[EDHS 3100: Media Socialization, Racial Stereotypes and Black Adolescent Identity]   3
Credit Hours
Human Services Youth & Social Innovation   Spring, 2017
[Instructor permission, Adolescent Development]

January 18th-May 10th, 2017
Meeting Schedule Tuesdays & Thursdays, 2:00 PM-3:15 PM
Final Project: [TBD]

Instructor
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Description
For more than 50 years researchers have conducted studies with children and youth about the influence of television on psychosocial functioning. The longevity of television is magnified by advanced technologies such as cable, satellite, DVRs, DVDs and Internet streaming sites such as YouTube and Hulu that allow for the recycling of movies and TV shows. Because of this, it is important to consider the impact media exposure has on youth. This is particularly important for Black youth when we consider the legacy of stereotypically negative Black character portrayals. This course will introduce students to developmental differences in media engagement for younger children, older children and adolescents. Students will learn about media socialization, Black racial stereotypes in the media, racial identity, racial socialization and how these variables may influence the identity processes of Black adolescents.

Learning Objectives
[General description of the goals of the course]
- *Foundational Knowledge*:
    - Students will understand the cognitive processes that children and adolescents use to interpret and engage visual media.
    - Students will be able to define the principle theories that are used to help researchers understand media as a socialization tool.
    - Students will examine the historical legacy of African American media stereotypes and the common characterizations associated with Black characters.

- *Application:*
  - Students will be able to apply the content learned to critically analyze media images and to consider how exposure to these images may impact the identity processes of Black adolescents.
  - Students will be able to design a media project for adolescents by applying the knowledge they gain through the social science empirical pieces that they read and the theories they learn in class.

Instructional Methods

[Describe methods used for instruction in the course, including Collab]

The course is structured around topical units. In each unit, there will be some lecture component to cover basic content, but there will also be time spent viewing and critiquing media content including video clips and still images. The bulk of the time in each unit will be spent discussing the characteristics and critical issues of each topic, working in groups to develop an intervention outside of class, and bringing that experience back to class for further discussion. We will regularly make use of Collab in this course for turning in assignments, accessing readings and important links, and having discussions. Students in this course will also be responsible for posting four media reaction critiques to a course blog and as part of the class participation grade, keeping a journal about course content.

Course Texts We will not read every single chapter of these texts in this class, but if you remain interested in this topic both are use resources.

Required

Jackson, R. L. (2006). *Scripting the black masculine body identity, discourse, and racial politics in popular media*. Albany: State University of New York Press.

Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). *Children, Adolescents, and the Media* (2nd ed.). Thousand Oaks: Sage Publications.

Recommended

Bogle, D. (2001). *Primetime blues: African Americans on network television*. New York: Fararr, Straus & Giroux.

Bogle, D. (2001). *Toms, Coons, Mulattoes, Mammies & Bucks: An Interpretive History of Blacks in American Films* (4 ed.): Continuum International Publishing Group.

hooks, b. (1992). *Black looks: Race and representation*. Boston: South End Press.

Instructor-Provided

Articles, links to media and other PDFs will be available on Collab

Course Outline [edit table as needed]

DATE	TOPICS	READINGS	ASSIGNMENTS
January 19th	Introduction to Adolescence,	*In-Class: Defining Media* Read Children, Adolescents &	

	Adolescents and Media Cognition	Media Chapter 1	
January 24th		Read Strasburger, V. C., Jordan, A. B., & Donnerstein, E. (2010). Health Effects of Media on Children and Adolescents. *Pediatrics, 125*(4), 756-767. doi: 10.1542/peds.2009-2563	
January 26th	Theories of Communication {Media Studies}		**Quiz**
January 31st		Read Arnett, J. J. (1995). Adolescents' uses of media for self-socialization. Journal of Youth & Adolescence, 24(5).	**Quiz**
February 2nd	Media Socialization		
February 7th		Read Browne Graves, S. (1982). The Impact of Television on the Cognitive and Affective Development of Minority Children. In G. L. Berry & C. Mitchell-Kernan (Eds.), *Television and the Socialization of the Minority Child* (pp. 42-67). New York: Academic Press.	**Reaction Paper I Due**
February 9th	Media Habits of Black Adolescents	Read O'Connor, L. A., Brooks-Gunn, J., & Graber, J. (2000). Black and White Girls' Racial Preferences in Media and Peer Choices and the Role of Socialization for Black Girls. *Journal of Family Psychology, 14*(3), 510-521. Read Jackson, R. L. (2006). *Scripting the black masculine body identity, discourse, and racial politics in popular media*. Albany: State University of New York Press. Chapters 1-2	**Quiz**
February 14th			
February 16th	Ethnic/Racial Theories of	Read Stevenson, H. C. (1995). Relationship of adolescent	
February 21st			

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	Development	perceptions of racial socialization to racial identity. *Journal of Black Psychology, 21*(1), 49-70. Read Adams-Bass, V.N., Stevenson H., Slaughter-Kotzin, D. (2014). Measuring the meaning of Black media stereotypes and their relationship to the racial identity, and racial/ethnic socialization of African American youth. *Journal of Black Studies*. 45, 367-395.	
February 23rd	Historical Representation of Black Characters	Read Jackson, R. L. (2006). *Scripting the black masculine body identity, discourse, and racial politics in popular media*. Albany: State University of New York Press. Chapters 3-4	
February 28th		*In-Class: Topic Discussion, Voting and Selection* Read Adams-Bass, V.N., Bentley-Edwards, K. L., & Stevenson H. (2014). That's not me I see on TV: African American youth interpret images of Black females. *Women, Gender and Families of Color*. 2, 79-100.	**Reaction Paper II Due**
March 2nd	Contemporary Representation of Black Characters	*In-Class: Topic Discussion, Voting and Selection* Read Children, Adolescents & Media Chapter 13, pps. 519-526 & 548-559	
March 5th-11th	**SPRING BREAK**		
March 14th	Critical Media Literacy	Read Fujioka, Y. (1999). Television portrayals and African-American stereotypes: Examination of Television	

		Effects when Direct Contact is Lacking. *Journalism and Mass Communication Quarterly, 76*(1).	
March 16th			**Comparison Paper Due**
March 21st March 23rd	Critiquing Media Content, Television	Read Balaji, M. (2009). Why Do Good Girls Have to Be Bad? The Cultural Industry's Production of the Other and the Complexities of Agency. *Popular Communication: The International Journal of Media and Culture, 7*(4), 225 - 236.	
March 28th	Critiquing Media Content *Reality TV*	Children, Adolescents & Media Chapter 2, pps. 46-53 and 74-82	**Reaction Paper III Due**
March 30th		Hazell, V., & Clarke, J. (2008). Race and Gender in the Media: A Content Analysis of Advertisements in Two Mainstream Black Magazines. *Journal of Black Studies, 39*(1), 5-21. doi: 10.1177/0021934706291402	
April 4th	Critiquing Media Content Reality Ads		
April 6th		Children, Adolescents & Media Chapter 11 pps. 539-542 & 557-558	
April 11th	Media Interventions	Wartella, E., O'Keefe, B., & Scantlin, R. (2000). Children and Interactive Media: A compendium of Current Research and Directions for the Future. (pp. 152): The Markle Foundation.	
April 13th		Watkins, S. C. (2005). Black Youth and Mass Media: Current Research and Emerging Questions.	

April 18th	Media Trends	Brown, B., & Marin, P. (2009). Adolescents and Electronic Media: Growing Up Plugged In. *Trends Child Research Brief* (pp. 1-11): Child Trends National Adolescent Health Information Center. Watkins, S. C. (2005). Black Youth and Mass Media: Current Research and Emerging Questions.	
April 20th		Mastronardi, M. (2003). Adolescence and Media. *Journal of Language and Social Psychology, 22*(1), 83-93. doi: 10.1177/0261927x02250059	**Reaction Paper IV Due**
April 25th			
April 27th		**Final Group Presentations**	
May 2nd		**Final Group Presentations**	

Grading
Students in **The Media Socialization, Racial Stereotypes and Black Adolescent Identity** are expected to complete all assignments and will be graded according to the following:

Participation	15
Quizzes	20 (5 each)
Media Critique Reaction Papers [Blog Entries]	20 (5 each)
Analytical Essay	25
Applied Group Project and Presentation	20
Grade Total	100

Assessments
In-class Participation and Journals- Participation is worth 15 Points.
        (no more than two absences, each subsequent absence deducts a
                percentage point.)
Active participation and class discussion is a vital part of the course. It is important that you participate and become fully engaged in discussions, group interactions, raises ideas and becomes involved in activities. Read all assigned materials **prior** to coming to class. This is necessary in order to get the most from the course and to be an active participant in class discussions. Class members are expected to be on time for class. (No more than two absences, each subsequent absence deducts a percentage point.)

Quizzes– Quizzes are worth 20 Points. there are four quizzes, each is worth 5 Points.
The quizzes occur early in the semester. Students will be quizzed on the assigned readings to insure there is an understanding of the theories that frame media content. Read all assigned materials **prior** to coming to class.

All assignments are to be completed using APA 6 format. Written assignments will use 1inch margins and 12-point font.

Media Critique Reaction Papers- These assignments are worth a total of 20 Points; there are four papers, each is worth 5 Points.
For each critique, students will be able to choose from a list of media images or TV clips and write a 2-3-page double–spaced reaction paper. You will choose a different selection for each paper. The paper should include a brief summary of the image/TV show or Movie (1-2 paragraphs), your reaction to the media content, and your interpretation and application of the theory or research presented in the assigned readings. Students, may choose the readings he/she believes best compliments the media content. At the end of your paper you are to provide 2-3 discussion questions. During the semester you will have the opportunity to present one of your reaction papers to the class. Student led discussions will occur at the beginning of class. The reaction papers are to be posted to the class blog on the date they are due before class. All students are required to submit four papers. but students will only present and lead discussion for one of your papers during the semester.

Analytical Essay- *This assignment is worth 25 Points.*

Through this assignment you will have an opportunity to select from a series of Black characters featured on TV shows or in a movie and asked to write a 5-8-page analytical essay about the character(s). As part of the conclusion to your paper you are asked to write about your perspective on the character you have analyzed. The objectives of this assignment are to demonstrate that you are able to identify the stereotypes associated with Black characters that are introduced in this course, and that you are able to consider how media content can add to the assumptions, expectations, and pressures placed on African American youth. You are expected to identify at least one stereotype associated with the character(s) and to reference and integrate minimum of 3 of the class readings in your paper as part of your character/image analysis.

Applied Group Project & Presentation- This assignment is worth 20 Points.
Student groups will be formed based on an area of interest. You will work with a group of 4-6 students to create a REALISTIC media intervention project that could feasibly be implemented with African-American adolescents. This is to be done over several meetings where groups meet on a regular and on-going basis to create and prepare to present the project to the class. There should be clear evidence that the project has taken into consideration the developmental stage of adolescence and the process of racial identity and/or racial socialization. Final project presentations will take place on the last two days of class. Your presentation needs to be INTERACTIVE and will demonstrate the implementation of the project in the presentation itself. On the last day of class all groups will turn in a final project paper.

Please use the following areas to structure your project/presentation:
  - type of intervention/prevention/development project (i.e., ongoing program, 8-week group, web-based program, social media based, etc.)
  - purpose and rationale
  - population and/or topical area (females, late teens, body image, racial identity, etc.)
  - demonstration of a conceptual understanding & theory of racial socialization and/or racial identity
  - intervention development and method (i.e., individual, group, community...)
  - structure (length, enrollment policy...)
  - criteria for selecting participants, and/or means of obtaining participants
  - Learning objectives for participants

Extra Credit (5%)
You can earn up to an *extra* 5% points towards your grade by writing an additional Reaction Paper.
                    No other extra-credit will be offered beyond this option.

University Email Policy
Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System
All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information please visit http://www.virginia.edu/honor/.

Special Needs
It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with

disabilities are encouraged to contact the SDAC: 434-243-5180 (Fax - 434-243-5188); Email: SDAC@Virginia.edu;
Website: http://www.virginia.edu/studenthealth/sdac/sdac.html.

Class Attendance and Excused Absences
Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

Students in Distress
Services for students in various forms of distress are offered by Counseling and Psychological Services (http://www.virginia.edu/studenthealth/caps.html) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (**434-972-7004)** is available. In addition, if you are concerned about another student, call **434-243-5150** during business hours, and request the consulting clinician.

Classroom Civility Statement
Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. See http://www.virginia.edu/president/speeches/12/message120621.html

Student Safety
As members of the Curry School of Education faculty, we are concerned for your safety and support a caring and violent-free environment on Grounds. We concur with the University's intolerance of power-based violence and encourage all of us to maintain a safe community.

We care about your well-being. If you or someone you know is feeling overwhelmed, stressed, or isolated, there are many individuals who want to provide help. You can make an appointment to talk with any of your instructors. Or the Student Health Center also offers Counseling and Psychological Services (CAPS) for all students. Call 434-243-5150 or the after hours number at 434-972-7004 to schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House's HELP line any time of the day at 434-295-8255.

There is also support if you or someone you know experiences stalking, partner violence or sexual assault. Resources can be found at http://www.virginia.edu/sexualviolence and www.virginia.edu/justreportit/confidential_resources.pdf. We believe everyone in our community plays a role in preventing violence and isolation. We all need to make choices to reach out to others.