

**ORIGINATOR'S SECTION:**

1. College:

Desired Term and Year of Implementation (e.g., Fall 2008):

☒ CHABSS ☐ CoBA  
☐ CoEHHS ☐ CSM

Fall 2016

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) ☐ Yes ☒ No3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No  
("generic" is a placeholder for topics)

4. Course abbreviation and Number:\* MASS 403

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)  
Critical Approaches to Children's Media6. Abbreviated Title for PeopleSoft:  
(no more than 25 characters, including spaces)  
Children's Media

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

Examines the landscape of children's media from a critical media and cultural studies perspective. Through the communication circuit of production, text, and audience, we will explore the complexities of children's media. Content introduces students to the major debates surrounding the role of media in the lives of children here in the US and around the globe. *may not be taken for credit by students who have received credit for MASS 470-3*

*children's media through the*

*Pre-requisite: WMM 360. Recommended concurrent enrollment in MASS 301.*

*Explores the complexities of*

9. Why is this course being proposed?

Following the goals of the revised Mass Media curriculum, this course will provide students "with theoretically-focused and application-based frameworks to understand media, media technology, and its influence upon domestic and global culture and society" (see University course catalog). Through the examination of the multi-billion dollar children's media industry, students will gain a critical understanding of role children's media plays in everyday life and its impact on society. By focusing on a ubiquitous and particular area of media, students will gain a better understanding of the processes of production, distribution, and consumption of media. In addition, it will expand the course offerings in the MASS major and contribute to students' understanding of mass media while also facilitating their matriculation.

**10. Mode of Instruction\***

For definitions of the Course Classification Numbers:  
[http://www.csum.edu/academic\\_programs/curriculum/scheduling/catalog/curricular\\_DOCUMENTS/Curricular\\_Forms\\_Table/Instructional%20Mode%20Conventions.pdf](http://www.csum.edu/academic_programs/curriculum/scheduling/catalog/curricular_DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C-02
Activity		
Lab		

**11. Grading Method:\***

- ☒ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)  
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)  
☐ Credit/No Credit Only (C)  
☐ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? ☐ Yes ☒ No
☐ Faculty ☐ Credential Analyst ☐ Dean ☐ Program/Department - Director/Chair
14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No  
If yes, how many times? (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): ☒ Yes ☐ No COMM 360; Recommended concurrent enrollment in MASS 301.17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:

☒ Syllabus ☐ Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* MASS 470-3

20. How often will this course be offered once established?\* Every Fall semester.

## PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

Mass Media and Communication

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Literature & Writing  
DisciplineSee email  
Signature5-3-16  
Date☒ Support ☐ OpposeGlobal Studies  
DisciplineSee email  
Signature4-20-16  
Date☒ Support ☐ Oppose

## SIGNATURES : (COLLEGE LEVEL) :

## (UNIVERSITY LEVEL)

Cecilia Uy-Tioco

1. Originator (please print or type name)

19 April 2016

Date

2. Program Director/Chair

4/20/16

Date

3. College Curriculum Committee

9/7/16

Date

4. College Dean (or Designee)

9/9/16

Date

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. Designee)

Date

Martha Stoddard-Henry

9/9/16

Date

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Sign  
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\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

LTWR  
support

Tuesday, May 3, 2016 at 12:23:37 PM Pacific Daylight Time

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**Subject:** Re: C-Forms for MASS 403 Critical Approaches to Children's Media

**Date:** Tuesday, May 3, 2016 at 11:57:45 AM Pacific Daylight Time

**From:** Rebecca Lush

**To:** Cecilia Uy-Tioco

Hi Lia,

The LTWR Curriculum Committee reviewed your course MASS 403 and we are happy to support it.

Please use this email as the dept's sign-off for your c-form.

Best,  
Rebecca

Rebecca M. Lush, Ph.D.  
Associate Professor  
Literature and Writing Studies, Chair  
California State University, San Marcos  
126L Markstein  
333 S. Twin Oaks Valley Road  
San Marcos, CA 92096  
760-750-8004

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**From:** Cecilia Uy-Tioco

**Sent:** Monday, May 02, 2016 8:31:57 PM

**To:** Rebecca Lush

**Subject:** Re: C-Forms for MASS 403 Critical Approaches to Children's Media

Thank you!

—  
Cecilia "Lia" Uy-Tioco, Ph.D.  
Assistant Professor, Department of Communication  
California State University San Marcos  
333 S. Twin Oaks Valley Road, SBSB 2120  
San Marcos, CA 92096

Phone: 760-750-8281  
Fax: 760-750-4111  
Email: [cuytioco@csusm.edu](mailto:cuytioco@csusm.edu)

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**From:** Rebecca Lush <[rlush@csusm.edu](mailto:rlush@csusm.edu)>

**Date:** Monday, May 2, 2016 at 7:13 PM

**To:** Cecilia Uy-Tioco <[cuytioco@csusm.edu](mailto:cuytioco@csusm.edu)>

Tuesday, May 3, 2016 at 12:25:02 PM Pacific Daylight Time

**Subject:** RE: C-Form for MASS 403 Children's Media

**Date:** Wednesday, April 20, 2016 at 5:13:58 PM Pacific Daylight Time

**From:** Elizabeth Matthews

**To:** Cecilia Uy-Tioco

Hello Lia,

Thank you for sending this to Global Studies. We support this course. Do you want me to sign the form and will you attach this email?

Best,  
Elizabeth

Elizabeth G. Matthews, Ph.D.  
Associate Professor  
Department of Political Science  
Department of Global Studies  
Chair, Global Studies Department  
4122 SBSB  
Phone: (1 760) 750-8578

**From:** Cecilia Uy-Tioco  
**Sent:** Wednesday, April 20, 2016 2:18 PM  
**To:** Elizabeth Matthews <ematthew@csusm.edu>  
**Subject:** C-Form for MASS 403 Children's Media

Hi Elizabeth,

Attached are C-Form and syllabus for a new Mass Media course, MASS 403 Critical Approaches to Children's Media. I am writing to seek your department's support for this new course. Do let me know if you have questions or need clarification!

Many thanks,  
Lia

—  
Cecilia "Lia" Uy-Tioco, Ph.D.  
Assistant Professor, Department of Communication  
California State University San Marcos  
333 S. Twin Oaks Valley Road, SBSB 2120  
San Marcos, CA 92096

Phone: 760-750-8281  
Fax: 760-750-4111  
Email: [cuytioco@csusm.edu](mailto:cuytioco@csusm.edu)

## MASS 403: CRITICAL APPROACHES TO CHILDREN'S MEDIA

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Examines the landscape of children's media from a critical media and cultural studies perspective. Through the communication circuit of production, text, and audience we will explore the complexities of children's media, introducing students to the major debates surrounding the role of media in the lives of children here in the US and around the globe.

We will look at television shows, films, video, books, video games, new media apps, and other media aimed at children, paying special attention to issues of gender, class, race, political economy, and globalization.

### COURSE OBJECTIVES:

Upon completion of this course, students will be able to

1. Analyze the implications and impacts of a mediated childhood.
  - *Reinforces PSLO#1: Analyze a media topic, form, or theme from a variety of perspectives or levels of analysis.*
  - *To be measured by students' participation in class discussions and by assessment of Creative Group Project.*
2. Analyze the political, economic, social, and cultural aspects of the children's media industry.
  - *Reinforces PSLO#3: Examine ethical and power-related issues pertaining to a variety of media forms.*
  - *To be measured by assessment of Final Research Paper.*
3. Evaluate the role children's media plays in society and the everyday life of children.
  - *Reinforces PSLO#2: Identify media as a mode of creating, sustaining, and reflecting individuals, cultures, communities, and organizations.*
  - *To be measured by assessment of Observing Childhood Culture Paper and My Mediated Childhood Paper*

### REQUIRED TEXTS:

Required course readings will be available on Cougar Courses or other online sources. They will largely come from the following books:

- Banet-Wiser, Sarah. *Kids Rule!: Nickelodeon and Consumer Citizenship*. Durham, NC, Duke University Press, 2007. (KR)
- Jenkins, Henry. *The Children's Culture Reader*. NY: NYU Press, 1998. (CCR)
- Kirsten Drotner and Sonia Livingstone, eds. *The International Handbook of Children, Media and Culture*. London: Sage, 2008. (IHCMC)
- Steinberg, Shirley R, ed. *Kinderculture: The Corporate Construction of Childhood*. Boulder, CO: Westview Press, 2011. (KC)

### COURSE EXPECTATIONS:

Students are expected to spend SIX hours each week for a three credit hour course. This work does not include attending the class meetings. Out-of-class work includes such engaging in active reading, taking notes, constructing responses, completing homework exercises, participating in online forums, preparing for class, etc. Please budget your time

accordingly and be prepared to utilize this time in order to do well in this course.

### **COURSE REQUIREMENTS:**

**1. Class Participation and Attendance (15%):** As an upper-level course, the success of this class is dependent on your active participation. You must attend class to participate. As a result, students with habitual attendance problems, as measured by the class attendance sheet and peer evaluations, cannot expect to receive a favorable participation mark. It is not enough to simply come to class. Physical attendance without engagement in the discussion will result in an earned grade of C-/C. Participation in the class discussion is evidence of your having done the readings, you preparing for class, and of your commitment to being part of our community of learners. Furthermore, students will be expected to conduct themselves with professionalism. This means arriving on time and focusing on course activities (i.e., no mobile phones, FB and chat, disruptive conversations during lectures, etc.). In the case of personal or health emergencies, I will make exceptions on a case-by-case basis.

On occasion I will break up the class into small groups for discussions and other activities that help us tackle the material at hand. Once in a while I may also ask students to volunteer to do a mini-presentation on the theorist, theory, or perspective we are to discuss. Discussions, in-class writing, research, formal and informal collaboration with peers, class discussion questions, and hands-on creative projects will all contribute to the assessment of your class participation. Preparation outside of class significantly influences the quality of in-class participation. If you attend class unfamiliar with the assigned texts, indifferent to the work and/or ideas of your colleagues, and inadequately prepared with your writing, your participation grade will suffer. I encourage you to bring to class relevant materials for discussion from other classes, the media, or other learning experiences.

**2. My Mediated Childhood Paper (15%):** In a paper of **at least three pages**, think about the media you consumed as a child. You may choose to focus on a favorite TV show, film, game, or book, or discuss the progression of your media consumption. For this paper you are asked to reflect on your childhood media consumption and think about its impact on you. No research necessary, but don't forget to include the media texts (i.e. TV show, movie) in your bibliography.

**3. Observing Children's Culture Paper (20%):** In pairs, you are tasked to conduct observational field research on children's culture. You could visit the toys or clothing section of a department store, the kid's books section of a bookstore, snacks/lunches aisles at the grocery, a theme park or zoo, child-focused restaurant (i.e. Chuck E. Cheese), etc. Pay attention to your surroundings, how it is organized, where things are located, what activities are available for kids, you're your focus is **not** children or people, but rather the cultural objects, spaces, and places that comprise children's culture. Take down notes. Write a paper of **at least 5 pages** discussing your observations and analyzing them using course texts. No outside research necessary, but you must use at least 3 course texts in your analysis. Attach your observation notes to your paper for submission. More details will be provided in the handout and Cougar Courses.

**4. Creative Group Project (25%):** In groups of 4-5 members, you will embark on a creative, collaborative project. There are a few options to choose from: 1) Choose a popular children's media text—a television show, a film, a book or story—and think about how you would retell or change the story, keeping in mind the social and cultural issues we have discussed in class. 2) Create a children's story, show, short film, etc., also keeping in mind the social and cultural issues we have discussed in class. The project will include: 1) 2-page proposal, 2) presentation and submission of creative group project, 3) peer evaluation of group mates. Details will be provided in class and on Cougar Courses.

**5. Final Research Paper (25%):** You will choose a children's media/cultural object—a text, TV show, film, game—and analyze it for 10 pages. Using the theoretical models that we've discussed in class, examine your children's media/cultural object using a cultural studies approach as outlined in the first week. Tell me about the product, how it operates within a larger context of US society/media ownership, raise a question, grapple with representation, present debates about it, etc. I will hand out more specific details in class. Final paper is due on December 16<sup>th</sup> via Cougar Courses.

#### **GRADING SCALE:**

A 93-100%	B 83-85.9%	C 73-75.9%	D 63-65.9
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%
B+ 86-89.9%	C+ 76-79.9%	D+ 66-69.9%	F < 59.9%

#### **GRADING AND PERFORMANCE ASSESSMENT:**

Students earn their grades. I do not give them. An extraordinary performance will result in an extraordinary grade. For each assignment, students are expected to fulfill the requirements of the assignment. Work that presents this level of attention and performance is in the **"C" range** (average or fair). **"B" range** (above average) work meets all of the requirements and exceeds in several areas, and **"A" range** (excellent) work exceeds expectations in all areas. **"D" range** (below average) work exhibits failure to meet minimum requirements for the assignment. A **failing grade (F)** generally results from academic dishonesty, missed deadlines, or a failure to adhere to the requirements of assignments.

#### **COURSE GROUND RULES:**

Using common courtesy during our course is an expectation of all students. This includes avoiding coming late to class, chatting with your seatmate when during lecture or discussion time, checking email or Facebook in class, accepting or making calls/texts during class. Should you need to step out of the classroom while the class is ongoing, you are expected to step out unobtrusively and quietly shut the classroom door. Avoid bringing food that is exceptionally crunchy or smelly. See below for technology uses in the classroom.

#### **Laptop, Tablet, and Mobile Phone Use**

Mobile phones must be on silent mode or turned off during class time. I prefer that laptops and tablets not be used in class, however, if you must use them you must 1) Write me a

letter explaining why the use of a laptop or tablet is necessary for your learning and promising you will not use it for non-class related communication (i.e. Facebook, email, chat, message, Twitter, blog reading, online shopping, etc.), and 2) Sit in the front row(s).

All students are encouraged to read these two articles:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

[http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop?utm\\_medium=social&utm\\_source=facebook&utm\\_name=share-button&utm\\_campaign=vox&utm\\_content=article-share-bottom](http://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop?utm_medium=social&utm_source=facebook&utm_name=share-button&utm_campaign=vox&utm_content=article-share-bottom)

### **Attendance**

Attendance and participation is necessary for your success in this class. However, I do understand that “life happens” and you sometimes need to miss class. You have two (2) “life happens” days wherein your absence will not count against you. While you do not need to contact me regarding this absence, I do suggest you send me an email saying “Life happens absence” and the date you will be absent. Take note that the “life happens” option cannot be used on an exam or presentation day.

Missing a class means missing something important. If you miss a class, it is your responsibility to borrow a classmate’s notes and keep up with the readings. Activities done in class cannot be made-up. In addition:

Two lates = one absence.

Miss three classes = one-third grade penalty (e.g., C plus to a C);

Miss four classes = two-third grade penalty (e.g., C plus to a C minus);

Miss five classes = one letter grade penalty (C plus to a D plus).

### **Academic Integrity**

CSUSM and the Department of Communication strongly believe in academic integrity. By registering and attending courses at CSUSM you are agreeing to abide by the standards for academic integrity set forth by the university. As your instructor, I will uphold the standards of academic honesty and integrity as stated in the CSUSM General Catalog and encourage every student to consult pages 94-95. It is your responsibility for knowing the guidelines related to academic honesty. Any student committing an act of academic dishonesty must meet with the professor, earn a lowered grade on the assignment (if not a zero), and be reported to the Dean of Students.

Every student is expected to submit original and independent work, except for group projects where to you are expected to work collaboratively. Be particularly careful to credit work through citations. In addition to direct quotations, you must also provide an in-text citation and an entry in your list of works cited for paraphrases and summaries of opinions or factual information not formerly known to the writer. If you decide to use another person’s ideas you must either quote the idea verbatim or completely rephrase the ideas in your own words and voice. Even when you paraphrase information, you still must cite the original source of the information (in-text and in your bibliography). Please give credit where credit is due, even in our class discussions. For example, if you have had an



interesting conversation about a text or your learning with a friend, family, or group member, then acknowledge their contribution to your learning.

In academic work, you should follow a standardized format for your in-text citations and lists of works cited (for example, the formats created by the Modern Language Association [MLA], the American Psychological Association [APA], or Chicago Manual of Style).

### **Format for Assignments**

All assignments must be typed using a reasonable font and point size. (12-point for serif fonts such as Times, Times New Roman, or Cambria; 10 or 11-points for sans serif fonts such as Verdana, Ariel, or Helvetica), one-inch margins, double-spaced, and stapled. You must correctly and consistently use a recognized citation style, for example MLA, APA, or Chicago. For a summary of the styles, visit <http://library.duke.edu/research/citing/workscited/>

### **Late Work**

Papers and other assignments are to be submitted on the due date or on the deadline specified. ***Late work will be reduced one letter grade per day. No work will be accepted over one week late*** without a valid written medical excuse or notice of death in the family. Work should be submitted in the format stipulated for each assignment (i.e. submit in class, post on Cougar Courses, etc.). You cannot submit Online Discussions late.

### **The “plan ahead” and “back up your data” clause**

Technical problems with your computer or printer are not an acceptable excuse for not submitting your work on time. Please save often, back up your work, and keep copies of emails to me in your “Sent” box. This way, in case you do encounter computer issues, you can show me that you had indeed been working on your paper or that you had made every effort to alert me.

### **Open Door Policy**

You can discuss in person or through e-mail any questions or concerns you have regarding this course without worrying about it affecting your grade. It is best you come to me early on if you are having academic or personal issues that are preventing you from giving 100% to this course. While I do not need to know details, I need to have some idea of what's going on with you before I can help you. It is more difficult to come to me begging for an extension once a deadline is passed.

### **Disability Accommodations/ADA Statement**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu) Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

### WEEKLY SCHEDULE

*Some adjustments to the schedule may be made during the term. Students are responsible for staying informed about possible changes in activities or due dates by attending class regularly and frequently monitoring email.*

Date	Topic	Reading Assignment
<b>Week 1</b>	Introduction to course, syllabus, requirements, etc.  <u>Critical Media &amp; Cultural Studies</u>	Film: <i>Remote Control: Children, Media Consumption &amp; the Changing American Family</i>  Buckingham, David, "Children and Media: A Cultural Studies Approach" (IHCMC)
<b>Week 2</b>	<u>The Concept of Childhood</u>	Jenkins, Henry. "Childhood Innocence and Other Modern Myths" (CCR)  Steinberg, Shirley, "Kinderculture: Mediating, Simulacralizing, and Pathologizing the New Childhood" (KC)
<b>Week 3</b>	<u>Gender</u>	Gill, Rosalind. <i>Gender and the Media</i> , Cambridge: UK: Polity, 2007. Chapters 1 and 2.  Film: Excerpts from <i>Mickey Mouse Monopoly</i>
<b>Week 4</b>		Banet-Weiser, Sarah. "Girls Rule! Gender, Feminism, and Nickelodeon" (KR)  Rotundo, E. Anthony. "Boy Culture" (CCR)
<b>Week 5</b>	<u>Sexuality</u>	Kincaid, James R. "Producing Erotic Children" (CCR)  Giroux, Henry A. "Stealing Innocence: The Politics of Child Beauty Pageants" (CCR)  Walkerdine, Valerie. "Popular Culture and the Eroticization of Little Girls" (CCR)
<b>Week 6</b>	<u>Race</u>	Banet-Weiser, Sarah. "Consuming Race on <i>Nickelodeon</i> " (KR)  Goldin, Shari. "Unlearning Black and White: Race, Media, and the Classroom" (CCR)
<b>Week 7</b>	<u>Violence and Politics</u>	Film: <i>Beyond Good &amp; Evil: Children, Media &amp; Violent Times</i> (67 mins.)  Sparks, Glen. "The Effects of Media Violence," in Glen Sparks, <i>Media Effects Research</i> , (New York:

Date	Topic	Reading Assignment
		Wadsworth/Thomson, 2009).
<b>Week 8</b>	<u>Media Ownership/ Political Economy</u>	Film: Excerpt from <i>Mickey Mouse Monopoly</i>  Giroux, Henry and Grace Pollack. "Is Disney Good For Your Kids? How Corporate Media Shape Youth Identity in the Digital Age" (KC)
<b>Week 9</b>	<u>Consumption</u>	Film: <i>Consuming Kids: The Commercialization of Childhood</i> (67 mins.)  Banet-Weiser, Sarah. "'We, the People of Nickelodeon': Theorizing Empowerment and Consumer Citizenship" (KR)  Wasko, Janet. "The Commodification of Youth Culture" (IHCMC)
<b>Week 10</b>	<u>Globalizing Childhood</u>	Film: <i>The World According to Sesame Street</i> (106 mins.)  Havens, Timothy (2007) "Universal Childhood: The Global Trade in Children's Television and Changing Ideals of Childhood" <i>Global Media Journal</i> Volume 6, Issue 10 <a href="http://lass.purduecal.edu/cca/gmj/sp07/gmj-sp07-havens.htm">http://lass.purduecal.edu/cca/gmj/sp07/gmj-sp07-havens.htm</a>  Serjeant, Jill. "New Sesame Street Muppet In Afghanistan Promotes Girls' Rights" <a href="http://www.huffingtonpost.com/entry/new-female-sesame-street-muppet-in-afghanistan-promotes-girls-rights_us_570674dce4b0b90ac2715dd9?">http://www.huffingtonpost.com/entry/new-female-sesame-street-muppet-in-afghanistan-promotes-girls-rights_us_570674dce4b0b90ac2715dd9?</a>
<b>Week 11</b>		Lemish, Dafna (2011) "The Future of Childhood in the Global Television Market." In <i>Gender, Race, and Class in Media</i> Vol. 3, Dines & Humez eds. London: Sage.  Gourlay, Candy. "Growing-Up, I Thought Filipinos Weren't Allowed To Be In Books." <i>The Guardian</i> , 10 April 2015. <a href="http://www.theguardian.com/childrens-books-site/2015/apr/10/diversity-in-childrens-books-candy-gourlay-philippines?CMP=share_btn_link">http://www.theguardian.com/childrens-books-site/2015/apr/10/diversity-in-childrens-books-candy-gourlay-philippines?CMP=share_btn_link</a>
<b>Week 12</b>	<u>Video Games</u>	Clark, Lynn Schofield (2011) "Parental Mediation Theory for the Digital Age," <i>Communication Theory</i>

Date	Topic	Reading Assignment
		21: 323-343.  Willett, Rebekah J. (2015) "The discursive construction of 'good parenting' and digital media – the case of children's virtual world games," <i>Media, Culture &amp; Society</i> Vol. 37(7): 1060-1075
<b>Week 13</b>	<u>Wrap-Up</u>	Hill, Jennifer Ann (2011) "Endangered childhoods: how consumerism is impacting child and youth identity," <i>Media, Culture &amp; Society</i> 33(3): 347-362.
<b>Week 14</b>	Group Presentations	
<b>Week 15</b>	Group Presentations	
<b>Finals Week</b>	<b><i>DUE: Final Research Paper</i></b>	