



# PSYC325

## SOCIALIZATION: MEDIA CONTENT & EFFECTS

*Fall 2021*  
*MWF 2:00-2:50pm in HENN 200*



## WELCOME TO PSYC325!

How does media—TV, movies, video games, social media, smartphones, 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 scrolling on TikTok 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 and media content impact 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.

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# OUR INSTRUCTIONAL TEAM

## INSTRUCTOR

### Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: [lamay@psych.ubc.ca](mailto:lamay@psych.ubc.ca)
- Office: Kenny 2307
- Zoom Student Hours (link on Canvas):
  - Tuesdays, 9:30-10:30am
  - Fridays, 2:00-3:00pm
- Appointments (via Zoom): Email or book on [calendly.com/lamay](https://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. My 3-year-old, Remy, is also very into Frozen...*

## PREGNANCY & PREGNANCY-CONTINGENCY PLANS!

*As you'll likely notice on the first day of class, your instructor is pregnant! With twins!  
What does this mean for you???*

While my official due date is after the end of term (December 31), twins typically come early—and even before they are born, carry risks and physical stress. This unfortunately means I don't know how long I'll be able to be in the classroom with you this fall. There is a chance we may have to pivot online during the term to accommodate, or cancel some classes.



Our current plans are:

- To communicate with you quickly and clearly about any changes.
- Beginning after Midterm 2, in-person instruction (and potentially some asynchronous online instruction) will be handled by your fantastic teaching fellows, Natasha and Rachel. I hope to still be involved in online course components throughout November/December, but that will depend on how the pregnancy is progressing.
- While we will attempt to get final course grades to you promptly following the final exam in December, there is a chance this could be delayed into January. If this is a concern for you due to graduation, please feel free to check in with me.

## TEACHING FELLOWS



**Rachel Baitz**

- Please call me: Rachel (pronouns: she/they)
- Email: [rfalc@mail.ubc.ca](mailto:rfalc@mail.ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas): TBA
- *Rachel is a PhD candidate in the Human Development, Learning, and Culture program in the Faculty of Education. Her research interests and areas of expertise centre around adolescent and young adult cyberbullying, cyber dating violence, and how early traumatic events relate to online behaviour later in their teens and early adulthood.*



**Natasha Parent**

- Please call me: Natasha (pronouns: she/her)
- Email: [natasha.parent@ubc.ca](mailto:natasha.parent@ubc.ca)
- Drop-in Zoom Student Hours (link on Canvas): TBA
- *Natasha is a PhD student in the Human Development, Learning, and Culture program in the Faculty of Education. Her research broadly explores contextual factors that influence adolescent development and wellbeing - stemming all the way from technology and social media use to sexuality and substance use! Most recently, her work has focused on the relationship between smartphone and social media use and the Fear of Missing Out (FoMO), and how this relates to adolescents' overall well-being.*

## TEACHING ASSISTANT



**Alannah Wallace**

- Please call me: Alannah (pronouns: she/her)
- Email: [alannahw@psych.ubc.ca](mailto:alannahw@psych.ubc.ca)
- Student hours by appointment
- *Alannah is a PhD student in Cognitive Sciences. She is currently studying the strategies that students use in everyday life to pay attention and ignore the many distractions that interfere with our goals and train of thought. Prior to her PhD, she completed her Honours in Psychology and MA in Educational Psychology at SFU. Here she mostly studies attention with the use of electroencephalogram (brain scan). She spends most of her free time hiking, running, rock climbing, and snowboarding..*

### EMAIL:

For all course-related questions or concerns, please email  
[psyc325@psych.ubc.ca](mailto: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!*

# COURSE STRUCTURE



To help provide flexibility, and to make the most of our learning in this uncertain term, our course has been designed as a combination of live in-person classes and asynchronous online learning.

## ASYNCHRONOUS

On **FRIDAYS**, we will have no live in-person class! Instead, course content will be available online, in an asynchronous format (ie, complete at your own time).

Asynchronous content will be posted by Friday's class time (2pm), and you can then work on it anytime Friday-Monday. This content will typically mark the start of a new unit—and will provide an introduction to that unit's topic. You will ideally want to complete the asynchronous content to best learn from the following Monday & Wednesday's live classes!

Asynchronous content will be available in **modules** on Canvas. Content will typically consist of:

- **Pre-recorded mini lectures:** Approximately 5-15 minutes in length each (captioned), for a total of approximately 30-60 minutes 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.

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.

## IN-PERSON CLASS

On **MONDAYS** and **WEDNESDAYS**, we will have live in-person classes.

**If you're uncomfortable or unable to attend in-person classes: that is absolutely fine.** The sessions will be recorded and posted for all. While there are opportunities to gain examples of class engagement (for your Engagement Portfolio assignment) from in-person classes, there will also be plenty of opportunities from asynchronous course components 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 controversial 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](#) 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: CANVAS

Our course website is essential! Find everything on [www.canvas.ubc.ca](http://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. Midterm exams will be found on the Quizzes tab.

***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)

## TOP HAT

Top Hat is a web-based classroom response system that allows you to answer questions and engage in discussion during class.

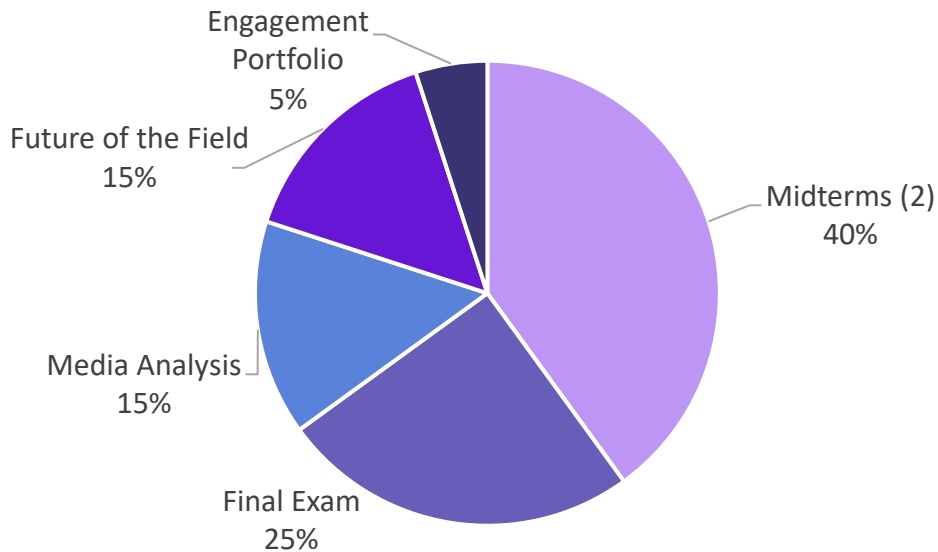


During our in-person classes, we'll use Top Hat for polls, chat, practice questions, and other activities. Top Hat won't be monitored for attendance or required for participation marks.

TopHat is available to you for free (do not pay to sign up!). It can be accessed through your internet browser, or through Apple/Android apps.

Sign up at: [tophat.com](http://tophat.com)  
Course Join Code: **329155**

# COURSE ASSESSMENTS & GRADING



## EXAMS (65%)

### MIDTERMS (40%)

- **Midterm #1 (20%): October 13**
- **Midterm #2 (20%): November 8**

Exams will be completed **online** via Canvas. Exams will be open-book/open-note, but must be completed individually. Exams will be available to write anytime on exam day (12:00am-11:59pm Vancouver time), but will be timed for 50 minutes.

Midterm exams will consist of multiple choice questions.

### FINAL EXAM (25%)

The final exam will be scheduled during the **University exam period (December 11-22)**. We are currently planning for the final exam to be held **in-person**, although this may shift depending on University policy and Covid safety concerns.

Cumulative final exam, covering material from across the course. 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:

- Midterms are not cumulative; the final is cumulative.
- Exams will cover content from assigned readings, lectures, and class discussion. 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%)

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

### MEDIA ANALYSIS (15%)

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 briefly



summarize the media, then provide an analysis comparing their potential effects on youth. Your analysis should be supported by 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 October 22 @ 11:59pm
- **Body Image:** due November 5 @ 11:59pm
- **Sex:** due November 12 @ 11:59pm
- **Race/Gender:** due November 19 @ 11:59pm

600-900 words, not including reference section (in-text citations *are* included in word count). **Submit only ONE Media Analysis assignment, on the content area of your interest** (if more than one submission is given, only the first will 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 (15%)

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? 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.

Your proposal should have two primary components:

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

- **Due December 3 @ 11:59pm**

600-900 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.

### Notes on Assignments:

- When we return grades on assignments, there will be general feedback given via the grading rubric. If you wish for more detailed feedback:
  - First, email the marking TA. The TA will be able to give you more written feedback, but typically cannot change marks.
  - If after receiving feedback from the TA, request further feedback (& grade reconsideration) from Lily. You can request either written or live feedback, but this feedback *must* be requested in advance of any meeting (ie, I will not provide feedback at office hours without advance notice).

## ENGAGEMENT PORTFOLIO (5%)

Our class is most exciting-- and beneficial to your learning-- when students are actively engaged with our course material and with each other!

At the end of the term, you will submit a "portfolio" of your personal four best examples of engagement throughout the term, and one best example of a fellow classmate's engagement.

These examples can come from a variety of sources, such as discussion boards, discussions and questions in in-person classes, office hours, email,

and more. In your engagement portfolio, we'll also ask you to convince us *why* these are examples of strong engagement.

- **Due December 10 @11:59pm**

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

## EXTRA CREDIT: HUMAN SUBJECTS POOL (UP TO 3%)

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.

For more information on HSP extra credit, visit: <https://psych.ubc.ca/hsp>.

## GRADING POLICIES

### MISSED EXAMS

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

If you are unable to take a midterm exam (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 exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: *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, please check in with me. We may 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.

**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%.** 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>. Grades are not official until they appear on a student's record.



# CLASS IN THE TIME OF COVID-19

## We're all in this together.

This has been my guiding principle as we've navigated learning in new and uncertain circumstances throughout the past year and a half. That doesn't change as we transition back to in-person classes. My hope is throughout the term, **we will all lend each other support and compassion.**

## 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.

## 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, it is quite likely there will be things that don't go according to plan: cancelled classes, rescheduled office hours, delayed emails, late grades, etc. We can't promise these won't happen—but we can promise to communicate with you about any changes quickly and honestly.

## COVID-19 CONTINGENCY PLANS

With the ever-changing nature of the pandemic, it's possible we may need to make changes to our course during the term.

**Should we need to pivot our course online** (either for a short period—ie, Instructor quarantine, or longer—ie, UBC in-person class shutdown), our plans are to keep the same class structure. Friday classes will not be live, but will be asynchronous material posted on Canvas. Monday and Wednesday classes would move to live Zoom meetings.

## COVID-19 RISK MANAGEMENT

- Take a few minutes each day to complete your daily Covid self-assessment: <https://bc.thrive.health/>
- **If you are feeling unwell, please don't come to class!** We will have lecture recordings available for all students, and are happy to answer any questions in online office hours.
- **Masks are required in indoor settings (including classrooms).** Please wear your mask—covering your nose and mouth-- during in-person classes. If possible, please refrain from eating during class so that masks stay on. If you don't have a mask for class, I'm happy to provide one!
- Vaccines are available for free to all BC residents and students! Visit <https://immunizebc.ca/covid-19>

*Remember that your actions impact the health and safety of others. Please act with care.*

# POLICIES

## EMAIL

For course-related questions or concerns, please email [psyc325@psych.ubc.ca](mailto: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](mailto: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!** I promise we aren't ignoring your emails, but it is possible for emails to be lost in the pile or not received.

## 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 any member of our instructional team 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 typically 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](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 submitted.

## 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 can 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, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** <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](http://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:** [https://students.ubc.ca/health/counselling-](https://students.ubc.ca/health/counselling-services)

[services](#) or 604-822-3811. Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.

- **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.
- **Student Health Services:** <https://students.ubc.ca/health/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.
- **Mental Health Awareness Club:** <http://blogs.ubc.ca/ubcmhac/> A club that offers opportunities to speak about mental health, 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 bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** <http://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 xwməŋ-kwəy'am (Musqueam).*

*Portions of this syllabus inspired by Drs. Kyle Danielson, Steven Barnes, Catherine Rawn, Mark Lam, Erica Wojcik, Leslie Berntsen, Kara Sage, Cassandra Hesse, Natasha Parent, & Rachel Baitz.*

# COURSE SCHEDULE

*Subject to Change*

Unit		Assigned Readings	Important Dates
1	September 10-15 <i>Background: What is Socialization? What is Media? And How Do We Study It?</i>		
2	September 17-22: <i>Media &amp; Development</i>	<ul style="list-style-type: none"> <li>Kirsch (2010): <i>Media in the Lives of Youth</i></li> <li>Kirsch (2010): <i>Media Effects Theories</i></li> </ul>	
3	September 24- September 29: <i>Media &amp; Learning</i>	<ul style="list-style-type: none"> <li>Mares &amp; Pan (2013). <i>Effects of Sesame Street: A meta-analysis of children's learning in 15 countries.</i></li> <li>Aladé &amp; Nathanson (2016). <i>What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.</i></li> </ul>	
4	October 1-6: <i>Media &amp; Violence</i>	<ul style="list-style-type: none"> <li>Anderson et al. (2008). <i>Longitudinal effects of violent video games on aggression in Japan and the United States.</i></li> <li>Konjin, Nije Bijvank, &amp; 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></li> </ul>	
OCTOBER 13: MIDTERM 1			
5	October 15-20: <i>Media &amp; Body Image</i>	<ul style="list-style-type: none"> <li>Hargreaves &amp; Tiggemann (2004). <i>Idealized media images and adolescent body image: "comparing" boys and girls.</i></li> <li>Fardouly, Pinkus, &amp; Vartanian (2017). <i>The impact of appearance comparisons made through social media, traditional media, and in person in women's everyday lives.</i></li> </ul>	<ul style="list-style-type: none"> <li>October 22: Media Analysis Option #1- Violence Due</li> </ul>
6	October 22-27: <i>Media &amp; Sex</i>	<ul style="list-style-type: none"> <li>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></li> <li>Arrington-Sanders et al. (2015). <i>The role of sexually explicit material in the sexual development of same-sex attracted Black adolescent males.</i></li> </ul>	
7	October 29- November 3: <i>Media &amp; Race/Gender</i>	<ul style="list-style-type: none"> <li>Coyne et al. (2016). <i>Pretty as a princess: Longitudinal effects of engagement with Disney princesses on gender stereotypes, body esteem, and prosocial behaviour in children.</i></li> <li>Rivadeneira, Ward, &amp; Gordon (2007). <i>Distorted reflections: Media exposure and Latino adolescents' conceptions of self.</i></li> </ul>	<ul style="list-style-type: none"> <li>November 5: Media Analysis #2- Body Image Due</li> </ul>
NOVEMBER 8: MIDTERM 2			
8	November 15-17: <i>Social Media &amp; Motivations (with TF Natasha)</i>	<ul style="list-style-type: none"> <li>Throuvala et al. (2019). <i>Motivational processes and dysfunctional mechanisms of social media use among adolescents: A qualitative focus group study.</i></li> <li>Parent, Bond, &amp; Shapka (2021). <i>Smartphones as attachment targets: An attachment theory framework for understanding problematic smartphone use.</i></li> </ul>	<ul style="list-style-type: none"> <li>November 12: Media Analysis- Option #3 Sex Due</li> <li>November 19: Media Analysis Option #4- Race/Gender Due</li> </ul>
9	November 19-24: <i>Social Media &amp; Relationships (with TF Rachel)</i>	<ul style="list-style-type: none"> <li>Pouwels et al. (2021). <i>Social media use and friendship closeness in adolescents' daily lives: An experience sampling study.</i></li> <li>Holfeld &amp; Baitz (2020). <i>The mediating and moderating effects of social support and school climate on the association between cyber victimization and internalizing symptoms.</i></li> </ul>	
10	November 26- December 6: <i>Social Media &amp; Well-Being (with TFs Natasha &amp; Rachel)</i>	<ul style="list-style-type: none"> <li>Coyne et al. (2020). <i>Does time spent on social media impact mental health? An eight year longitudinal study.</i></li> <li>Parent et al.,(2021). <i>Social disconnection during COVID-19: The role of attachment, fear of missing out, and smartphone use.</i></li> </ul>	<ul style="list-style-type: none"> <li>December 3: Future of the Field- Research Proposal Due</li> <li>December 10: Engagement Portfolio Due</li> </ul>
DECEMBER 11-22: FINAL EXAM TO BE SCHEDULED			

*In this class, potentially sensitive topics discussed may include: pornography, sex, sexual orientation, gender identity, transgender youth, eating disorders, body image, violence, dating violence, race and racism.*