

Mass Media and Children
Fall 2009
Professor Renee Hobbs



BTMM 8441
Temple University
Fall 2009
Mass Media and Children

Synopsis

This course examines the history, economics, and structural features of media industries that cater to a young audience. The possible effects of television, video games, and the Internet on children and youth are examined, including issues of identity, violence, learning, and consumerism. Contemporary issues regarding media's changing role in the lives of children and families are explored. Students have the opportunity to participate in an original research project exploring how Philadelphia children interpret media messages.

Faculty

Renee Hobbs, Ed.D.
Professor, Department of Broadcasting, Telecommunication and Mass Media
Founder, Media Education Lab
School of Communication and Theater
Office: 320 Annenberg Hall
Phone: (215) 204-4291
Email: renee.hobbs@temple.edu
Web: <http://mediaeducationlab.com>
Office Hours: Tuesdays, 3:30 – 4:30 p.m.

Course Meeting Times and Location

Tuesdays, 4:40 – 8 p.m., Center City Campus, TU 418

Course Goals and Objectives

1. Students will become more reflective and aware of the role of mass media in human development;
2. Students will gain knowledge about the history, economics and industry structure of children's media industries, including film, television, videogames, and the Internet;
3. Students will gain knowledge about the cognitive, social and emotional aspects of children's media use including the impact of violence, advertising, and stereotypes on attitudes and behaviors;
4. Students strengthen critical reading skills in understanding and evaluating quantitative and qualitative research concerning children's media forms, genres, use and impact;
5. Students improve skills of written expression by using a variety of genres, including film and television reviews, formal letters, emails, web sites, research summaries, personal reflections, proposals and treatments;

6. Students improve research and communication skills involving observation, data gathering and analysis, and report preparation.

Course Requirements

Assignment materials will be available under “Assignments” on the course Blackboard site.

Weekly Response Papers (30%)

Each week, students complete some reading and viewing experiences. There will be some informal writing every week with a focus on responding to course readings.

Final Research Project or Creative Proposal (30%)

Working individually or with a partner, students examine a specific topic related to the course, gather information to acquire expertise on the topic, develop an original argument, and write a paper communicating their ideas. Alternatively, students develop a creative proposal for a children’s multimedia project, including a website, game, or television program. Intermediate deadlines will include a concept paper, draft outline, and near-final draft.

Research Review (20%)

Graduate students will select an original quantitative research article on mass media and children and prepare a brief oral presentation (with print support materials), describing and analyzing the quality of the research design, methodology, data analysis, and interpretation.

Class Participation (20%)

Quality of class preparation, in-class participation, contribution to the learning of others, and leadership are evaluated at the semester end.

Grading

Grades represent the instructor’s assessment of your work as compared to clearly identified criteria for evaluation and in relation to the performance of others in the class. A grade of A represents outstanding or exceptional work; an A- indicates high quality but not outstanding work; a B+ represents high quality work but with some limitations or evident weaknesses; a B indicates competent, satisfactory work. A B- in a graduate level course suggests that the student's work is lacking in some important way. A grade of C+ or C represents seriously flawed work. In most classes that would mean doing the assignments but misunderstanding fundamental concepts or presenting them in an unacceptable form. A grade of D represents failure and will be given only if assignments were extremely poorly executed or other failure to adhere to norms of appropriate student conduct. Work not submitted by the deadline will be awarded an F.

There are no make-up opportunities for missed exams, homework or other assignments. Please do not ask for an exception. Because media businesses rely on strict adherence to deadlines, this instructor employs a similar deadline standard. Please do not ask for an exception.

Approach to Writing Skills Development and Policy on Revision

Students will develop their writing by exploring the topics and issues in this class. Viewing, listening, multimedia and media production activities will be included as a means to develop student writing. Students will use informal writing every week to discover what interests them most about what they are learning. Most writing students do in this course will be public, to be shared with classmates using a collaborative writing tool. Students will read each others' work and get the feedback from "critical friends." Revision opportunities are provided to help students polish and develop their writing skills.

Policy on Disabilities and Special Needs

Any students who have a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation. Contact Disability Resources at (215) 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Policy on Plagiarism

Students are expected to produce substantial amounts of writing for this course, and it is expected that you will be the author of all the work you submit. Students should use the American Psychological Association (APA) citation format for identifying all materials used for reference and information gathering. Please consult the instructor(s) if you have questions on how to identify the information sources that you use in preparing your work. Penalties for plagiarism may range from a reduced grade on an assignment to failing the course.

Policy on Attendance and Class Participation

Attendance at all classes is expected as a sign of your intellectual curiosity and commitment to the learning process. The instructor will use class attendance as one element to assess class participation. More than one missed class in the semester will lower the course grade.

BTMM 8441
Mass Media and Children
Course Schedule
Fall 2009
Professor Renee Hobbs

PART I	PERSPECTIVES
Week 1 September 2	Introduction to the Course
Week 2 September 9	<p>Media and Child Development</p> <p>READ: Lemish, D. (2007). How do Researchers Study Young People and the media? In S.R. Mazarella (Ed.), <i>Kid stuff: 20 questions about youth and the media</i> (pp. 73-86). Peter and Lang Publishers.</p> <p>READ: Cordes, C. and Miller, E. (2002). <i>Fool's Gold: A Critical Look at Computers in Childhood</i>. Intro, Chapters 1, 2 (pp. 1 – 44)</p>
Week 3 September 16	<p>Preschoolers and Media</p> <p>READ: Children Now (2007). The Effects of Interactive Media on Preschoolers' Learning (pp. 1 – 32)</p> <p>READ: Dominus, "She Speaks 3-Year-Old" January 4, 2004 <i>New York Times Magazine</i></p> <p>READ: Stark, "Sesame Street," <i>Glued to the Set</i>, (pgs. 150 – 154)</p>
Week 4 September 23	<p>Producing Children's Media</p> <p>PLAY: My Pop Studio (www.mypopstudio.com)</p> <p>READ: London, R. (2007). Producing children's television. In J. Alison Bryant (Ed.), <i>The Children's Television Community</i>. Mahwah, NJ: Erlbaum Associates (pgs. 77 – 94).</p> <p>READ: Ito, M. (2007). Education vs entertainment: A cultural history of children's software. In K. Salen (Ed.). <i>The Ecology of Games</i>. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press (pp. 89 – 116).</p>

	<p>READ: Malone, T. W. (1983). Heuristics for Designing Enjoyable User Interfaces: Lessons from Computer Games. Conference on Human Factors in Computing Systems archive. Proceedings of the 1982 conference on Human factors in computing systems table of contents.</p> <p>DUE: Concept Paper, Final Research or Creative Project</p>
<p>Week 5 September 30</p>	<p>Historical and Political Context of Children’s Media</p> <p>LISTEN: National Public Radio, Local Children’s Television http://www.npr.org/programs/morning/features/2002/may/kidstv/</p> <p>READ: Voice of America (2004). This is America: History of Children’s Television. Available online: http://www.voanews.com/specialenglish/archive/2004-05/a-2004-05-23-1-1.cfm</p> <p>READ: Stark, “Howdy Doody,” <i>Glued to the Set</i> (pgs 14 – 19)</p> <p>READ: Hendershot, H. (1998). “Action for (and against) Children’s Television” In <i>Saturday Morning Censors: Television Regulation Before the V-Chip</i>. Durham, NC: Duke University Press (pgs. 61 – 94).</p> <p>READ: Clark, N. (2004). The birth of an advocacy group. <i>Journalism History</i>, 30(2), 66-75.</p>
<p>PART II IMPACT OF MEDIA USE ON CHILDREN AND YOUTH</p>	
<p>Week 6 October 7</p>	<p>Media Impact on Cognitive Functions and Academic Skills</p> <p>READ: Anderson et al (2001). Academic achievement. <i>Monographs of the Society for Research in Child Development</i>.</p> <p>READ: Hendershot, H. (1998). Chapter 7, “Hey, Hey, It’s ‘Good’ TV: Fat Albert, CBS, and Dr. William H. Cosby” In <i>Saturday Morning Censors: Television Regulation Before the V-Chip</i>. Durham, NC: Duke University Press (pgs 193 – 216).</p> <p>READ: Christakis, D., Zimmerman, F., DiGiuseppe, D. and McCarty, C. (2004). Early television exposure and subsequent attentional problems in children. <i>Pediatrics</i> 113(4): 708 – 713.</p>

<p>Week 7 October 14</p>	<p>Advertising to Children</p> <p>READ: Strasberger, V., Wilson, B. & Jordan, A. (2009). <i>Children, Adolescents and the Media</i>. 2nd edition. Thousand Oaks: Sage. Chapter 2, Advertising (pp. 43 – 98)</p>
<p>Week 8 October 21</p>	<p>Children, Health and Consumer Culture</p> <p>READ: Schor, J. (2004). <i>Born to Buy</i>. Chapter 8- 10 (pp. 141 – 212) READ: Moore, E. & Rideout, V. (2007). The online marketing of food to children: Is it just fun and games? <i>Journal of Public Policy and Marketing</i> 26(2): 202 -220.</p> <p>READ: “New Buzz Tactic: Manipulating Teens,” Commercial Alert. Online: http://www.commercialalert.org/issues/culture/buzz-marketing/new-buzz-tactic-manipulating-teens</p>
<p>Week 9 October 28</p>	<p>Cultural Studies Perspectives on Children and Media</p> <p>VIEW/READ: <i>Mickey Mouse Monopoly</i>, film and study guide</p> <p>READ: Buckingham, D. <i>Children and Media: A Cultural Studies Approach</i>. In S. Livingstone and K. Drotner (Eds), <i>International Handbook of Children, Media and Culture</i> (pp. 219 – 236).</p> <p>READ: Seiter, Ellen. (2008). “Practicing at Home: Computers, Pianos, and Cultural Capital.” <i>Digital Youth, Innovation, and the Unexpected</i>. Edited by Tara McPherson. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press (pp 27–52).</p> <p>DUE: Draft, Final Research Paper or Creative Project</p>
<p>Week 10 November 4</p>	<p>Violent Media and Aggressive Behavior</p> <p>READ: Steyer, <i>The Other Parent</i> (pgs 69 – 95)</p> <p>READ: Anderson, C., Berkowitz, L., Donnerstein, E. Huesman, L., Johnson, J., Linz, D., Malamuth, N., & Wartella, E. (2003). The influence of media violence on youth. <i>Psychological Science in the Public Interest</i>.</p> <p>READ: Buckingham, D. (1996). Chapter 4. Distress and Delight:</p>

	<p>Children’s Experience of Horror. In <i>Moving Images: Understanding Children’s Emotional Responses to Television</i>. Manchester, UK: Manchester University Press (pgs. 95 – 138).</p> <p>READ: Hamilton, J. T. (1998). Chapter 8, Dealing with Television Violence: Politics and Policies. In <i>Channeling Violence: The Economic Marketing for Violent Television Programming</i>. Princeton, NJ: Princeton University Press.</p> <p>READ: Anderson, C. and Dill, K (2000). Videogames and aggressive thoughts, feelings, and behavior in the laboratory and in life. <i>Journal of Personality and Social Psychology</i> 78, 353-359.</p>
PART III	THE FUTURE
<p>Week 11 November 11</p>	<p>Children and Media Internationally</p> <p>VIEW: The World According to Sesame Street</p> <p>READ: Kraidy, M. & Khalil, J. (2007). Youth, media and culture in the Arab world. In S. Livingstone and K. Drotner (Eds), <i>International Handbook of Children, Media and Culture</i> (pp. 336 - 350).</p>
<p>Week 12 November 18</p>	<p>Children’s Media Entertainment Today: Play, Viewing and Discussion</p> <p>DUE: Research Review</p>
<p>Week 13 November 24</p>	<p>Japanese Youth Culture</p> <p>READ: Takahashi, T. (2007) Japanese young people, media and everyday life: Towards the internationalizing of media studies. In S. Livingstone and K. Drotner (Eds), <i>International Handbook of Children, Media and Culture</i> (pp. 336 - 350).</p>
<p>Week 14 December 2</p>	<p>Parental Mediation, Public Policy and Media Literacy</p> <p>READ: Hobbs, R & Mendoza (2007). <i>Growing Up Online. Study Guide</i>. Boston: WGBH, Frontline.</p> <p>READ: Hobbs, R. (2007). Debates and challenges facing new literacies in the 21st century. . In S. Livingstone and K. Drotner (Eds), <i>International Handbook of Children, Media and Culture</i> (pp. 336 - 350).</p>

	READ: Robison, A.J. (in press). New media literacies by design. In K. Tyner (Ed.), <i>New Media Literacy</i> . Taylor & Francis.
Week 15 December 9	Last Day of Class DUE: Final Research Paper or Creative Project