19:169:001
Children, Adolescents and the Media
summer 2013

professor: Meenakshi Gigi Durham
E338 Adler Journalism Building
335-3355
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class meets: 1:30 – 4:20 pm Monday through Friday
201 BCSB

office hours: 9 – 10:30 am MF, E338 AJB

The College of Liberal Arts and Sciences is the administrative home of this course and
governs such academic matters as the add/drop deadlines, the second-grade-only option,
issues concerning academic fraud or academic probation, and how credits are applied for
various graduation requirements. Different colleges may have different policies. Students
with questions about these or other CLAS policies should speak with an academic advisor or
with the staff in 120 Schaeffer Hall. Also see the CLAS Academic Handbook:
www.clas.uiowa.edu/students/academic_handbook/index.shtml

The School of Journalism and Mass Communication office is located in E305 AJB. The
Director of the School is Prof. David Perlmutter, who may be contacted at (319) 335-3482.

course overview and goals

Do teen magazines cause eating disorders in young girls? Does playing violent video games
cause aggression in boys? Are kids so caught up in virtual realities that they are incapable of
real-life social interaction? And are the media ever good for kids? This class will offer a
research-based background to the myriad and complex interactions that children and
adolescents have with the media and popular culture. The class covers such topics as
sexuality, violence, advertising, music and music videos, and the Internet, examining their
impacts on kids’ lives.

In the class, we will read key research findings on these topics, engage in discussions about
the debates in these controversial areas, and critically analyze examples of media targeted to
children and adolescents. By the end of the course, you will acquire a solid knowledge of the
topics and concepts crucial to the ongoing research in this vital area of media studies.

The course is designed with reference to the Iowa Dozen, the School of Journalism and
Mass Communication’s 12 standards for journalism education. The Iowa Dozen emphasizes
that
we learn to write correctly and clearly; to conduct research and gather information
responsibly; to edit and evaluate carefully; to use media technologies thoughtfully; and to
apply statistical concepts appropriately
we value First Amendment principles for all individuals and groups; a diverse global community; creativity and independence; truth, accuracy, fairness, and diversity and that we explore mass communication theories and concepts; media institutions and practices; the role of media in shaping cultures. This class will particularly focus on the last three principles, while always being mindful of the others.

texts

Additional readings will be available online on the ICON course web site. See the instructions later in this syllabus to learn how to access and use the web site.

accommodations
If you have a disability that needs accommodation, please come to my office hours to discuss it as soon as possible so that we can make appropriate arrangements in advance. A student seeking academic accommodations first must register with Student Disability Services and then meet with a SDS counselor who determines eligibility for services. A student approved for accommodations should meet privately with the course instructor to arrange particular accommodations. See www.uiowa.edu/~sds/
I can only make accommodations for students who have been evaluated by SDD, following that office’s specific recommendations.

course web site
The class has an ICON site that students can access using their Hawk IDs. Responses to readings must be uploaded to the “Discussions” section of the web site before each class.

The site is password protected. Each student has access to his/her grades on this site, as well as all the course information that is online (syllabus, course calendar, etc.)

To access the ICON site, go to:
icon.uiowa.edu (please note that there is no ”www” at the beginning of this URL)

log on to ICON using your Hawk ID and password
[Note: The login ID for each new account will be your HawkID. If you don’t know your HawkID, you can find out what it is by calling the Customer Information Desk (384-0800), looking it up in WebISIS (http://isis.uiowa.edu/) or calling the ITS Help Desk (384-4357)].

Select the appropriate semester, and click on the plus sign next to “Spring 2008” if you don’t see this class listed right away.
Click on “019:169:001 “Introductory topics in mass communication”

To access course readings, click on “Content” in the green navigation bar at the top.

To upload your files once you are in the course web site:
Click on “Discussions” in the navigation bar at the top.
Go to the appropriate forum (e.g. “Reading Responses”) and click on it
Go to the appropriate topic (e.g. “Children and adolescents as audiences”) and click on it
Click on “Add message” (top right)
Copy and paste the text of your story into the “Message” box
or
Click on “Attach file” at the bottom left and browse for your story
[It is generally easier for me if you copy and paste, as sometimes attached files don’t open.]

FYI--The topic will be locked after the deadline on the syllabus! Also, all uploaded messages are time and date-stamped by the computer, which is another way I can keep track of deadlines.

If you have any difficulties with ICON, please call ICON help at 335-5194. But technical problems are not an acceptable reason for late work! Please plan on uploading your work early enough to deal with any technical issues in time to meet deadlines.

electronic communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for all correspondence.

general expectations

General expectations for all students include consistent class attendance, adequate preparation for in-class and out-of-class assignments, constructive participation in class discussions, and completion of all reading and writing assignments on deadline. For purposes of class communication and fulfillment of assignments, you’ll need an email account and regular access to a computer and printer.

**Important note:** Deadlines are absolutely sacred in this class (as they are in the “real world” of journalism)! Late work will be penalized at the rate of one letter grade per hour. No make-up work will be allowed, except in the case of an excused absence (see the policy on absences, below). In addition, final grades of “Incomplete” will not be given unless in exceptional and dire circumstances.

And, finally, cell phones and other communication devices must be turned off during class.

ethics and academic misconduct

Follow basic academic and journalistic ethics. Be original, be creative, and be true to your values; show me that you are a person of integrity and principle. Remember that we will form lasting impressions of each other during our time together this semester.

The only real crime in this class would be cheating. Plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. Academic fraud is reported to the departmental DEO and then to the Associate Dean for Academic Programs and Services in the College of Liberal Arts and Sciences who deals with academic fraud according to these guidelines:

www.clas.uiowa.edu/students/academic_handbook/ix.shtml
Any student who does not fully understand the standards of academic honesty should speak to me in advance of submitting coursework.

**understanding sexual harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit www.sexualharassment.uiowa.edu/ for definitions, assistance, and the full policy.

**student rights**

Students have the right to make suggestions or complaints and should first visit with the instructor, then with the course supervisor if appropriate, and next with the departmental DEO. All complaints must be made within six months of the incident. www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5

**reacting safely to severe weather**

If severe weather is indicated by the UI outdoor warning system, class members will seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and of free-standing expanses which might prove unstable. The class will resume after the severe weather has ended. See the Operations Manual section 16.14. i.

**CLAS final examination policies**

The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during the official final examination period. **No exams of any kind are allowed during the last week of classes.** All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar's web site.

**class resources**

If you have trouble in the class, please come and see me! But there are also other campus resources where you can work one-on-one with tutors to improve your skills. Here are a few of them:

- Journalism Resource Center Writing Assistance. Available in 350 AJB; go to http://www.uiowa.edu/jmc/resources/resource_center.html to find out about the hours.
- Writing Center 110 English-Philosophy Building, 335-0188, www.uiowa.edu/~writingc
- Tutor Referral Service Campus Information Center, Iowa Memorial Union, 335-3055, www.imu.uiowa.edu/cic/tutor_referral_service
student classroom behavior

We must agree to be civil, respectful and tolerant of each other as we engage in class discussions. The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behaviors are a violation of the Code of Student Life. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for Student Services and Dean of Students).

course requirements, assignments and grades

This course will subscribe to the University of Iowa’s general guidelines for undergraduate classes: for every credit hour, there will be two hours of out-of-class work required. Every week, students will submit reading responses, which will count for 20 percent of the final grade. In addition, there will be two tests on the material covered in lecture and in the readings. Class attendance and participation will also be graded.

attendance and compliance with deadlines (10% of final grade):

Attendance will be taken in every class and will count toward your class participation grade. Excused absences are granted only for the following reasons: serious illness (which must be documented with a doctor’s certificate), a death in the family (again, documentation is required), or, in very rare cases, a school-related event that requires your presence and that you have arranged with the professor well in advance (e.g. an out-of-town university competitive event in which you are required to participate, a religious holiday, or a job interview). In order for an absence to be excused, documentation must be provided (a note from a coach, letter scheduling the interview, etc.).

The following types of situations are NOT considered excused absences: social events, meetings of Greek or service organizations, entertaining out-of-town visitors, holiday plans, going to weddings or to visit relatives, or any other circumstance that is extracurricular and at which your attendance is optional and secondary to your schoolwork.

leading discussions (10% of final grade)

In pairs or groups, students will be responsible for guiding class discussion at least once during the semester. The instructor will assign topics to these groups, and the group members will present an overview of the main points of the readings and generate questions for class discussion.

reading responses and journals (30% of final grade)

You will have assigned readings in this class throughout the semester, and you will be asked to respond to the readings. Your responses will be graded on the basis of their depth, thoughtfulness, and originality. Responses should make it clear that you have read and reflected on the whole article. Many readings will be in the required textbook, but others will be uploaded to the ICON site.
There is no make-up work, except for an excused absence (see above). Only half credit will be given for assignments turned in *in absentia* (unless it is an excused absence).

**Format for responses:** Responses are generally expected to be about 250 words in length. For each response, put the response # in the upper right-hand corner. You will turn in print-outs of your response at every class meeting. I will grade these periodically. (Keep a copy for yourself, too!)

Your reading response will be in two parts: an abstract of the reading and a journal entry. In the first part, you should identify the **main thesis/key argument** of the article, and then briefly define the **important concepts and terms** in the reading. (This will help you on the tests.)

In the second part (the journal entry) you need to choose a quote that struck your attention for some reason—it either provoked thought, struck a chord, expressed an idea you agreed with, expressed an idea you disagreed with, or jumped out at you for some other reason—and explain, in your own words, your reaction to it. Good journal entries not only reflect on your own personal feelings, but they relate your thoughts to other things from the class (other readings, ideas discussed in class, important concepts we’ve talked about, etc.). They make it clear that you have read the whole article, and they are thoughtful and well-written.

All essays and responses must be printed out from a computer. No handwritten responses will be accepted. All responses should be legible (i.e., the print should be dark enough to be easily read). As in all journalism classes, deadlines are sacred! Late work is not graded. Any response submitted *in absentia* will receive only half credit.

**Tests (50% of the class grade)**

There will be two tests (not cumulative, though you are expected to know what has been covered all semester). Each test counts for 25 percent of the grade. Test #1 will consist of multiple-choice, true/false, and short answer questions. Test #2 will be a take-home essay. There will be no make-up tests, except for documented excused absences.
course schedule

- All readings marked with an asterisk (*) are on the course ICON web site under “Content” in the green navigation bar.
- Please note that this schedule may change, due to unforeseen circumstances, so please check the course web site and your uiowa email account regularly; all changes will be posted ahead of time, but it is your responsibility to stay informed.

Week 1
May 20-24

Monday 5/20 — Course overview, syllabus, etc. Are children affected by the media? What the research tells us. Consuming Kids
Readings for tomorrow:

Tuesday 5/21 — Reading response due; discussion of article. Child development in relation to the media; key issues
Reading for tomorrow:

Wednesday 5/22 — Reading responses due; discussion of article; Reviving Ophelia
Reading for Thursday:
Strasburger, Wilson, & Jordan, Preface and Chapter 1, “Children and adolescents: Unique audiences”

Reading for tomorrow:
Strasburger, Wilson, and Jordan, Chapter 4, “Media Violence”

Friday 5/24 — Reading responses due; Beyond Good and Evil; children and media violence
Reading for Tuesday:
Strasburger and Wilson, Chapter 2, “Advertising”

Week 2
May 28-31 (Note: May 27 is the Memorial Day holiday)
May 28—Reading responses due
*The Merchants of Cool,* discussion of children and advertising
Reading for tomorrow:

May 29—Reading responses due. *Tough Guise,* hegemonic and alternative masculinities; discussion of boyhood, masculinity, and sexuality
May 30—Unit test #1
Reading for tomorrow:
Strasburger, Wilson, and Jordan, Chapter 10, “Video Games”

May 31—*Game Over,* responses to readings and discussion of children and violent video games
Reading for Monday:

**Week 3**

June 3-7
June 3—Reading responses due; girls, media, sexualization, and body image
Readings for tomorrow:
Strasburger, Wilson, and Jordan, Chapter 5: “Sex, sexuality and the media”
June 4—*The Lost Children of Rockdale County*
Reading for tomorrow:
Strasburger, Wilson, and Jordan, Chapter 9, “Social Media”
June 5—*Sext Up Kids,* test review
June 6—Work on Test #2
June 7—Final essay due in class; wrap-up and course evaluations

**Happy rest of the summer!**