpretations takes place only in the body. Finally, in two or three lines, mention how you will proceed in your paper.

The **middle** is the bulk of your paper. Discuss systematically, in compact paragraphs, each of the main themes that you find essential for your argument. Contrast your own interpretation with other interpretations (those you already mentioned in the introduction). Be critical in reading the other interpretations and try to **disagree** with them as much as possible. Move on to support your disagreement and your own point by providing evidence that shows how your interpretation is better than the others. It does not matter if you cannot provide exhaustive evidence for your argument. But it matters that you disagree and develop your own argument. Finally, move to another point that you have chosen and discuss it accordingly.

The **conclusion** is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings. You can also make specific suggestions for further research.

Footnotes (Source References)

To guarantee that authors' rights are honored and that other scholars can control the originality, reliability, and truthfulness of your evidence historians use footnotes to refer to their sources. The first reference to any source gives the full bibliographic information of the source.¹ Any subsequent reference to the same source uses a shortened form like this.² See the examples at the bottom of this page.³ A footnote can also include a short commentary on the text it refers to.⁴ It is placed right after the sentence, "on the right side of a period and parenthesis as in this sentence."⁵ Most often the footnote is at the end of a paragraph.

VI. Evaluation of the Paper Presentation

1. Mastery of Content	A	B	C	D
2. Clarity of Thesis	A	B	C	D
3. Performance	A	B	C	D
4. Total	A	B	C	D

1. A student masters the content if he or she
 - a. knows the pertinent facts,
 - b. has a command over the main interpretations of the theme, and
 - c. shows skills of using important details in elaborating arguments
2. A student makes a clear and strong thesis if
 - a. her or his argument is clearly recognizable
 - b. he or she can support it with the sources available
 - c. she or he is consequent in supporting the thesis
3. Performance is good if
 - a. the argument is made with clarity
 - b. it is lively, and
 - c. several students participate in ensuing discussion.

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the lower level of Monocacy Hall or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

¹Lynn Hunt and Thomas R. Martin, *The Challenge of the West: Peoples and Cultures from the Stone Age to 1640* (Lexington: D.C. Heath Company, 1995), 471.

²Pearson, "National Life," 230.

³Machiavelli, *The Prince*, 120.

⁴For a different interpretation, see Stearns and Stearns, "Emotionology," 810.

⁵Hunt, *Challenge*, 474.