



PSYC325

SOCIALIZATION: MEDIA CONTENT & EFFECTS

Winter 2021: Web-Oriented Course

WELCOME TO PSYC325!

How does media—TV, movies, video games, social media, etc.- help shape you into who you are? In this course, we will be considering the impacts of media throughout development, from your first time watching TV in childhood until your posting on Instagram right now.

We'll start the course by discussing why media might influence us during development, and whether effects might differ across ages. Then, we'll spend the bulk of the term exploring different media contents (violent content, sexual content, racial content etc.), and the possible impacts on children and adolescents. Finally, in our last few weeks, we'll focus specifically on social media.

LEARNING GOALS

By the end of this course, you should be able to:

1. Reflect on how media—in amount, content, type, etc. has shaped you (and continues to shape you) into who you are.
2. Consider the methodological challenges in studying the impacts of media.
3. Describe, contrast, and evaluate theories on how media impacts development.
4. Read and critique empirical research on media and development.
5. Discuss whether the impacts of media may differ across media type (television, video games, social media), across ages/stages of development, and across individuals.
6. Appreciate the active field-- and unanswered questions-- of research on media and development.

For all course-related questions or concerns, please email
psyc325@psych.ubc.ca

We will then direct your email to the most appropriate person to answer (ie, instructor or TAs). We strive to respond to all emails within 48 hours, except on weekends and holidays!

OUR INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Zoom Student Hours (link on Canvas):
 - Mondays, 9-10am
 - Fridays, 12-1pm & 3-4pm
 - Non-class fun: Tuesdays, 6:30-7pm
- Appointments: Email or book on calendly.com/lamay
- Tweet at me: @lilymayubc



Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development.

My favourite media to consume is terrible reality TV (*The Bachelor*, *Love Island*) and Instagram. With my 2-year-old, Remy, I also watch a lot of *Sesame Street*!

TEACHING ASSISTANTS



Cassandra Hesse

- Please call me: Cassandra (pronouns: she/her)
- Email: hesse.cassandra@alumni.ubc.ca
- Drop-in Zoom Student Hours (link on Canvas): Wednesdays, 11:00am-12:00pm
- *Cassandra is a PhD student in the Department of Educational & Counselling Psychology & Special Education. Her areas of interest and expertise focus specifically on controversial human sexuality and developmental behavioral concepts.*



Oliver Jacobs

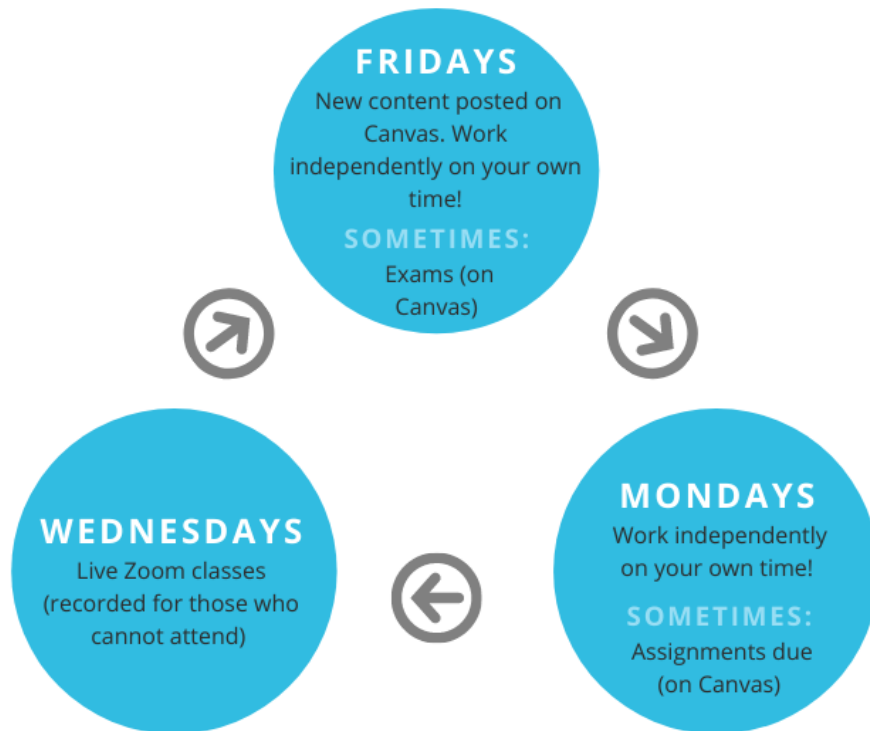
- Please call me: Oliver (pronouns: he/him)
- Email: ojacobs@psych.ubc.ca
- Drop-in Zoom Student Hours (link on Canvas): Mondays, 3:00-4:00pm
- *Oliver is a PhD student in the Cognitive Psychology program. Oliver does research in a variety of subjects related to cognition and vision with methods including head and eye tracking, virtual reality, and work with social robots. Oliver also splits his time with an A.I. companion company called Maslo.*



Elise Ng-Cordell

- Please call me: Elise (pronouns: she/her)
- Email: elise.ngcordell@psych.ubc.ca
- Drop-in Zoom Student Hours (link on Canvas): TBA
- *Elise is a first-year graduate student in the Clinical Psychology program. Her research interests focus on how to better understand and support mental health of people on the autism spectrum. When she's not studying, she enjoys running and reading historical fiction.*

WEB-ORIENTED CLASS



For online learning, our class has been designed as a combination of asynchronous content (ie, done on your own time) and live classes (“synchronous”).

ASYNCHRONOUS

On **FRIDAYS**, I will post that week’s asynchronous content to a **module** on Canvas. This content will vary somewhat for each unit, but will typically consist of the following components:

- **Assigned readings**
- **Pre-recorded mini lectures:** Approximately 5-15 minutes in length each (captioned), for a total of approximately 1 hour per unit
- **Discussion boards:** These topics are designed to encourage active thinking about the material, as well as provide space for you to raise questions. Beginning in week 2, you’ll be grouped into smaller “*Discussion Communities*” for most discussion boards, with ~20-30 fellow classmates.
- **End-unit comprehension checks** (ungraded)

Each Canvas content module will be set up as self-directed. You will view/complete a series of

“required” items in order to move on to the next item. We won’t be grading your completion of these items —but they are set up to help you work through items in order.

LIVE CLASSES

On **WEDNESDAYS**, we will have live Zoom classes, during our scheduled class time (9:00-9:50am).

Our live classes will primarily be devoted to discussing the unit’s assigned readings. In addition, we will clarify challenging/confusing content, and consider debates within the field. We will try and make these meetings as fun and interactive as possible!

If you’re unable to attend the live sessions: that is absolutely fine. The sessions will be recorded and posted for all (*note: these recordings will likely not be captioned*). While there are opportunities to gain engagement points from live meetings, there will also be plenty of opportunities from the asynchronous content as well.

COURSE MATERIALS

READINGS

There is no course textbook! Instead, 2 readings will be assigned for each unit and are available through the course Canvas website.

Beginning with Unit 3, these readings will be (typically short) empirical research articles. These have been selected to demonstrate some of the active and current research within the field!

If you are new to reading research articles, don't worry—we'll give you some help in getting used to this form of writing. Research writing is a somewhat different style than textbook chapters, as it can be dense and filled with statistics! **You do not need to understand the statistics, formulas, numbers, etc.!** I recommend focusing on the Abstract, Introduction, and Discussion sections, while skimming the Methods and Results. Useful guides on reading research writing can be found [here](#), [here](#), and [here](#).

You will be responsible for knowing the material from readings, and it will be discussed in class and tested on exams. Parts of the readings that are not covered in lecture may also be tested on exams.

COURSE WEBSITE

For our online course, our course website is essential! Find everything for our class on www.canvas.ubc.ca, and check the site often!

Course material will be posted on the Modules tab. Assignments—guides and submission—can be found on the Assignments tab. Quizzes/exams can be found on the Quizzes tab. (We try to keep this as intuitive as possible!)

Make sure your Canvas settings are such that you see course announcements when they are released—they will be used frequently to convey important information (go to Account → Notifications → Announcements → select Notify me right away)

ZOOM

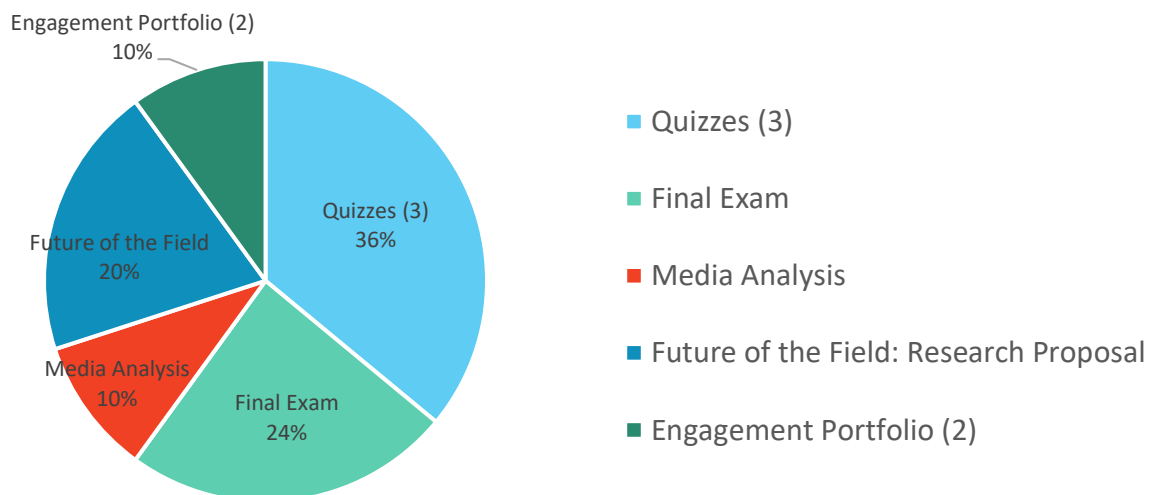
Our (optional) live classes will be held over Zoom. You can find the link for our Zoom meetings on Canvas, via the Zoom tab.

We understand that there can be concerns about privacy over Zoom (& most online platforms). UBC's Zoom account is hosted on Canadian servers, which means that all our Zoom data stays in Canada. Note also that you do not have to have a Zoom account to join our sessions—just click the link provided on Canvas. You can also use a pseudonym while Zooming in.

In our Zoom meetings, you are certainly ***NOT required*** to turn on your camera or microphone—though if you're comfortable, please feel free to do so! Also, PLEASE bring your pets, delicious looking food, or whatever else makes you happy!!

More information on Zoom at UBC can be found at: <https://keeplearning.ubc.ca/technologies/?login#zoom>

COURSE ASSESSMENTS & GRADING



EXAMS (60%)

All in-term exams will take place on **MONDAYS**. The purpose of exams is to allow you to demonstrate your knowledge and integration of the concepts and research we have been discussing.

QUIZZES (36%)

Three non-cumulative exams each worth 12%.

- **Quiz #1 (12%): February 1**
- **Quiz #2 (12%): March 8**
- **Quiz #3 (12%): March 29**

Quizzes will be open-book and completed independently on Canvas. Quizzes will consist of multiple choice questions, and will have a time limit of 50 minutes.

FINAL EXAM (24%)

The final exam will be scheduled during the University exam period (April 18-29).

Cumulative final exam, covering material from across the course. Like the quizzes, final will be open-book and completed independently on Canvas.

The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Notes on Exams:

- Quizzes are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, the pre-recorded lectures, discussion boards, and the live (recorded) meetings. Basically, anything covered throughout the course is possible to show up on exams!
- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS (30%)

All assignments are due on **FRIDAYS**.

For assignments, you can work alone or in groups of up to 3 classmates.

MEDIA ANALYSIS (10%)

Throughout the term, we will be exploring theories and research on how the content of media (violent content, sexual content, racial content, etc.) may impact youth consumers.

For this assignment, you'll be asked to apply these theories/research to an analysis of media. You will select and observe two comparable pieces of media. In your assignment, you will then briefly summarize the media, and provide an analysis comparing their potential effects on youth. Your analysis should be supported by the theories and/or research discussed in this course.

Your analysis should focus on the impacts of media on *one* of the below content areas, each with a different due date:

- **Violence: due February 26 @ 11:59pm**
- **Body Image: due March 5 @ 11:59pm**
- **Sex: due March 12 @ 11:59pm**
- **Race/Gender: due March 19 @ 11:59pm**

600-800 words, not including reference section (in-text citations *are* included in word count).

Further details on the Media Analysis assignment, including a rubric, will be posted to the Assignments page on Canvas.

FUTURE OF THE FIELD: RESEARCH PROPOSAL (20%)

The field of media psychology is incredibly active—with SO many unanswered questions yet to be explored!

In this assignment, you have the opportunity to convince us of what research should be next. You will propose a study to address an unanswered question in the field of media and development. You can propose to explore something within a topic not covered in this course (Parasocial relationships? Advertising? Media impact on health behaviours? Smart phone attachment? Virtual reality?), or expand on an unanswered question within a topic we've discussed.

Your research proposal will take the form of an **infographic** or **poster**—these formats allow you to quickly and effectively share information, and to persuade your reader that your proposal is an important direction for the field.

Your proposal should have two primary components:

1. **Introduction:** identify the unanswered question you are proposing to answer, and summarize what previous work has been done on the topic.
2. **Proposed Methods:** describe the population you propose to study, and the methods you would use in your design.

Due April 9 @ 11:59pm

600-800 words, not including reference section (in-text citations *are* included in word count).

Further details on the Research Proposal assignment, including a rubric, will be posted to the Assignments page on Canvas.

ENGAGEMENT PORTFOLIOS (10%)

At two points throughout the term, you will submit a "portfolio" of your personal four best examples of engagement, and one best example of a fellow classmate's engagement. These examples can come from a variety of sources, such as discussion boards, live class meet-ups, office hours, email, and more. In your engagement portfolio, we'll also ask you to convince us *why* these are examples of strong engagement.

- **Engagement Portfolio #1 (5%): due February 26 @11:59pm**
- **Engagement Portfolio #2 (5%): due April 16 @11:59pm**

A full guide to the Engagement Portfolios, including a rubric, is available on Canvas.

EXTRA CREDIT (UP TO 3%)

You may earn up to 3% extra credit to your final course grade!

You can gain research experience by serving as a participant in one of the many different

psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade. You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>.

If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of frequently asked questions.

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a quiz (for any reason—you don't have to tell me why, I don't need to know the details!), you can be excused from that quiz and have the weight moved to the cumulative final. Just let us know in advance of the quiz: *we cannot reweigh marks from already-completed exams*.

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 1-week grace period is automatically granted. As long as you submit your assignment within 1 week of the due date, there is no penalty—and you do not need to let us know!

If you need more than 1-week past the due date, we will ask that you apply for formal in-term concession with your faculty's advising office. For UBC policies regarding in-term academic concessions, visit:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions.

However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W. According to these adjusted norms, the average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a weak class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Further details on UBC's grading practices are available at <https://students.ubc.ca/enrolment/courses/grades>

CLASS IN THE TIME OF COVID-19

We're all in this together.

Online classes are a new challenge for many of us—myself included. I'm also very aware that this class is happening in the midst of a global pandemic.

Given this time of increased uncertainty and stress, my hope is that **we will all lend each other support and compassion** as we navigate through the semester.

SUPPORT FOR STUDENTS

Your well-being is more important than anything going on is this course. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

UBC's resources may also help:

- On learning through online classes: <https://keeplearning.ubc.ca/>
- UBC's COVID-19 health guidance: <https://covid19.ubc.ca/health-guidance/>
- On managing mental health during the pandemic: <https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>
- UBC IT guide to working remotely: <https://it.ubc.ca/ubc-it-guide-working-campus>

SUPPORT FOR OUR INSTRUCTIONAL TEAM

While our instructional team is fully committed to this class, we also hope that you will extend us the

understanding that we too have other responsibilities—to other aspects of our jobs, to our families, and to our own self-care. As such, there may be times that things don't go according to plan: cancelled meetings, delayed emails, late grades, etc.. We can't promise these things won't happen—but we can promise to communicate quickly and honestly.

STUDENTS STUDYING ABROAD AND REMOTELY

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

In this class, potentially sensitive topics may include: pornography, sex, sexual development, eating disorders, privacy laws, race, ethnicity, and culture.

POLICIES

EMAIL

For course-related questions or concerns, please email psyc325@psych.ubc.ca. This course email will be monitored frequently, and your email will be directed on to the most appropriate person to answer your query. If you have private or sensitive concerns, also feel free to email me directly (lamay@psych.ubc.ca).

We aim to respond to emails within 2 days, *excluding weekends or holidays*. If you haven't heard back from us within 2 days (or if it is the weekend), please wait—we often have *many* emails, and are responding as soon as possible! If it has been more than 2 days, please do follow up!

DIVERSITY & INCLUSION



Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)

Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be

shared with me after class or in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.

I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me or a TA know.

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: <http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/>.

CITING VS. PLAGIARISM

Plagiarism is defined as “where an individual submits or presents the oral or written work of another person as his or her own.” In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we use APA citation style to indicate our sources. Useful guides to APA style can be found at: <https://guides.library.ubc.ca/apacitationstyle> and

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have questions on citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is begun.

PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at <http://www.universitycounsel.ubc.ca/policies/policy69.html>).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policiesresources-support-student-success>).

RESOURCES

We participate in the Early Alert program, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit:

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>

ACADEMIC RESOURCES

- **UBC Academic Regulations:** <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0> Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** <http://learningcommons.ubc.ca/> Offers a variety of learning and research sources for students. The website includes tutoring, workshops, study groups, and many other online tools and links to academic resources offered at UBC.
- **Access and Diversity:** <http://students.ubc.ca/about/access> or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** <http://the-kaleidoscope.com/> A confidential peer-run mental health support group.
- **UBC Counselling Services:** <http://students.ubc.ca/livewell/services/counselling-services> or 604-822-3811. Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counselor on an individual basis, attend group counseling, or to

document an illness if you should require academic concession.

- **AMS Peer Support:** <https://www.ams.ubc.ca/student-services/peer-support/> Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **UBC Wellness Centre:** <http://students.ubc.ca/livewell/services/wellness-centre> or 604-822-8450. Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, and more.
- **Student Health Services:** <http://students.ubc.ca/livewell/services/student-health-service> or 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Live Well, Learn Well:** <http://students.ubc.ca/livewell> The Live Well, Learn Well Initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** <http://www.ams.ubc.ca/services/food-bank/> If you are in a financial emergency, the AMS food bank can provide you with a food hamper. You are able to use the service for up to 6 times per term.
- **BC Crisis Center:** www.crisiscentre.bc.ca or 604-872-3311. Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433). If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

ACKNOWLEDGEMENTS

We acknowledge that the UBC Point Grey campus is situated on the traditional, ancestral, and unceded territory of the xwmə0–kway’əm (Musqueam).

Portions of this syllabus inspired by Drs. Kyle Danielson, Steven Barnes, Lawrence Walker, Catherine Rawn Mark Lam, Erica Wojcik, Leslie Berntsen, & Kara Sage.

COURSE SCHEDULE

Unit	Assigned Readings	Important Dates
1 January 13-20: <i>What is Socialization?</i> <i>What is Media? And How Do We Study It?</i>		
2 January 22-27: <i>Media & Development</i>	<ul style="list-style-type: none"> • Kirsch (2010): <i>Media in the Lives of Youth</i> • Kirsch (2010): <i>Media Effects Theories</i> 	
3 January 29- February 3: <i>Media & Learning</i>	<ul style="list-style-type: none"> • Mares & Pan (2013). <i>Effects of Sesame Street: A meta-analysis of children's learning in 15 countries.</i> • Aladé & Nathanson (2016). <i>What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.</i> 	<ul style="list-style-type: none"> • February 1: Quiz #1
4 February 5-10: <i>Media & Violence</i>	<ul style="list-style-type: none"> • Anderson et al. (2008). <i>Longitudinal effects of violent video games on aggression in Japan and the United States.</i> • Konjin, Nije Bijvank, & Bushman (2007). <i>I wish I were a warrior: The role of wishful identification in the effects of violent video games on aggression in adolescent boys</i> 	
February 15-19 READING BREAK		
5 February 10-2: <i>Media & Body Image</i>	<ul style="list-style-type: none"> • Anschutz et al. (2011) <i>The direct effect of thin ideal focused adult television on young girls' ideal body figure.</i> • Humphreys & Paxton (2004). <i>Impact of exposure to idealised male images on adolescent boys' body image</i> 	<ul style="list-style-type: none"> • February 26: Media Analysis-Option #1- Violence Due • February 26: Engagement Portfolio #1 Due
6 February 26- March 3: <i>Media & Sex</i>	<ul style="list-style-type: none"> • Brown et al. (2006). <i>Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts Black and White adolescents' sexual behavior</i> • Hesse & Pederson (2017). <i>Porn sex versus real sex: How sexually explicit material shapes our understanding of sexual anatomy, physiology, and behaviour</i> 	<ul style="list-style-type: none"> • March 5: Media Analysis-Option #2- Body Image Due
7 March 5-10: <i>Media & Race/Gender</i>	<ul style="list-style-type: none"> • Bégue et al. (2016). <i>Video game exposure and sexism in a representative sample of adolescents.</i> • Rivadeneyra, Ward, & Gordon (2007). <i>Distorted reflections: Media exposure and Latino adolescents' conceptions of self.</i> 	<ul style="list-style-type: none"> • March 8: Quiz #2 • March 12: Media Analysis-Option #3- Sex Due
8 March 12-17: <i>Social Media & Relationships</i>	<ul style="list-style-type: none"> • Desjarlais & Willoughby (2010). <i>A longitudinal study of the relation between adolescent boys and girls' computer use with friends and friendship quality: Support for the social compensation or the rich-get-richer hypothesis?</i> • Juvonen & Gross (2008). <i>Extending the school grounds—bullying experiences in cyberspace.</i> 	<ul style="list-style-type: none"> • March 19: Media Analysis-Option #4- Race/Gender Due
9 March 19-24: <i>Social Media & Identity</i>	<ul style="list-style-type: none"> • Davis (2013). <i>Young people's digital lives: The impact of interpersonal relationships and digital media use on adolescents' sense of identity</i> • Craig & McInroy (2014). <i>You can form a part of yourself online: The influence of new media on identity development and coming out for LGBTQ Youth</i> 	
10 March 26-31 <i>Social Media & Well-Being</i>	<ul style="list-style-type: none"> • Kross et al. (2013). <i>Facebook use predicts declines in subjective well-being in young adults.</i> • Beyens et al. (2020). <i>The effect of social media on well-being differs from adolescent to adolescent.</i> 	<ul style="list-style-type: none"> • March 29: Quiz #3
April 2-14 COURSE WRAP-UP		
		<ul style="list-style-type: none"> • April 9: Future of the Field-Research Proposal Due • April 16: Engagement Portfolio #2 Due • April 19-29: Final Exam to be scheduled during University Exam Period

Subject to Change.
See Canvas for full calendar and reading list!