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Like many new professors with no prior experience at a Jesuit institution, I arrived at Loyola eager to ensure my teaching content and style were congruent with its Jesuit culture. What I quickly learned was that many of the principles I already held dear – concern for my students inside and outside the class, connecting course content to current events, and focusing on ethical issues of communication and advertising practice – were already consistent with what students have learned to expect in a Jesuit classroom.

As a result, I quickly understood that I was in an environment rich in opportunity to connect my research interests and course content with students' own lives and experiences. I utilized an opportunity to develop a new advertising course as a way to provide students with the tools to “live justice” when they eventually leave Loyola to enter the workforce. In this course students are first confronted with identifying the ingroups (and outgroups) that are most meaningful to them via a reflection paper. One of the reasons this reflection is so important is that I want students to understand how their own set of beliefs and appropriate behaviors are dependent upon the social groups – some chosen, and some unchosen – with which they identify. By

utilizing advertising research as a medium for understanding group-based differences, the course guides students to better understand not only themselves but, perhaps more importantly, the motivations and worldviews of those who are different.

I live justice at Loyola by fostering this budding understanding of both the “self” and the “other” through a course project. As students develop their research projects, it is fascinating to watch as they naturally inquire about issues of social justice within the advertising industry. For example, students have researched the effects of “ideal body” models on the self-esteem of female and male consumers, how demonstrating support for the LGBTQ+ community influences brand perceptions, or how presenting ethnic minority characters amid authentic cultural cues can more effectively reach consumers. When I think about living justice at Loyola, I think about equipping my students with the tools, vocabulary, and knowledge to ask nuanced and difficult questions about the broader effects of advertising media. The more I can train my students to be cognizant of how to create prosocial messages and avoid discriminatory ones, the more Loyola will be shaping students to create a more socially just world.