

# UNIVERSITY AT BUFFALO

DEPARTMENT OF ROMANCE LANGUAGES & LITERATURES

## **RLL 199: Representations of smoking and the smoker**

Fall 2016 registration #24260  
MWF 9:00 – 9:50 in 112 Talbert Hall

## **Maureen Jameson**

Office hours in 901 Clemens Hall MWF 10:15 – 11:15 or by appointment  
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### **The subject of the course**

This class will sample the image of tobacco and the tobacco user in selections from the literary, artistic, and cinematic traditions of French-, Italian-, Portuguese-, Spanish-, and of course English-speaking countries. Our itinerary will include various moments in the histories and cultures of these countries, beginning with the Spanish explorers' encounter with Native American tobacco culture, the popularization of snuff led by France's queen Catherine de Medicis, and the evolving attitude of the Church on tobacco use. We will discover the growing contribution of tobacco to the economies of 17<sup>th</sup>- and 18<sup>th</sup>-century societies, and with this prominence an increasing representation of tobacco users in literature and the visual arts. With the explosive growth of tobacco use in the 19<sup>th</sup> century, industry leaders came to realize that popular representations of tobacco use could impact their sales, and could not be left to artistic caprice. Instead, they sought to manipulate this image by devising a parallel art world whose narratives and images would be calculated to glamorize smoking. The representation of smoking in the movies, often purchased by the tobacco industry, compels us to ask whether there is a bright line separating art from advertising. As we examine specimens of tobacco representation, we will hone our ability to detect persuasive and coercive intent, and integrate tools from visual literacy with textual literacy into our critical vocabulary.

### **Accessibility**

Students who require classroom or testing accommodations should contact [Accessibility Resources](http://www.student-affairs.buffalo.edu/ods/) (<http://www.student-affairs.buffalo.edu/ods/>) in person at 60 Capen Hall or by phone at (716) 645-2608 or [by e-mail](#) as soon as possible.

### **Learning outcomes supported by UB Seminars:**

1. Think critically using multiple modes of inquiry.
2. Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field.
3. Understand and apply the methods of close reading, note taking, analysis, and synthesis.
4. Recognize and debate ethical issues and academic integrity in a variety of settings.
5. Demonstrate proficiency in oral discourse and written communication.
6. Develop essential research and study skills such as time management.
7. Use the eportfolio for at least one assignment.
8. Understand the academic expectations for higher learning at a research university established for students at the University at Buffalo.

## Assignments

- Class discussion (15% :: daily): Classes will involve discussion of assigned materials (readings, images, videos). Demonstrate your preparation by your timely presence and engagement, the questions you ask or answer, the observations you offer, or (especially valuable) the connections you propose with previously covered material or with a broader context. (1, 2, 3, 5)
- Integrity guidelines analysis (15% :: due 9/9/2016): Read the [academic integrity policies](http://bit.ly/2beu1pP) (<http://bit.ly/2beu1pP>) published by the University at Buffalo, and **any two** of the statements of professional ethics published by (or derivable from) [PEN](https://pen.org/pen-charter) (<https://pen.org/pen-charter>), the [Modern Language Association](http://bit.ly/2b7SUUb) (<http://bit.ly/2b7SUUb>), the [Institute for Advertising Ethics](https://www.rjionline.org/institute-for-advertising-ethics) (<https://www.rjionline.org/institute-for-advertising-ethics>) and the [Motion Picture Association of America](http://www.mpa.org/our-story/) (<http://www.mpa.org/our-story/>). In a 1200-word paper, address the following questions (and others you may have): Why are such guidelines or policies developed and what purpose do they serve? To whom are they addressed? Do they have shortcomings? What continuity is there between the university policy and the guidelines formulated by professional bodies? (4, 8)
- Visual analysis slides (20% :: due 11/4/2016): Using tools from the “visual rhetoric” handouts and posts, select **one painting, one photograph, and one video clip** from the list provided. Analyze each image, indicating what “argument” it makes about smoking and/or the smoker, and suggest analogous verbal strategies. Present your findings in 8-12 PowerPoint (or equivalent) slides which you will submit via ePortfolio. (3, 7)
- Smoker interviews (20% :: two due dates): If you are an intended language major or minor, one of your two interviews should be with someone who comes from a Romance-language-speaking society, though **not necessarily conducted in the language**. For the **first interview** (due 9/23/2016), produce an oral history of an **ex-smoker**: find out when they started smoking, how long they smoked, why they started and why they stopped, what brand they smoked, what they liked about smoking, how they would describe the “image” of the brand, how the brand image appealed to them. In a 1200-word report, summarize and comment on the ex-smoker’s account, with particular focus on their thoughts on tobacco marketing. For the **second interview** (due 10/7/2016), seek out a **current smoker**’s views on the negative images of smoking promoted in public service announcements, the exclusion of smoking from public places, and the depiction of smokers as addicts (or worse). Ask if they feel that anti-smoking advertising is effective, and why or why not. In a 1200-word report, summarize your findings and offer your own interpretations. In both interviews, be respectful of the autonomy and dignity of the smoker and take care to avoid any judgmental tone. Be sure to observe the ethical principles involved in writing about a living informant (“*When conducting ethnographic research, [...] be sure to safeguard your informant’s rights, interests and sensitivities. Communicate the aims of the interview as well as possible to the informant. Your informant should have the right to remain anonymous and speak ‘off record.’ There should be no exploitation of informants for personal gain. Finally, [offer to] make your final paper available to your informant.*” <http://bit.ly/2b9YSto>) (1, 2, 3, 4, 5)
- Research Paper (15% :: due 12/12/2016): Choose a country in the developing world (ideally: where a language you studied is spoken). Using data from the [Tobacco Atlas](http://www.tobaccoatlas.org/) (<http://www.tobaccoatlas.org/>), the [Global Adult Tobacco Survey](http://gatsatlas.org/) (<http://gatsatlas.org/>) and other sources, present a 1500-word overview of the tobacco phenomenon in that country, including usage statistics, health and environmental impacts, economics and policy issues, and taking care to document your sources. Include samples of advertising, and analyze both the texts and the images used to market cigarettes. (1, 2, 3, 4, 5, 6)
- Presentations (15%): For your **first presentation** (due 10/28/2016), report on your two smoker interviews (remembering to respect the confidentiality of your informant), and indicate the note-taking strategies you used during the interview. For your **second presentation** (12/3-5-7/2016), share the findings of your research paper, and briefly explain how you organized your time to be able to complete the assignment. (6, 8)

### Academic integrity policies

University policies on academic integrity are published in the [Undergraduate Catalogue](http://bit.ly/2beu1pP) (<http://bit.ly/2beu1pP>) and are hereby incorporated by reference into this syllabus.

### Final Grades

GRADE	QUALITY POINTS	PERCENTAGE	
A	4.0	93.0% -100.00%	The University's Undergraduate <a href="#">Incomplete Grade Policy</a> reads (in part) as follows: <i>Incompletes (I/IU): A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor. The instructor must specify a default letter grade at the time the "I" grade is submitted. A default grade is the letter grade the student will receive if no additional coursework is completed and/or a grade change form is not filed by the instructor. "I" grades must be completed within 12 months – see the <a href="#">Incomplete Grade Policy</a> for the schedule. Individual instructors may set shorter time limits for removing an incomplete than the 12-month time limit. Upon assigning an "I" grade, the instructor shall provide the student specification, in writing or by electronic mail, of the requirements to be fulfilled, and shall file a copy with the appropriate departmental office. Students must not re-register for courses for which they have received an "I" grade.</i>
A-	3.67	90.0% - 92.9%	
B+	3.33	87.0% - 89.9%	
B	3.00	83.0% - 86.9%	
B-	2.67	80.0% - 82.9%	
C+	2.33	77.0% - 79.9%	
C	2.00	73.0% - 76.9%	
C-	1.67	70.0% - 72.9%	
D+	1.33	67.0% - 69.9%	
D	1.00	60.0% - 66.9%	
F	0	59.9 or below	

### Required materials (available online)

- Michael Eriksen, Judith Mackay, Neil Schluger, Farhad Islami Gomeshtapeh, Jeffrey Drope. *The Tobacco Atlas* 5<sup>th</sup> ed. [PDF]. American Cancer Society and World Lung Foundation, 2015. ISBN-13: 978-1-60443-235-0  
PDF version available for download here: <http://bit.ly/1CBD4NM> Interactive version available here: <http://www.tobaccoatlas.org/>  
Hard copy available for purchase here: <https://acs.bookstore.ipgbook.com/the-tobacco-atlas-products-9781604432350.php>

### Research resources

- MLA Handbook, <http://outreach.mla.org/new-mla-style/>
- UB Libraries Research Guides, <http://research.lib.buffalo.edu/>
- English and American Literature online resources, <http://research.lib.buffalo.edu/english-american-literature>
- ARTFL, <https://artfl-project.uchicago.edu/>
- The Legacy Tobacco Documents Library, <http://legacy.library.ucsf.edu/>
- The Legacy Tobacco Documents Library Multimedia Collection on YouTube, <https://www.youtube.com/user/ltdlmultimedia>

- Instructor's "Tobacco" playlist on YouTube, <https://www.youtube.com/playlist?list=PLpHfPGQwbg1nZum4PdTTVrgEWXiFqEJ8U>
- Instructor's "Tobacco" Twitter list, <https://twitter.com/amerune/lists/tobacco>
- "Popular Tobacco Advertising and Smoking Videos" YouTube playlist, <http://bit.ly/2bBFClr>
- The Center for the Study of Tobacco and Society [website](#) and [YouTube channel](#)

### Week 1: Make it strange

1	Mon 29 August	<b>IN CLASS:</b> Introduction to RLL 199, and to the "naturalization" of tobacco consumption; Fairholt image. <b>PRACTICAL SKILLS:</b> Using UB's two (2) course management tools: <a href="#">ePortfolio</a> and <a href="#">UBlearns</a> .	1
	Wed 31 August	<b>IN CLASS:</b> Quick background information on the origins of tobacco use in the West. <b>PREPARATION:</b> Read from the beginning through the section on the 17 <sup>th</sup> century on Gene Borio's <a href="#">The Tobacco Timeline</a> ( <a href="http://archive.tobacco.org/History/Tobacco_History.html">http://archive.tobacco.org/History/Tobacco_History.html</a> ) and report to class on three points which surprised you.	2
	Fri 2 September	<b>IN CLASS:</b> We will talk about academic integrity and professional ethics. <b>PREPARATION:</b> Examine UB's academic integrity policies and, in preparation for your assignment due next Friday, compare them with standards of professional ethics.	3

Goals: Students will (1) understand the objectives of RLL 199, (2) be prepared to use the course management platforms, (3) be acquainted with academic integrity policies, and (4) be acquainted with the origins of tobacco use.

### Week 2: It's noteworthy

2	Mon 5 September	<b>LABOR DAY:</b> <i>Please do not do any work.</i>	
	Wed 7 September	<b>PREPARATION:</b> (1) Read the section entitled " <a href="#">Health Consequences</a> " chapter ( <a href="http://bit.ly/1Cw9gjW">http://bit.ly/1Cw9gjW</a> ) in the <i>Tobacco Atlas</i> <b>AND</b> (2) If you have studied French, watch (a) " <a href="#">Pourquoi le tabac est-il dangereux pour la santé?</a> " ( <a href="http://bit.ly/2bwam60">http://bit.ly/2bwam60</a> ) (Hôpitaux universitaires de Genève), <b>OR</b> , if you have studied Spanish, watch (b) " <a href="#">Esto es lo que pasa con un pulmón después de fumar 60 cigarrillos</a> " ( <a href="http://bit.ly/2aYUk3b">http://bit.ly/2aYUk3b</a> ). In either case, prepare a one-minute spoken summary for the class, and share three (French/Spanish) vocabulary terms you learned in the video. If you have studied neither language, contact me for an alternative assignment. <b>IN CLASS:</b> We will look at early pictorial depictions of tobacco use.	4
	Fri 9 September	<b>PRACTICAL SKILLS:</b> Read the <a href="#">recommendations on note-taking</a> ( <a href="http://bit.ly/1j5w8ud">http://bit.ly/1j5w8ud</a> ) offered by Dartmouth, and come to class prepared to say what strategies you consider most useful for taking notes in a lecture, taking notes while watching a video, and taking notes on your reading. <b>DUE TODAY: Integrity Guidelines Analysis</b>	5

Goals: Students will be able to summarize (1) the effects of tobacco as described both in English-language and in other-language media (2) the effects of nicotine on the human body, (3) the mechanisms of addiction, and (4) a variety of strategies for note-taking for use in the study of different media.

**Week 3: Tobacco before it was cool**

3	Mon 12 September	<b>IN CLASS:</b> Descriptions of tobacco users by early moderns. <b>PREPARATION:</b> Read King James I of England, “ <a href="http://bit.ly/2aZzXFK">A Counterblaste to Tobacco</a> ” (1604 (preface, text, and legislation) and be prepared to share your reactions.	6
	Wed 14 September	<b>IN CLASS:</b> We will explore what the Enlightenment thought of tobacco use: did the <i>philosophes</i> emphasize personal liberty, or give greater weight to the perceived good of society as a whole? <b>PREPARATION:</b> If you can read French, read the tobacco-related entries on the <a href="http://encyclopedie.uchicago.edu/">University of Chicago’s online edition of Diderot and d’Alembert’s Encyclopédie</a> ( <a href="http://encyclopedie.uchicago.edu/">http://encyclopedie.uchicago.edu/</a> ) ( <i>tabac</i> , <i>cigales</i> , <i>nicotiane</i> , <i>tabacos</i> , <i>tabatière</i> , <i>tabagie</i> ); otherwise come up with and search for five tobacco-related terms on the <a href="http://quod.lib.umich.edu/d/did/">University of Michigan’s online translation of the Encyclopedia</a> ( <a href="http://quod.lib.umich.edu/d/did/">http://quod.lib.umich.edu/d/did/</a> ). Come to class prepared to share any two surprising findings from the Encyclopédie.	7
	Fri 16 September	<b>PRACTICAL SKILLS:</b> Library research -- we might meet in the library. <b>IN CLASS:</b> Resources and search strategies for locating primary texts. You will need to bring your laptop and be logged in to the wifi network.	8

Goals: Students will be able to (1) discuss a variety of early modern opinions on tobacco use, and (2) develop a research strategy using library resources.

**Week 4: 19<sup>th</sup>-century textual and pictorial representations of tobacco use**

4	Mon 19 September	<b>PREPARATION:</b> Read the selections posted on Ublearns/Digication from sample 19 <sup>th</sup> -century literary texts in which tobacco plays a significant role. <b>IN CLASS:</b> Share your impressions of the literary function of tobacco use in the texts – whether it mainly contributes to characterization, or sets mood or tone, or marks pauses in the narrative, or some other function.	9
	Wed 21 September	<b>PREPARATION:</b> Read the selections posted on Ublearns/Digication from Prosper Mérimée’s <i>Carmen</i> (1845), and view the clips (also posted) from performances of Bizet’s opera (1875) based on the short story. Come to class prepared to compare the erotic connotations of tobacco in the various versions, and the association of tobacco with masculinity and femininity. <b>PRACTICAL SKILLS:</b> Using EndNote to collect and organize references. <b>PRACTICAL SKILLS:</b> Download and install EndNote from <a href="http://bit.ly/2baN3k7">UBIT’s Software page</a> ( <a href="http://bit.ly/2baN3k7">http://bit.ly/2baN3k7</a> ).	10
	Fri 23 September	<b>PREPARATION:</b> Read the selections posted on Ublearns/Digication on visual analysis. Then using concepts from those readings, closely examine the selection of paintings and engravings posted on Ublearns/Digication, and (in preparation for your assignment due November 4) take notes on three of them detailing the image of the smoker, or of smoking, which is suggested by the work. <b>IN CLASS:</b> Share your impressions of smoking or the smoker as depicted in the images you studied. Bring your laptop as well for practice with EndNote. <b>DUE TODAY: Interview 1</b> (ex-smoker)	11

Goals: Students will be able to (1) indicate a variety of literary representations of tobacco use, and (2) use literary and visual analysis strategies to decode tobacco’s representations in texts and images.

**Week 5: The 19<sup>th</sup>-century industrial revolution and the expansion of tobacco advertising: a gendered campaign from the start**

5	Mon 26 September	<b>PREPARATION:</b> Watch “ <a href="https://youtu.be/4zbNJmtbGo">The Cigarette Machine: the Invention with the greatest economic impact?</a> ” ( <a href="https://youtu.be/4zbNJmtbGo">https://youtu.be/4zbNJmtbGo</a> ), and read William Kremer’s article “ <a href="http://bbc.in/2bEt1km">James Buchanan Duke: Father of the Modern Cigarette</a> ” ( <a href="http://bbc.in/2bEt1km">http://bbc.in/2bEt1km</a> ) and the posted selection from Jordan Goodman’s <i>Tobacco in History: the Cultures of Dependence</i> (97-127). <b>IN CLASS:</b> We will look at the first advertising medium used for the mass marketing of cigarettes.	12
	Wed 28 September	<b>PREPARATION:</b> Read <i>Tobacco Atlas</i> , “ <a href="http://bit.ly/2bwDdZ0">Smoking Among Men</a> ” ( <a href="http://bit.ly/2bwDdZ0">http://bit.ly/2bwDdZ0</a> ). <b>IN CLASS:</b> we will study marketing images compiled by Stanford University School of Medicine, Stanford Research into the Impact of Tobacco Advertising beginning with the “ <a href="http://stanford.io/2bgq6t3">Macho Men</a> ” ( <a href="http://stanford.io/2bgq6t3">http://stanford.io/2bgq6t3</a> ) advertising campaign theme and including the <a href="http://stanford.io/2baN5Zb">War and Aviation theme</a> ( <a href="http://stanford.io/2baN5Zb">http://stanford.io/2baN5Zb</a> ) and <a href="http://stanford.io/2aYrdCO">Smoking in Sports theme</a> ( <a href="http://stanford.io/2aYrdCO">http://stanford.io/2aYrdCO</a> ).	13
	Fri 30 September	<b>IN CLASS:</b> We will watch Martin Smith and Peter Taylor’s documentary <i>Death in the West</i> ( <a href="https://youtu.be/AouzBH1zwm4">https://youtu.be/AouzBH1zwm4</a> ) (1976) and discuss the efforts by Philip Morris to protect the Marlboro Man image in which they had so heavily invested.	14

Goals: Students will be able to (1) summarize the impact of the industrial revolution on tobacco marketing and consumption, (2) cite historical examples of marketing campaigns aimed at males, (3) describe the conflict between Thames Television and Philip Morris.

**Week 6: Tobacco marketing to women**

6	Mon 3 October	<b>PREPARATION:</b> Watch the (one-hour) first episode of Adam Curtis’s 2002 BBC documentary “Century of the Self,” entitled “ <a href="http://bit.ly/2baPqmV">Happiness Machines</a> ” ( <a href="http://bit.ly/2baPqmV">http://bit.ly/2baPqmV</a> ). <b>IN CLASS:</b> Share your reactions, in particular (1) to the claim that sales are not made to the intellect, but to the emotions, and (2) to the contrived connection between women’s liberation and the cigarette, and (3) to the challenge to democracy: “To many, this meant that one of the guiding principles of democracy was wrong: the belief that human beings could be trusted to make decisions on a rational basis. The leading political writer, Walter Lippman, argued that if human beings were in reality driven by irrational unconscious forces, then it was necessary to rethink democracy. What was needed was a new elite, who could manage what he called the ‘bewildered herd’.”	15
	Wed 5 October	<b>PREPARATION:</b> Read <i>Tobacco Atlas</i> , “ <a href="http://bit.ly/2bpkAq">Smoking Among Women</a> ” ( <a href="http://bit.ly/2bpkAq">http://bit.ly/2bpkAq</a> ). <b>IN CLASS:</b> We will examine “ <a href="http://bit.ly/2aZAQy7">Marketing to Women</a> ” ( <a href="http://bit.ly/2aZAQy7">http://bit.ly/2aZAQy7</a> ), a presentation of selections from the Legacy Tobacco Documents Library.	16
	Fri 7 October	<b>PREPARATION:</b> Peruse Stanford University’s collection “ <a href="http://stanford.io/2aT35jl">Targeting Women</a> ” ( <a href="http://stanford.io/2aT35jl">http://stanford.io/2aT35jl</a> ) from Stanford Research into the Impact of Tobacco Advertising, and come to class prepared to analyze the apparent marketing message of two of the images. <b>PRACTICAL SKILLS:</b> We will explore <a href="http://www.buffalo.edu/ubit/ubbox">UBbox</a> ( <a href="http://www.buffalo.edu/ubit/ubbox">http://www.buffalo.edu/ubit/ubbox</a> ); bring your laptop or smart phone. <b>DUE TODAY: Interview 2</b> (smoker)	17

Goals: Students will be able to: (1) cite historical examples of marketing campaigns aimed at females, and (2) identify its political and social context.

### Week 7: Tobacco marketing and further market segmentation

7	Mon 10 October	<b>PREPARATION:</b> Read Edith D. Balbach et al., “ <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447846/">R.J. Reynolds’ Targeting of African Americans: 1988–2000</a> ” ( <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447846/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1447846/</a> ). <b>IN CLASS:</b> We will examine the <a href="http://stanford.io/2bgsUqb">campaigns targeting African Americans</a> ( <a href="http://stanford.io/2bgsUqb">http://stanford.io/2bgsUqb</a> ) prepared by researchers at Stanford University School of Medicine, Stanford Research into the Impact of Tobacco Advertising, and see the “ <a href="http://bit.ly/2aZAo39">Marketing to Military, Minorities, and Gays</a> ” ( <a href="http://bit.ly/2aZAo39">http://bit.ly/2aZAo39</a> ) presentation of selections from the Legacy Tobacco Documents Library.	18
	Wed 12 October	<b>IN CLASS:</b> We will examine the “ <a href="http://bit.ly/2aZAo39">Marketing to Military, Minorities, and Gays</a> ” ( <a href="http://bit.ly/2aZAo39">http://bit.ly/2aZAo39</a> ) presentation of selections from the Legacy Tobacco Documents Library.	19
	Fri 14 October	<b>PREPARATION:</b> Watch Jean Genet’s (30-minute) <i>Un Chant d’Amour</i> (1950) ( <a href="https://vimeo.com/74252210">https://vimeo.com/74252210</a> ). <b>IN CLASS:</b> We will discuss the film and the symbolic meaning of smoking in the film. <b>PRACTICAL SKILLS:</b> We will discuss the relative merits of presentation software options (PowerPoint, Keynote, Prezi... others?)	20

Goals: Students will be able to (1) summarize marketing campaigns aimed at African Americans and other target markets and (2) identify their shared features.

### Week 8: Literature’s most devoted smokers

8	Mon 17 October	<b>PREPARATION:</b> Read the posted selections from Italo Svevo’s <i>The Confessions of Zeno</i> (preface, preamble, and the chapter entitled “Smoke”). If you know the language, <a href="http://www.letteraturaitaliana.net/pdf/Volume_9/t352.pdf">read it in the original Italian</a> ( <a href="http://www.letteraturaitaliana.net/pdf/Volume_9/t352.pdf">http://www.letteraturaitaliana.net/pdf/Volume_9/t352.pdf</a> ). Share your notes using DigiCation’s “sharing” feature. <b>IN CLASS:</b> We will discuss the credibility of the narrator and his relationship to tobacco.	21
	Wed 19 October	<b>IN CLASS:</b> We will look together Svevo’s other writings and correspondence, and discover the recruitment of Zeno by various participants in the tobacco polemic. <b>PREPARATION:</b> Begin reading the assignment for Friday.	22
	Fri 21 October	<b>PREPARATION:</b> If you know Spanish, read Julio Ramón Ribeyro’s 1987 novella “Sólo para fumadores” in the original; otherwise read the English translation (both posted). <b>IN CLASS:</b> We will discuss the image of the long-time smoker offered by Ribeyro, and compare it to other images presented by other writers and in film.	23

### Week 9: Film noir and the cigarette

9	Mon 24 October	<b>PREPARATION:</b> Watch ARTE’s (8-minute) “ <a href="https://youtu.be/vM6gLKZP5s4">La Cigarette au cinéma</a> ” ( <a href="https://youtu.be/vM6gLKZP5s4">https://youtu.be/vM6gLKZP5s4</a> ) and see how many of the films you recognize. (Subtitles are not available but they should not really be necessary.) Also watch a brief portion of Stanford Tobacco’s presentation “ <a href="https://youtu.be/UL-xd_XzmF0?t=36m35s">Not a Cough in a Carload</a> ” ( <a href="https://youtu.be/UL-xd_XzmF0?t=36m35s">https://youtu.be/UL-xd_XzmF0?t=36m35s</a> ) starting at 36:35. In the latter, notice the list (at 37:04) of “Cigarettes as an acting device.”	24
	Wed 26 October	<b>PREPARATION:</b> Read the selection posted on Ublearns. <b>IN CLASS:</b> We will watch selections from of Jean-Luc Godard’s <i>A</i>	25

		<i>bout de souffle</i> (1960) and from a few Humphrey Bogart films: John Huston's <i>The Maltese Falcon</i> (1941), Michael Curtiz's <i>Casablanca</i> (1943), and Mark Robson's <i>The Harder They Fall</i> (1956).	
	Fri 28 October	<b>DUE TODAY: Presentation 1</b>	26

Goals: Students will be able to: (1) provide examples of the diverse depictions of smoking in the film noir genre, (2) articulate the image of the smoker as presented in film classics in French and/or American or other cinematic traditions.

#### Week 10: More films and a documentary

10	Mon 31 October	<b>IN CLASS:</b> We will watch and discuss the opening sequence and other selected scenes from Nadia Collot's 2006 documentary "Tabac: la conspiration."	27
	Wed 2 November	<b>IN CLASS:</b> We will apply strategies of visual analysis to select scenes from recent films.	28
	Fri 4 November	<b>IN CLASS:</b> We will continue the visual analysis of films from Wednesday's class. <b>DUE TODAY: Visual analysis slides</b>	29

Goals: Students will be able to: (1) identify the antecedents to current anti-smoking campaigns and (2) discuss the exploitation of these antecedents by the tobacco industry.

#### Week 11: Using cinema to market to youth

11	Mon 7 November	<b>PREPARATION:</b> Read the posted selection from <i>The Economist</i> . <b>IN CLASS:</b> We will look at the work of Dr. Stan Glanz.	30
	Wed 9 November	<b>IN CLASS:</b> We will watch clips from the 2012 Best Picture winner Michel Hazanavicius's 2011 <i>The Artist</i> . <b>PREPARATION:</b> Watch the <a href="http://bit.ly/2b4aV8z">faux commercial published on Funny or Die (http://bit.ly/2b4aV8z)</a> posted the day after the Oscar ceremony by the production team of <i>The Artist</i> .	31
	Fri 11 November	<b>PREPARATION:</b> Watch a video from Stanford Tobacco: " <a href="https://youtu.be/apQIsXSFxtw">Get 'em young and train 'em right," Tobacco Industry's targeting of teens (https://youtu.be/apQIsXSFxtw)</a> ". <b>IN CLASS:</b> We will become acquainted with lobbying efforts directed at and resisted by the film industry	32

Goals: Students will be able to: (1) summarize the parallel rise of tobacco and the advertising industry, (2) describe marketing strategies directed at the young.

#### Week 12: Some ex-smokers repent, others double down, and the non-smoker gets an image make-over

12	Mon 14 November	<b>PREPARATION:</b> Read the <i>New York Times</i> editorial by the screenwriter of <i>Basic Instinct</i> , " <a href="http://nyti.ms/2b6L8ty">Joe Eszterhas talks Hollywood smoke screen</a> " ( <a href="http://nyti.ms/2b6L8ty">http://nyti.ms/2b6L8ty</a> ), and William F. Buckley's 2007 " <a href="http://bit.ly/2bld37H">My Smoking Confessional</a> " ( <a href="http://bit.ly/2bld37H">http://bit.ly/2bld37H</a> ). <b>IN CLASS:</b> Assess the effectiveness of gestures of public repentance such as these and speculate on their impact.	33
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	Wed 16 November	<b>PREPARATION:</b> Read the posted selection from Juli Zeh's 2009 <i>Corpus delicti</i> (in English: <i>The Method</i> ). <b>IN CLASS:</b> Be prepared to identify and discuss the meaning and status of smoking in Zeh's text, and to comment on the similarities with or differences from those conveyed in other texts you have read (or films or television shows you have seen).	34
	Fri 18 November	<b>PREPARATION:</b> Read the 1983 <a href="http://bit.ly/2b3ASH4">draft marketing address</a> ( <a href="http://bit.ly/2b3ASH4">http://bit.ly/2b3ASH4</a> ) by Hamish Maxwell, president of Phillip Morris International (and later chairman of Philip Morris Companies, now Altria), and Simon Leys' "Les Cigarettes sont sublimes." <b>IN CLASS:</b> Comment on the ethical dimension of these texts.	35

Goals: Students will be prepared to (1) assess public gestures by former smokers, and (2) identify tactics used to discredit anti-smoking efforts.

### Week 13: The UB Connection

13	Mon 21 November	<b>PREPARATION:</b> Watch the <a href="http://bit.ly/2bleMto">60 Minutes</a> ( <a href="http://bit.ly/2bleMto">http://bit.ly/2bleMto</a> ) broadcast depicting UB alumnus (Chemistry BA, Biochemistry MA and PhD) Jeffrey Wigand in his fight with tobacco giant Brown & Williamson, and check out the profiles of UB faculty <a href="http://bit.ly/2bBmh2E">Professor Gary Giovino</a> ( <a href="http://bit.ly/2bBmh2E">http://bit.ly/2bBmh2E</a> ) and <a href="http://bit.ly/2bMax1s">Professor Lynn Koslowski</a> ( <a href="http://bit.ly/2bMax1s">http://bit.ly/2bMax1s</a> ). <b>IN CLASS:</b> We will explore the local Native American tobacco industry. (For further information, watch Michael Mann's 1999 film <i>The Insider</i> , starring Russell Crowe, based on Jeffrey Wigand's experience.)	36
	Wed 23 November	<b>THANKSGIVING RECESS</b>	-
	Fri 25 November	<b>THANKSGIVING RECESS</b>	-

Goals: Students will be able to cite examples of activities at UB and elsewhere in Western New York related to tobacco.

### Week 14: The global context

14	Mon 28 November	<b>PREPARATION:</b> Watch the CNBC documentary, " <a href="http://www.hulu.com/watch/232360">Cigarette Wars: the Global Battle Over Tobacco</a> " ( <a href="http://www.hulu.com/watch/232360">http://www.hulu.com/watch/232360</a> ). <b>IN CLASS:</b> We will discuss the documentary.	37
	Wed 30 November	<b>PREPARATION:</b> Watch Christof Putzel's (41-minute) 2012 documentary for Films for Action/Vanguard, <a href="http://bit.ly/2bQ4DMD"><i>Sex, Lies, and Cigarettes</i></a> ( <a href="http://bit.ly/2bQ4DMD">http://bit.ly/2bQ4DMD</a> ). <b>IN CLASS:</b> Identify the advertising strategies targeted at Indonesian society, and compare these with strategies you have seen in other media.	38
	Fri 2 December	<b>PREPARATION:</b> Read Noam Chomsky, <a href="http://bit.ly/2bDwWL6"><i>Deterring Democracy</i></a> , " <a href="http://bit.ly/2bDwWL6">Four: Problems of Population Control: (4) The Narcotraffickers</a> " (123-127), ( <a href="http://bit.ly/2bDwWL6">http://bit.ly/2bDwWL6</a> ). <b>IN CLASS:</b> How is the image of smoking being used in developing nations?	39

Goals: Students will be able to describe tobacco use in a global context and draw comparisons between conditions in different regions.

**Week 15: Presentation of your work**

15	Mon 5 December	<b>DUE TODAY:</b> Presentation 2, respondents, and discussion	40
	Wed 7 December	<b>DUE TODAY:</b> Presentation 2, respondents, and discussion	41
	Fri 9 December	<b>DUE TODAY:</b> Presentation 2, respondents, and discussion	42