WELCOME TO CHILDREN AND THE MEDIA (SJMC 3185)!
This course introduces the major topics and debates that comprise social scientific research examining the media’s role in the maturation and development of children and adolescents, ages 0-18. We will explore a range of topics that include the media’s role in gender socialization, body image development, and children’s health. Students will be exposed to numerous social scientific theories, read published papers, and analyze case studies that include the gender-typing of children’s toys to the media use practices of young children. To facilitate this process, students will be given an overview of the field of media effects research, introduced to the stages of child and adolescent development, and taught the basics of social scientific research and writing.

COURSE OBJECTIVES
This class has four learning objectives. By the end of the term students will:

- Understand the major topics and debates comprising research on children and the media;
- Understand the features of media, technology, and toys that uniquely impact children and adolescent’s development;
• Understand why children are uniquely susceptible to the effects of the media;
• Have a basic understanding of social scientific media research and writing.

READINGS
Required Book: *Cinderella Ate My Daughter* by Peggy Orenstein available at Iowa Book and Amazon.com. All other readings will be posted to the ICON course page.

ASSIGNMENTS
All additional assignments including podcasts, videos, and assignment prompts will be available on ICON. All assignments will be submitted through the ICON system unless specified otherwise.

COURSE ASSIGNMENTS
20% CLASS PARTICIPATION
20% REACTION ASSIGNMENTS (2 TOTAL, 10% EACH)
30% CRITICAL ANALYSIS #1 – Toys, Media, & Gender Development
30% CRITICAL ANALYSIS #2 – Social Media and Mental Health

CLASS PARTICIPATION
Class participation comprises four areas:
• Attendance – You are allowed two excused absences from class this term. Any additional or unexcused absences will result in a 1% reduction of your final grade, PER ABSENCE. If you know you have to miss multiple classes, talk to me as soon as possible.
• Preparedness – Come to class having read/watched/listened to the assigned material. Take notes as you read, watch, or listen. Write down any questions that arise from the readings.
• Contribution – This includes offering critiques of the material in class, but also active listening, engaged group work, and posing interesting questions for discussion.
• Civility – Rudeness to fellow classmates and/or disrespect to your peers will not be tolerated. You will treat your fellow classmates with respect. Repeated instances of incivility will result in a 0% for your participation grade. I have included the discussion guidelines below to facilitate civility in class discussion.

DISCUSSION GUIDELINES
Although this class is a mix of lecture and discussion, students should think of this course as an extended conversation about children and the media. This requires that students come to every class prepared to discuss the readings and their perspectives on the media. Discussions are an exchange and require that you talk and listen. In order to get the most out of our discussions, stick to the following guidelines.
• Respect others’ rights to hold opinions and beliefs that differ from your own.
• Listen carefully to what others are saying even when you disagree with what is being said.
• Limit distractions so you can focus on what’s being said. Stay off of your phone!
• Be courteous! Don’t interrupt or engage in private conversations while others are speaking.
• Support your statements. Use evidence and provide a rationale for your arguments.
• Allow everyone the chance to talk.
• If you take issue with something someone else has said, respectfully speak up!
GRADES
Letter grades will be allocated based on the following scale.

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GRADE APPEAL POLICY
If you have questions about your grade, you must wait 24 hours after receiving a graded assignment before contacting me with questions. You have 5 business days after the return date of the assignment to ask questions, and we must meet within 7 business days after the return date of the assignment if further discussion is needed. Other than tabulation error, I will not change a grade, without regrading. Regrading will be done in very rare cases and may result in a further reduction of your grade.

ACCOMODATIONS FOR DISABILITIES
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

NAME AND PRONOUNS
You are entitled to be called by your name and pronouns of choice. Your TAs will be asking you to share this information in discussion. Please be sure to update your UIOWA account with your preferred name and pronouns so that Professor Moorman has this information.

Daily Schedule and Assignments
HOMEWORK IS DUE THE DAY IT IS LISTED!
SCHEDULE SUBJECT TO CHANGE

Week 1
TOPIC: INTRODUCTION TO CHILDREN & MEDIA

Tuesday 1.21
Class: Introductions, Course Overview, What Is the Media?
Homework: None.

Thursday 1.23
Class: Foundations of Effects Research

Week 2
TOPIC: HISTORY OF CHILDREN & MEDIA EFFECTS RESEARCH

Tuesday 1.28
Class: Foundations of Children & Media Effects Research

Thursday 1.30  
Class: Foundations of Children & Media Effects Research  

**Week 3**  
**TOPIC: FOOD & OBESITY**

**Tuesday 2.4**  
Class: Marketing and Food Advertising to Children  

**Thursday 2.6**  
Class: Media & Environment  
Homework: Harrison et al. (2011). Toward a Developmental Conceptualization of Contributors to Overweight and Obesity in Childhood: The Six-Cs Model

**Week 4**  
**TOPIC: TOYS**

**Tuesday 2.11**  
Class: *TINY SHOULDERS* pt.1  

**Thursday 2.13**  
Class: *TINY SHOULDERS* pt. 2  
Homework: Sweet. (2014). Toys are more divided by Gender Now Than They were 50 years ago. *The Atlantic*. https://www.theatlantic.com/business/archive/2014/12/toys-are-more-divided-by-gender-now-than-they-were-50-years-ago/383556/  

**Week 5**  
**TOPIC: CHILDREN & BODY IMAGE**

**Tuesday 2.18**  
Class: Objectification in Children’s Media  
Homework: Boyd & Murnen. (2017). Thin and sexy vs. muscular and dominant: Prevalence of gendered body ideals in popular dolls and action figures

**REACTION PAPER #1 DUE 2.18 before class by 3:30pm**

**Thursday 2.20**  
Class: Media Contributions to Body Dissatisfaction in Pre-Schoolers  
Homework: Hayes & Tantleff-Dunn. (2010). Am I too fat to be a princess? Examining the effects of popular children's media on young girls' body image
**Week 6**  
**TOPIC: CHILDREN'S MEDIA**

**Tuesday 2.25**  
Class: Disney Industrial Complex  

**Thursday 2.27**  
Class: WRITING WORKSHOP #1  
Read over critical analysis #1 assignment.

**Week 7**  
**TOPIC: GENDER DEVELOPMENT**

**Tuesday 3.3**  
Class: Gender socialization in young children  
Homework: Orenstein *Cinderella Ate My Daughter*

**Thursday 3.5**  
Class: Media and gender socialization pt. 1  
Homework: Orenstein *Cinderella Ate My Daughter*

**Week 8**  
**TOPIC: GENDER DEVELOPMENT CONT’D**

**Tuesday 3.10**  
Class: Media and gender socialization pt. 2  
Homework: Orenstein *Cinderella Ate My Daughter*

**Thursday 3.12**  
Class: WRITING WORKSHOP #2  
Homework: Write Your Critical Analysis

**CRITICAL ANALYSIS #1 DUE – 3/12, 11:59pm**

**Week 9**  
**TOPIC: RELAX!**

SPRING BREAK! NO CLASS 3.17 & 3.19

**Week 10**  
**TOPIC: SLEEP, MEDIA, & TECHNOLOGY**

**Tuesday 3.24**  
Class: The Implications of Media Use on Sleep in Young Children  

**Thursday 3.26**  
Class: Sleep, Media, and Adolescents  
Homework: Hale, Li, Harstein, & LeBourgeois. (2019). Media Use and Sleep in Teenagers: What Do We Know?
**Week 11**  
**TOPIC: TECHNOLOGY & MENTAL HEALTH pt. 1**

**Tuesday 3.31**  
Class: Is Social Media Making You Crazy?  

**Thursday 4.2**  
Class: How we discuss mental health and social media use among teens.  

**Week 12**  
**TOPIC: TECHNOLOGY & MENTAL HEALTH pt. 2**

**Tuesday 4.7**  
Class: Generation Like  

**Thursday 4.9**  
Class: Generation Like  

**Week 13**  
**TOPIC: Love and Relationships**

**Tuesday 4.14**  
Class: Boys & Sex Pt. 1  
Homework: Ward, Vandenbosch, & Eggermont. (The impact of men's magazines on adolescent boys’ objectification and courtship beliefs

**REACTION PAPER #2 DUE before class 4.21**

**Thursday 4.16**  
Class: Boys & Sex Pt. 2  
Fresh Air. (2020). 'Boys & Sex' Reveals that Young Men Feel Cut Off from Their Hearts.  

**Week 14**  
**TOPIC: Teen Pregnancy**

**Tuesday 4.21**  
Class: WRITING WORKSHOP #3  
Homework: Read over critical analysis #2 assignment.

**Thursday 4.23**  
Class: Media and Teen Pregnancy  
Week 15

**TOPIC: Navigating the Risks of Relationships**

**Tuesday 4.28**
**Class:** Sexting
**Homework:** Speno & Stevens Aubrey. (2019). Adolescent Sexting: The Roles of Self-Objectification and Internalization of Media Ideals

**Thursday 4.30**
**Class:** Digital Dating Abuse
**Homework:** Reed, Tolman, & Ward. (2017). Gender Matters: Experiences and Consequences of Digital Dating Abuse in Adolescent Relationships

Week 16

**TOPIC: HOT TOPICS!**

**Tuesday 5.5**
**Class:** HOT TOPICS!
**Homework:** Find and read a timely article about Children and Media.

**Thursday 5.7**
**Class:** Writing Workshop #4
**Homework:** Work on your papers

**CRITICAL ANALYSIS #2 DUE 5/7, 11:59pm**
ADDITIONAL COURSE POLICIES & RESOURCES

ELECTRONIC COMMUNICATION
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2). I will respond to your email within 72 hours of receiving it. I do not check or respond to UIOWA email after 8 pm. I rarely check UIOWA email on the weekend. Plan your correspondence accordingly. Please address me as Prof. Moorman in written correspondence and use appropriate etiquette when emailing.

TECHNOLOGY
Computers, cell phones, tablets etc. facilitate connectivity and collaboration, but these devices are also INCREDIBLY distracting for students and instructors. I allow the use of computers etc. in my course on a trial basis and reserve the right to revoke technology permissions for the class. I expect the following from my students regarding their technology use:

- Phones are to be placed on silent, or better yet airplane mode. Vibrate settings can be loud and make noises of their own.
- No social media, texting or chatting, shopping, or blogging during class time.
- No watching anything, unless it is related to class and you are instructed to do so.
- I suggest students use a privacy screen to limit distraction and keep people out of your business.

ACADEMIC INTEGRITY
Plagiarism is taking someone else’s ideas, words, statements, or other work and passing it off as your own without proper acknowledgement or citation. Cheating is copying from others, not doing your own work, or using unauthorized sources. Both of these infractions are strictly prohibited. Consequences may range from failing the assignment, to failing the entire course. All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address.

WRITING SUPPORT
I strongly recommend each and every student visit the University of Iowa Writing Center. They offer hands on support to help you improve your writing. For more information about the writing center please visit: https://writingcenter.uiowa.edu/- services.

MAKING A COMPLAINT
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

UNDERSTANDING SEXUAL HARRASSMENT
Sexual harassment subverts the mission of the University and threatens the well being of students,
faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy see https://osmrc.uiowa.edu/.

**NONDISCRIMINATION IN THE CLASSROOM**

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity at diversity@uiowa.edu or diversity.uiowa.edu.

**ADMINISTRATIVE HOME**

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

**CLAS FINAL EXAMINATIONS POLICIES**

The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals. (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.)

**SJMC LEARNING OUTCOMES**

The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here on the SJMC Website.

This course contributes to these learning outcomes by helping you understand how media messages influence their audiences. Achieving these outcomes means the ability to:

- Demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to your personal media habits and professional development.
- Analyze and interpret media messages through an understanding of media practices and institutions.

This course fulfills the General Education Social Sciences elective. GE stated outcomes are: Students will examine the strengths and weaknesses of at least one method of inquiry distinctive of the social sciences, and become familiar with its major assumptions, concepts, and ways of formulating questions. Students will learn to evaluate data, generalizations, and hypotheses in the discipline. Students will have the opportunity to practice the methods of the discipline. Students will
be given practice in developing arguments and supporting their ideas with evidence and reason. Lectures, exams, discussion sections, and the two written assignments will develop these outcomes.

**SJMC ON SOCIAL MEDIA**

Follow SJMC on social media to stay in the loop about activities/events, scholarships, internships, awards, current students, alumni and everything SJMC!!

- FACEBOOK: [https://www.facebook.com/UISJMC/](https://www.facebook.com/UISJMC/)
- INSTAGRAM: [https://www.instagram.com/uiowa_sjmc/](https://www.instagram.com/uiowa_sjmc/)
- TWITTER: [https://twitter.com/UIOWA_SJMC](https://twitter.com/UIOWA_SJMC)
- LINKEDIN: [https://www.linkedin.com/school/19128785](https://www.linkedin.com/school/19128785)