

“Whoever controls the media—the images—controls the culture.”
—Allen Ginsberg, Poet & Author

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INTRODUCTION

This course, which is required for Journalism & Communication majors and fulfills Social Science Breadth requirements in University Studies for other students, is intended to shake you up a bit as we challenge what we think we know about the world and how we “know” it. In the information age, most of what Americans think they know about the world comes from strangers through mass media messages and images. How trustworthy are these messages? Who is creating them, and what are their goals? How much should we trust them?

Media Smarts is a primer, a “media civics” lesson designed to expand your critical understanding of the role of media in society, and to help you develop the critical thinking skills needed to evaluate more knowledgeably the motivations, techniques, attitudes, underlying themes, structures and realities of media messages and the multi-trillion-dollar industries that create them. The goal is to sharpen the understanding and critical thinking skills of students who take part in media—as either producers or consumers—to make you “smarter” (or at least more savvy) in understanding connections between media practice and the society’s legitimate expectations of journalism and mass media. Who gets covered? Why? What kinds of stories slip through the cracks? What kinds of distortions—either intentional or inadvertent—appear in news and entertainment media, and why? How will new technologies alter the way we “see” the world? What are the impacts of media content on people who use it? What do those of us who watch TV, listen to radio, see movies, read newspapers, and surf the Internet need to know about what we’re watching/hearing/reading? What have we missed in the age of (mis)information? And what are we being fed?

I. REQUIRED RESOURCES

- Your weekly readings are online articles. You’re responsible for printing and reading all assigned online articles by the first class meeting of the week they are assigned. New readings will be added during the semester.
- E-mail: Every student is required to open and regularly use a USU e-mail account. Class assignments and information will be posted to you via e-mail, and it is your responsibility to check e-mail daily.

II. COURSE OBJECTIVES—What you’ll learn

- To become more “savvy” and more critical consumers of mass media products.
- To appreciate the mass media’s impact on and interaction with individuals, institutions, society & culture.
- To think critically about the ways you respond to and use media products.
- To develop perspectives on how better to interpret popular culture & media messages.
- To learn how the mass media work in a democratic society and how to knowledgeably question the media’s authority and to double-check what you think you “know” in the Information Age.

III. COURSE OVERVIEW

This is a media criticism course. That is not to be misunderstood to mean a media-bashing course, because there is a very important difference between judgmental criticism (“I HATE this!”) and critical judgment (“There’s more to this story than that.”). This course is designed to help give you the broader context and understanding of how the mass media work, in the process becoming more discerning consumers of the mass media in this information age.

In a sense, you already are experts on the subject of the mass media, because you’ve been “mediated” since you were babies—by what you hear and see on television and radio, by what you see and read in newspapers and magazines, by advertising, sitcoms, music, news headlines, movies and the new interactive media. For most Americans, what we “know” about the rest of the world beyond our immediate horizons comes to us through someone else’s eyes, told to us by people we don’t know from places we’ve never been, about topics we usually don’t know much about. From Law & Order to CNN and FOX News to “The Daily Show” with Jon Stewart to the Simpsons, so much of what we “know” about the world comes to us from the mass media. Whether it’s news or advertising or entertainment, media messages strongly help form the world we “know” both in terms of news events (what we think about) and our cultural norms and mores (how we think). At the same time, however, most of us actually are much too accepting of the mass media that help create those realities.

In class discussions and in assigned readings, you will find a range of perspectives on the role and responsibilities of the media in a democratic society—some you’ll like, some not. The goal is to help you reflect on your own media use and

tastes from a critical distance. We hope that this course will give you a few more tools to be more savvy consumers of the media, and will provide a stronger basis of understanding from which to form your assessments of media performance in the larger social context. We encourage you to challenge our preferences or those of your classmates and the authors found in your readings. But be smart—be prepared to back up your opinions with more critical analysis than just, “I don’t like this” or “I disagree with that.” What are the implications—political, social, economic, cultural—that lie behind media content, and what issues are raised (or omitted) in those message? We hope this course will represent a process of critical synthesis and understanding of information that begins this semester and continues as long as you live in a mediated society.

What Media Literacy/Criticism Is: A 21st century approach to education that provides a framework to access, analyze, evaluate and create media messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

What Media Literacy/Criticism is NOT:

- “Media bashing” is NOT media literacy, however media literacy sometimes involves criticizing the media”
- “Looking at a media message or a mediated experience from just one perspective is NOT media literacy because media should be examined from multiple positions.”

• “Media Literacy does NOT mean ‘don’t watch;’ it means ‘watch carefully, think critically.’”
(see http://www.medialit.org/reading_room/article380.html)

IV. GRADING

1. Daily quizzes	10%
2. Two short critical essays on assigned topics	25/25%
3. Final team project presentation (15%) & individual paper (10%)	15/10%
4. Class participation	5%
5. Final Exam	10%
	100%

Quizzes: (10 pts.) Daily short-answer questions on the readings, current news events, previous class discussions, lectures, etc. You may use your notes from your readings or from the material we cover in class, or the readings themselves. No make-ups—Don’t ask! Occasional extra credit assignments may replace one missed quiz.

• Please note: The quiz answers will be provided in class, but quizzes will not be returned. You may check with the TA for your cumulative quiz scores at any time during the semester. Questions about quizzes? See us or the TA during our office hours—do not send questions about quizzes by e-mail, pls.

• Critical Essays: (25 pts. each) Two 2-page essays (700 words, typed, double-spaced) on assigned topics. Deadlines are ABSOLUTE and NON-NEGOTIABLE. Late work will receive an “F.”

• Final Team Project Presentation & Paper: (15 and 10 pts.) You will be working in teams to develop a 15-minute in-class presentation on a specific area of media content. In addition, each team member will write a 1-page paper discussing the project and your most important findings.

• Participation: (5 pts.) At the end of each team assignment, team members will evaluate each other on their contributions to the teamwork for that project. This grade is based on your attendance and on how well your team members think you contributed to the team’s work. The three evaluations will be averaged at the end of the semester and become part of the professors’ assessment of your engagement in the class.

• Final Exam: (10 pts.) A comprehensive essay exam on the material covered during the semester (readings, videos, handouts, lectures, etc.). The final is optional—if you are satisfied with your grade before the final exam, you may opt not to take the final. If you do not take the final exam, your quizzes will count for 20% of your final grade rather than 10%.

• Attendance: This course is about reading, thinking, viewing, listening and talking. Everyone is expected to attend every session of the class and to participate in discussions in class and in their teams. Don’t be late or leave early—either will count as an absence. No excused absences, including work conflicts, except for documented medical emergency, family emergency or required university-related absence. Inform the instructors ahead of time if you must miss class.

If you miss ANY of your team meetings you will receive a zero for that assignment (F). No excuses—period. For example, showing up at the wrong place for your team meeting is NOT an excuse. It’s your responsibility to know where and when your team is meeting and then be there on time with your work for the meeting completed.

Grade Negotiations: In order to be fair to everyone in the class, we do not negotiate grades. Please don’t ask to be an exception to this policy. We also do not give incomplete grades except for reasons stated in university policy.

Grading criteria:

Grade A: Exceptional. In addition to meeting the criteria for grades B & C, this work also:

1. Demonstrates superior skill and thought, skillful use of language to represent your ideas as a probable, believable and fair interpretation of the specific media issues.
2. Provides insights and demonstrates in-depth understanding of the topic, issues, etc.

3. Arguments and conclusions are exceptionally well developed, coherent, well-organized.

Grade B: Above Average: In addition to meeting the criteria for grade C, work also:

1. Exhibits a thoughtful and thorough understanding of the media issues being examined.
2. Shows some insight, critical reflection and creativity in the analysis.
3. Arguments/conclusions are organized clearly & very well supported with examples and evidence.
4. Fine writing skills.

Grade C: Average: Meets all of the minimum criteria for the specific assignment.

1. Writing errors are minor and language is used correctly.
2. Arguments and conclusions are adequately supported with specific examples.
3. Work is completed by the deadlines and conforms to page requirements.
4. Sources (if required) are cited correctly.
5. Demonstrates some insight or critical reflection. Interpretation relies mostly on description. In other words, states the obvious or simply re-states points already made in class/texts/videos, etc.

D or F: Below average: Does not fulfill minimum criteria for a grade of C. Overall, below average work that may have one or more of the following problems:

1. Excessive writing and/or language errors.
2. Work is based primarily on unsupported opinions; fails to use specific examples and evidence.
3. Misses the point of the assignment; lacks depth — demonstrates minimal effort.
4. Demonstrates minimal insight, interpretation or critical reflection.
5. Work is plagiarized.

V. OTHER STUFF

• **CONFERENCES:** Please make an appointment with us to discuss your progress and any problems or concerns you may be having in the course.

• **CURRENT EVENTS:** This is a Journalism course, so you need to keep up with the news, especially info dealing specifically with the media, which will come up in class and on quizzes. Watch for articles about the mass media. You should watch the TV network news and listen to National Public Radio (KUSU, 89.5 FM: "Morning Edition," 5-9 a.m. and "All Things Considered," 4-6:00 p.m.). Students are urged to subscribe to and read a daily newspaper, read a national or international weekly newsmagazine, view TV news daily.

• **DEADLINES:** Are final. That's why they call them deadlines. No make-ups, no exceptions.

• **ACADEMIC HONESTY:** The University expects students and faculty alike to maintain the highest standards of academic honesty (for a complete definition, see University Catalogue or the Code of Policies and Procedures for Students at Utah State University, Article V, Section 3). The policy states: "[C]heating, falsification or plagiarism can result in warning, grade reduction, probation, suspension, expulsion, payment of damages, withholding of transcripts, withholding of degrees, removal a class, performance of community service, referral to appropriate counseling" or other penalties as the university judiciary may deem appropriate.

• **JCOM Department Academic Honesty Policy:** Because public trust and personal credibility are essential to journalists and other professional communicators, the JCOM department observes a zero-tolerance policy regarding academic dishonesty: As per USU Student Code, any documented form of academic dishonesty—including plagiarism—will result in an automatic F in the course and a report to the department head, the dean of the college and the USU vice president for student services. JCOM students who engage in documented academic dishonesty may be dropped from the major, upon a hearing with the student, the instructor, and the department head. Any suspicious work may be submitted to a database that compares student papers to other student and published work in a web database.

If you have any questions about what's acceptable work under strict codes of academic honesty, see the USU Code of Policies and Procedures for Students, or consult your professor. Any suspicious work may be submitted to a database that compares student papers to other student and published work in a web database. FYI: Plagiarism and how to avoid it: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

• **JCOM ADVISING:** In order to ensure that JCOM students progress through the major efficiently, the JCOM Department requires that all students meet with the department's Adviser (Reid Furniss), Peer Adviser (???) or with a faculty adviser each semester prior to pre-registration. An academic hold will be placed on all JCOM majors and pre-majors each semester until students have obtained advising, either individually with an adviser or in one of several group advising sessions that will take place prior to the pre-registration period. Academic holds on student records will be lifted upon presentation of a signed advising form to the JCOM office. For questions, see the JCOM adviser.

• **JCOM COURSE REPEAT POLICY:** Students may take JCOM classes a maximum of three times, with department permission; failure to achieve minimum grades will result in students being dropped from the major.

• **PROFESSIONAL PORTFOLIOS:** As part of the Senior Seminar capstone course required of all JCOM majors for graduation, students must compile and present to the faculty a portfolio of professional-quality work. This portfolio may include work produced in JCOM courses, labs, and internships. The final portfolio will be evaluated by JCOM faculty and appropriate media professionals. For this reason, JCOM majors should maintain an ongoing file of coursework and other materials produced throughout their university careers that will reflect the quality of their professional and academic

preparation for communication careers (class essays and papers, newspaper stories, video or Powerpoint presentations, websites, fliers or brochures, etc.). Start now in collecting these materials so that you will have a comprehensive file from which to select your best work to include in your final professional portfolio. Questions, ask your JCOM instructors.

• DECORUM: We're all in this together. That means that we will need each other to succeed. And that means that everyone is expected to treat everyone else with fairness, courtesy and honesty. Disruptive behavior will be punished with loss of points toward your final grade; repeaters will be dropped from the class. Don't whisper in class. Don't bring your lunch. Don't sleep in class. Please apply the Golden Rule.

Your attitude toward the class and the material we cover is also an important part of the class. Every class has its expectations, and an important expectation in this class is a willingness to be open to and considerate of the thoughts and ideas of your classmates. If there are 100 people in class, there may be at least 100 different perspectives toward the material, based on our individual life experiences. Although you may disagree with the perspectives of others, including your professors, it is essential that we all respect each other's views and beliefs. All viewpoints are valid and important.

Other norms for JCOM 2000 are: consideration, respect, non-judgment, courtesy and attentiveness. In addition to regular attendance, your final grade will reflect how closely you choose to adhere to these norms. Finally, if your behavior is disruptive to the class, your final grade may be reduced. Final arbiter about these matters is the instructors.

• DISABILITY ACCOMMODATIONS: If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (7-2444), preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of exams, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats, large print, audio, diskette, or Braille.

• A DISCLAIMER: We have no desire to offend anyone's personal or cultural beliefs, and apologize if we do so inadvertently. However, this class deals with the typical fare contained in standard mass media content—advertising, news, movies, TV and the Internet, etc. Some of that material may occasionally contain profanity, violence, sexuality or other stuff that may make some students uncomfortable. (FYI: Approximately 70-80% of Hollywood films are R-rated.)

VI: GUIDELINES FOR CRITICAL ESSAYS

1. Typed, double-spaced papers (APA or MLA style)
2. Grades are based on thoroughness, clarity and insight. Use specific examples to support your ideas and conclusions.
3. Avoid extended quotations. Most can be cut down and paraphrased. We're looking for your original thought and synthesis of information/data, not just regurgitation of what others have said.
4. Spelling/syntax/grammar/punctuation/style errors will lower your score. Errors of fact result in failure for the assignment. So proofread carefully. And then proofread a second time! FYI: Proofreading tips for common writing errors: <http://www.indiana.edu/~wts/pamphlets.shtml>
5. English Department Writing Center: You may schedule an appointment with the Writing Center by phone (797-2712) or on-line (<http://writingcenter.usu.edu/>). The Writing Center is located at RBWest 104. There is a small fee.
6. Information/data or quotation or opinion or statement of fact taken from any other source must be attributed using APA or MLA style. You may paraphrase statements of others, but must cite the source; if the material is quoted it must be placed in quotes, reproduced with complete accuracy, and cited completely. Failure to give full credit to your sources of information may be considered plagiarism FYI: See this on plagiarism and how to avoid it: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

VII. GUIDELINES FOR TEAM PARTICIPATION:

During the semester, you will be working in teams to gather and to analyze media images of race & ethnicity (paper #1), gender (paper #2), and other media themes of your team's choosing (final team project/presentation/paper). Teams will be created during the third week of classes. The goal of your teams is to examine thoroughly the media texts you select for your papers and presentations and then to present your results to the class. Each team member will submit individual papers for the three critical essays (i.e., the papers are your own, not a team project).

Team coordinators: Each team needs to designate a team captain who is responsible to organize the teams and report via e-mail to the instructors about team business. The captains or another team member will also meet with one of us to go over coding and charts for your two papers.

Team final project, presentation & paper: Your presentations will integrate the concepts we've discussed during the semester by examining the content and messages of children's media (or another media area, with the instructors' permission). The ultimate goal is to demonstrate how "media smart" you've become during the semester. Each team member should be responsible for an equal amount of the presentation (either behind the scenes or during the class presentation). Be creative with your presentation format—avoid simply presenting a "lecture" (e.g., talk or game show, newscast, etc.).

In addition, each team member will write his/her own 1-page paper, discussing the media images and messages contained in the kids' programming (or other content) analyzed by the team. Papers are due on the day of the team presentation to class.

SCHEDULE: Here is the tentative schedule of readings and assignments. Other online articles will be added during the semester. Assigned readings must be completed by Tuesdays of each week. Be sure to click on the links for all of the pages for the on-line articles. Also, if the link doesn't work, please copy the URL and paste it in your web browser. The syllabus with URLs for most online readings is available on our JCOM web pages: <http://www.usu.edu/journalism/faculty/cooper/> OR <http://www.usu.edu/journalism/faculty/pease/>

WEEK 1
Aug. 29-31 Overview—The Mass Media as a Social Institution
Pease & Cooper: "Surveying the 'Information Age'" (click on PDF file for this article)
<http://www.usu.edu/journalism/faculty/cooper/> or <http://www.usu.edu/journalism/faculty/pease/>

WEEK 2
Sept. 5-7 Critical Issues for Media Consumers: Media Literacy Concepts
"What is media literacy?"
http://www.media-awareness.ca/english/teachers/media_literacy/what_is_media_literacy.cfm
"Principles of Media Literacy" <http://www.ci.appstate.edu/programs/edmedia/medialit/article4.html>
"Key Concepts of Media Literacy"
http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/aspects_critical_thinking_1.cfm
"Media Literacy": [www.kff.org/entmedia/upload/ Key-Facts-Media-Literacy.pdf](http://www.kff.org/entmedia/upload/Key-Facts-Media-Literacy.pdf)
"The Components of the Critical Thinking Process" (cut & paste)
http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/aspects_critical_thinking_2.cfm
"The Five Phases of Critical Thinking" (cut & paste)
http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/media_literacy/aspects_critical_thinking_3.cfm
Media Effects Theories (handout)
Selective Perception
Gatekeeping
Agenda-Setting
Framing
Coorientation
Cultivation theory <http://www.colostate.edu/Depts/Speech/rccs/theory06.htm>

WEEK 3
Sept. 12-14 Media Ethics and Social Responsibility of the Press
The Hutchins Commission and Social Responsibility Theory (handout)
"How to detect bias in news media" <http://www.fair.org/activism/detect.html>
"How to detect bias in news"
http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_bias_in_the_news.cfm
Society of Professional Journalists Code of Ethics http://spj.org/ethics_code.asp
"Code of Ethics and Professional Conduct, Radio-Television News Directors Association" <http://www.rtnda.org/ethics/coe.shtml>
"Journalism ethics and standards" http://en.wikipedia.org/wiki/Journalistic_standards
The Kerner Commission <http://historymatters.gmu.edu/d/6553/>
Pease: "Why should we care? The philosophical and economic arguments for media diversity"
<http://www.usu.edu/journalism/faculty/pease/> (click on link for the article)

WEEK 4
Sept. 18 Media Ethics and Coverage of Race & Ethnicity
Last day to drop classes without a "W" notation on your transcript

Sept. 19-21 The Language of Race" http://www.poynter.org/content/content_view.asp?id=5468
"Nicknames & Mascots: Complicity in Bigotry" <http://www.poynter.org/column.asp?id=58&aid=87263>
"Framing Stories: How we see stories and how we tell them"
<http://poynter.org/column.asp?id=58&aid=81884>
"Battle for inclusiveness" <http://poynteronline.org/column.asp?id=58&aid=54881>
Definitions of racism, prejudice, etc.: <http://www.gnb.ca/hrc-cdp/e/sayno.htm#racism>
<http://www.gnb.ca/hrc-cdp/e/sayno.htm#prejudice>
"All the White news that's fit to print" <http://www.alternet.org/story/10781> (cut & paste this URL)
"White authority in the media"
http://www.media-awareness.ca/english/issues/stereotyping/whiteness_and_privilege/whiteness_authority.cfm?RenderForPrint=1

"White Privilege": (We'll send by email)
"Billboard's Arab images"
http://www.usatoday.com/news/nation/2005-12-13-billboard-outrage_x.htm
William Bennett's comments about abortion, race & crime
http://www.philly.com/mld/philly/news/columnists/acer_moore/12811680.htm
<http://www.depauw.edu/news/index.asp?id=16395>
<http://www.nydailynews.com/front/story/351418p-299686c.html>

WEEK 5
Sept. 26-28
Media Ethics and Coverage of Race & Ethnicity
"Off balance: Youth, race & crime in news"
<http://www.buildingblocksforyouth.org/media/naacp.html>
"The Entman-Rojecki Index of Race and the Media"
<http://www.press.uchicago.edu/Misc/Chicago/210758.html>
"Damsels in Distress": (send by email)
"Deserving of coverage" (send by email)
Race & news coverage of Kartina
<http://www.poynter.org/column.asp?id=69&aid=89456>
"Looting or finding"
http://www.salon.com/news/feature/2005/09/01/photo_controversy/index_np.html
"Lost in the flood"
<http://www.slate.com/id/2124688/>
"Inaccurate rumors"
<http://www.washingtonpost.com/wp-dyn/content/article/2005/09/29/AR2005092902360.html>
"Smacks of prejudice" (send by email)
"Katrina rumors" (send by email)
Katrina—Welcome: 'White Couple'
<http://www.msnbc.msn.com/id/10663346/site/newsweek/>
"Emil's Big Chance Leaves Me Uneasy: If I use my son's fair-skinned good looks..."
<http://msnbc.msn.com/id/13248490/site/newsweek/>

WEEK 6
Oct. 3
Oct. 3-5
Ethnicity Critical Issues for Media Consumers: Advertising
PAPER DUE: Race, ethnicity & newspapers
"Advertising & image"
http://www.media-awareness.ca/english/resources/educational/handouts/body_image/tpoh_advertising_and_image.cfm
"Body image and advertising"
http://www.healthypace.com/communities/Eating_Disorders/body_image_advertising.asp
"What do advertisements tell us about being a man or being a woman?"
http://www.media-awareness.ca/english/resources/educational/handouts/body_image/tpoh_what_do_ads_tell_us.cfm
"Tweens-Teens & Magazines" <http://www.kff.org/entmedia/7152.cfm> (download PDF file at this link)
"Body equals tool": Review ads on this link
<http://www.ltconline.net/lukas/gender/womenusebody/usebody.htm>

WEEK 7
Oct. 10-12
Media, Gender & Race
"How Seventeen undermines young women" <http://www.fair.org/extra/best-of-extra/seventeen.html>
"Teen magazines play important role..." <http://flash.uoregon.edu/S01/teen.html>
"Media effect, girls & body image" http://www.mediafamily.org/facts/facts_mediaeffect.shtml
Teen magazine fact & figures
<http://students.seattleu.edu/mitchells/FactsNFigures.htm>
"Latina Girls & Body Image" PDF file: <http://www.4woman.gov/BodyImage/Bodywise/uf/LatinaGirls.pdf>
HTML version (cut & paste)
<http://72.14.207.104/search?q=cache:C-173Z265QJ:www.4woman.gov/BodyImage/Bodywise/uf/LatinaGirls.pdf+latina+girls+and+body+image&hl=en>
"Current perceptions of Black women in advertising" <http://it.stlawu.edu/~advertiz/afro/current.html>
"Media damaging African-American women's body esteem . . ." <http://www.missouri.edu/~news/releases/frisby2.html>
"Women of Color": Review ads on this link:
<http://www.ltconline.net/lukas/gender/exotics/woc/exoticswoc.htm>

WEEK 8
Media, Gender & Body Image

- Oct. 17 "Chubbie hubbies" <http://www.recordonline.com/archive/2003/05/10/buz10.htm>
 "Men, muscles and body image" <http://www.cnn.com/2000/HEALTH/mayo/07/27/men.muscles/>
 "Masculinity & advertising"
http://www.media-awareness.ca/english/issues/stereotyping/men_and_masculinity/masculinity_advertising.cfm
 "The male body ideal that isn't" <http://www.montana.edu/news/1015951400.html>
 "Masculinity & violence in advertising"
http://www.media-awareness.ca/english/resources/educational/handouts/gender_portrayal/masculinity_advertising.cfm
 "Male Ads": Review ads on this link <http://www.ltconline.net/lukas/gender/maleads/males.htm>
 "Male Normal": Review ads on this link
<http://www.ltconline.net/lukas/gender/malenormal/malenormal.htm>
- Oct. 19 [opinion2.htm](#) "TV's one-size-fits-few message floods island" <http://web.gosanangelo.com/archive/99/may/28/>
 "Media . . . teen-age girls" <http://www.cnn.com/HEALTH/9911/14/girls.weight/>
 "Eating disorders & their precursors"
<http://womensissues.about.com/gi/dynamic/offsite.htm?site=http://www.nationaleatingdisorders.org/p.asp%3FWebPage%5FID=286%26amp%3BProfile%5FID=41138>
 "Body image and media" <http://www.region.peel.on.ca/health/commhlth/bodyimg/media.htm>
 "Women have poorer body image than men" http://rx.magazine.tripod.com/bn_20010510elin016.htm
 "Girls & steroids" http://www.usatoday.com/news/health/2005-04-25-girls-steroids_x.htm
 "Not your mom's magazine models" http://www.sltrib.com/nationworld/ci_2928057
 Examples of computer imaging: <http://homepage.mac.com/gapodaca/digital/digital.html>
 Click on the photos of the women and then move your cursor over their faces.
 "Adios Barbie": Click on the link "Feed the model": <http://www.adiosbarbie.com>
 Eating disorders: Lexie Kite, http://www.hardnewscafe.usu.edu/artlife/culture/122205_bodyimage.html
- WEEK 9
 Oct. 24-26 Media & Gender
 Readings TBA
 Portrayal of teenage girls in magazines
http://www.media-awareness.ca/english/resources/educational/classroom_exercises/body_image/portrayal_girls.cfm
 Magazine survey form
http://www.media-awareness.ca/english/resources/educational/classroom_exercises/body_image/magazine_survey.cfm
- Oct. 26 PAPER DUE: Gender images in advertising
- WEEK 10
 Oct. 31 Kids & Media: Examining the "Electronic Childhood"
 • Last day to drop without a drop form & "WF" on transcript
- Oct. 31-Nov. 2 Marcie A. Young: Interviews with George Gerbner on media violence
http://www.hardnewscafe.usu.edu/archive/feb2001/0205_violence1.html
http://www.hardnewscafe.usu.edu/archive/feb2001/0206_violence2.html
http://www.hardnewscafe.usu.edu/archive/feb2001/0206_violence3.html
 "Study: TV violence begets violence"
<http://www.cbsnews.com/stories/2003/03/10/national/main543333.shtml>
 "The business of media violence"
http://www.media-awareness.ca/english/issues/violence/business_media_violence.cfm?RenderForPrint=1
 "Research on effects of media violence"
http://www.media-awareness.ca/english/issues/violence/effects_media_violence.cfm?RenderForPrint=1
 "Media violence: Facts & statistics" (send by e-mail)
 "Facts & Figures about our TV habit" (click on the link for this article at this URL)
<http://www.tvturnoff.org/factsheets.htm>
 "View smart" (will send PDF file)
 "Seattle study of kids links bullying to TV"
http://seattletimes.nwsourc.com/html/localnews/2002231136_bullying05m.html
 Study: Children's TV studded with dark, violent acts
http://www.usatoday.com/life/television/news/2006-03-02-childrens-tv-violence-study_x.htm

WEEK 11 Nov. 7-9	<p>Kids & Media: Examining the “Electronic Childhood”</p> <p>“Stereotypes” http://www.media-awareness.ca/english/resources/educational/teaching_backgrounders/gender_portrayal/gp_stereotypes.cfm</p> <p>“Viewing Disney videos without rose-colored glasses” (will send by e-mail)</p> <p>“Media messages about masculinity” (will send PDF file)</p> <p>“Boys to men—entertainment media” (read the intro on this page. We will send a PDF file) http://publications.childrennow.org/publications/media/boystomen_1999_media.cfm</p> <p>Boys to men—sports media” (will send PDF file)</p> <p>“Children’s perceptions of male stereotypes” http://www.media-awareness.ca/english/issues/stereotyping/men_and_masculinity/masculinity_children.cfm</p> <p>“Hollywood movies push kids to smoke” http://72.14.207.104/search?q=cache:WnextrPNLTb0J:smokefreemovies.ucsf.edu/pdf/sfm8_variety.pdf+wbsite+smoking+in+hollywood+movies&hl=en http://www.smokefreemovies.ucsf.edu/</p> <p>“Link between teen smoking” http://www.csmonitor.com/2005/1122/p02s02-ussc.html</p> <p>Study: G-rated hits favor male characters http://www.philly.com/mld/philly/entertainment/13829615.htm</p> <p>Experts Rip ‘Sesame’ TV Aimed at Tiniest Tots http://www.washingtonpost.com/wp-dyn/content/article/2006/03/20/AR2006032001801.html</p> <p>‘Sesame Street’ creators spark controversy with line of infant videos http://www.usatoday.com/life/television/news/2006-04-03-sesame-beginnings_x.htm</p>
WEEK 12 Nov. 14-16	<p>Kids & Media: Examining the “Electronic Childhood”</p> <p>“Talking to kids about racial stereotypes” http://www.mediafamily.org/facts/facts_mediaeffect.shtml</p> <p>“Different world: Kids’ perceptions of race & class in media” (read the introduction) http://publications.childrennow.org/publications/media/differentworld_1999.cfm</p> <p>“Fall Colors 2003: Prime Time Diversity Report” (download the free PDF file at this link) http://publications.childrennow.org/publications/media/fallcolors_2003.cfm</p> <p>“Study finds more Latinos...” http://www.childrennow.org/newsroom/press_releases/page.jsp?itemID=27016352</p>
WEEK 13 Nov. 21	<p>Kids & Media: Examining the “Electronic Childhood”</p> <p>“Talking to your kids about television” http://www.media-awareness.ca/english/parents/television/talking_to_kids_tv.cfm</p> <p>“Why we tuned out” http://www.fredonia.edu/departments/communication/schwalbe/antitv.htm</p> <p>“7 ways to fight stereotypes” http://www.pbs.org/parents/childrenandmedia/stereotypes-preschool.html</p> <p>“TV’s toll on young minds” (send by email)</p> <p>“Children’s movies push the boundaries of PG” (send by email)</p>
Nov. 22-24	Thanksgiving Break
WEEK 14 Nov. 28-30	<p>Wrap-up: How “Media Smart” are you now?</p> <ul style="list-style-type: none"> • Final Team Project Presentations & Papers due: “Kids’ Media Project”
WEEK 15 Dec. 5-7	<p>Wrap-up: How “Media Smart” are you now?</p> <ul style="list-style-type: none"> • Final Team Project Presentations & Papers due: “Kids’ Media Project”
FINAL EXAM	Tuesday, December 12, 9:30-11:20