



PSYC325

SOCIALIZATION: MEDIA CONTENT & EFFECTS

Winter 2026
Mondays, Wednesdays, & Fridays, 2:00-2:50pm
BUCH-A102

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 different stages of development. Then, we'll explore different media contents (violent content, educational content, sexual content, gender-stereotyped content etc.), while reading research on how engaging with such contents might impact children and adolescents. Finally, in our last few weeks, we'll focus specifically on potential effects of social/digital media.

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

1. Reflect on how media—in amount, content, type, etc. may have helped 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 apply theories on how media and media content impact youth.
4. Read and critique empirical research on media and development.
5. Debate whether the impacts of media differ across media type, across ages/stages of development, and across individuals.
6. Discuss how the affordances of social/digital media may lead to unique effects.
7. Appreciate the active field-- and unanswered questions-- of research on media and development.

We acknowledge that this course, at the Point Grey campus of UBC, takes place on the traditional, ancestral, and unsundered land of the x^wməθk^wəyəm (Musqueam) people.

The x^wməθk^wəyəm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history through our learning together.

We will also aim to acknowledge the harms inflicted through the colonialization of Indigenous lands and peoples: here at UBC, in the discipline of Psychology, and in the media we discuss throughout this course.

OUR COURSE TEAM

INSTRUCTOR

Dr. Lillian (Lily) May

- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Drop-in Student Hours:
 - In-Person: Wednesdays, 3:15-4:15pm
 - Zoom: Thursdays, 11am-12pm
- Appointments (either in-person or via Zoom): Email or book on calendly.com/lamay



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. When I'm not teaching, I'm usually juggling my 3 kids: 7-year-old Remy and 4-year-old twins Gus and Poppy!

My favourite media to consume is reality TV (Love is Blind, Drag Race)

TEACHING ASSISTANT



Claire Hein-Salvi

- Please call me: Claire (pronouns: she/her)
- Email: cheinsal@student.ubc.ca
- Student hours by appointment
- Claire is a former student from the first-ever time this course was taught! She is now an amazing MA student in the Human Development, Learning, and Culture program, within the Faculty of Education. Claire now conducts super cool research on adolescents' smartphone use.

STUDENTS

You! You are an important part of this course! We hope to be able to learn from you all just as much as we teach you—please feel free to add your perspectives, experiences, etc. during class, on Canvas, and/or in office hours.

We also wholeheartedly believe that **you and your well-being are more important than anything going on in this course**. We 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. We will try our best 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

ABOUT THIS COURSE: WHAT TO EXPECT

My hope is that this class will be engaging, interactive, and at least a little bit *fun*. I hope we'll learn a lot, as well as spend some time building relationships with each other.

The class is planned to be fully **in-person**: lectures will be held in the classroom on Mondays, Wednesdays, and Fridays. It is generally expected that you attend class— a lot of learning happens as we discuss course content *together*.

Class time will be a mix of lecture and discussion. When possible, we aim to make class interactive—you should feel welcome to ask questions, make comments, chat with your classmates!

For times you are unable to make it to class, **lecture recordings will be available** to anyone who is occasionally unable to attend class (for illness, family circumstances, etc.). You can find the room recordings via the link on our Canvas homepage, following each class session.

Do note that recordings will likely (definitely) experience technical difficulties, and will not be perfect! You probably will want to get to know some classmates from whom you can get notes on days you are unable to attend.

In this class, we may discuss potentially sensitive topics, including (but not limited to): pornography, sex, sexual orientation, gender identity, transgender youth, eating disorders, body image, violence, dating violence, race and racism. If you are concerned about any of these topics, please consider talking with the instructor/TA. You might also choose to consult the course schedule and watch the lecture recording instead of attending class on those days.



DIVERSITY & INCLUSION



I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder... it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able. You—all of you—belong here.**

This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!). I strive to build a classroom environment that reflects this aim.

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class— but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is struggling to live up to an inclusive environment, *please* let me or a TA know.

COURSE MATERIALS

READINGS

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

Beginning with Unit 2, these readings are empirical research articles. These have been selected to demonstrate both classic (ie, older) research, as well as new and active areas of study within the field. Some of the articles are super recent; they have just been published this past summer! That means we're all reading and evaluating them together for the first time.

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, and check the site often!

Course material (lecture slides, readings, etc.) will be posted on the Modules tab. Assignments—guides and submission—can be found on the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a “draft” version posted—this version will be incomplete (discussions and “surprises” left out, and changes may be made just before class!), but will give you

an outline on which you can take notes. Following class, a “final” version will be posted.

We will use Canvas announcements to be in touch with you throughout the term, and to send weekly updates. **Make sure your Canvas settings are such that you see course announcements when they are released** (go to Account → Notifications → Announcements → select Notify me right away).

TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.



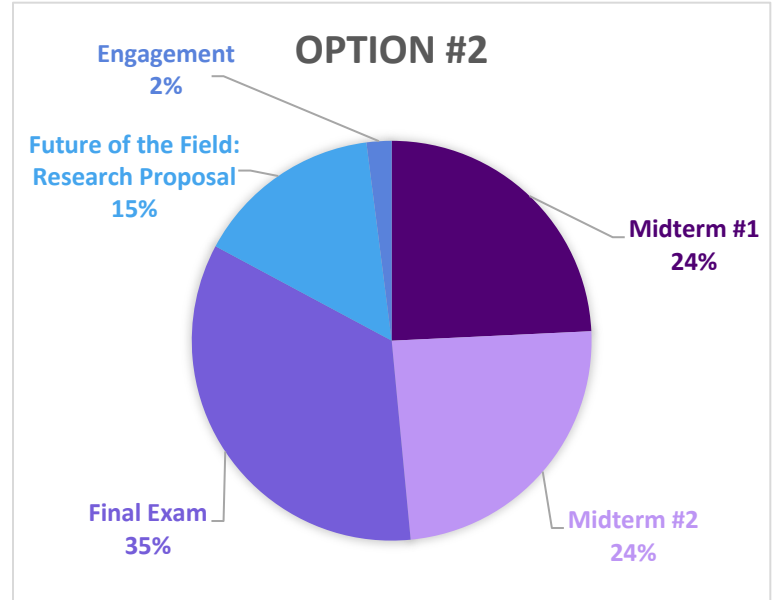
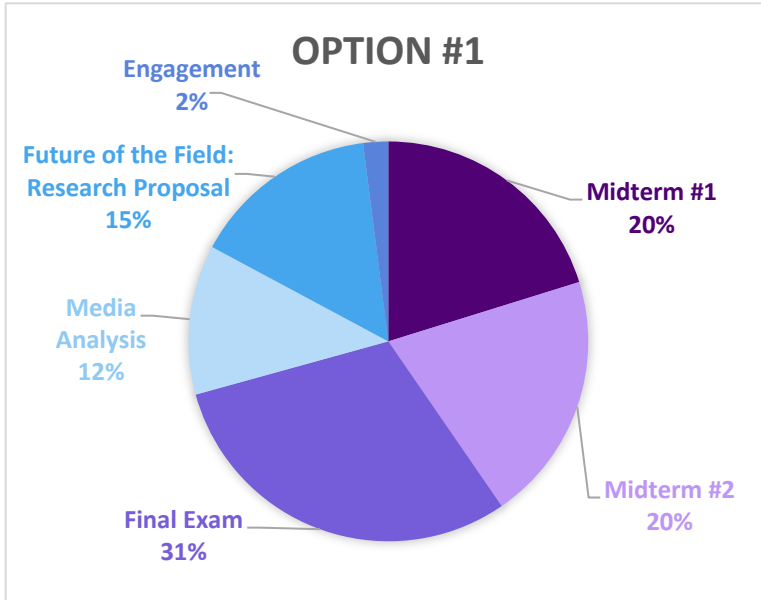
TOP HAT

Sign up at tophat.com:

- **Course Join Code: 340655**

Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades!

COURSE ASSESSMENTS & GRADING



There are two different grading options for this course. For Option #1, you will complete 3 exams and 2 assignments. For Option #2, you will complete 3 exams but just 1 assignment.

If you choose Option #1 and complete the additional assignment—but this assignment lowers your final course mark, we will automatically shift your grading to the Option #2 calculation. In other words, doing both assignments in Option #1 can only help, and not hurt, your final mark!

EXAMS (OPTION 1: 71%, OPTION 2: 83%)

MIDTERM EXAMS

Option 1: Midterms each worth 20%

Option 2: Midterms each worth 24%

Two non-cumulative midterm exams. Midterm exams will consist of multiple choice questions. The midterms will have a time limit of 50 minutes.

FINAL EXAM

Option 1: Final exam worth 31%

Option 2: Final exam worth 35%

The final exam will be scheduled during the University exam period (April 14-25)

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:

- Exams are held in-person, and are closed-book (no notes, etc.).
- 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 (OPTION 1: 27%, OPTION 2: 15%)

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

Along with any assignments submitted, you will be asked to include a personal/group policy on AI use (see below section on Policy: AI/ChatGPT).

OPTIONAL ASSIGNMENT: MEDIA ANALYSIS

Option 1: 12%

Option 2: none

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 content areas discussed this term: violence, learning, sex, body image, gender and/or race. Each content area has its own due date, in line with our course schedule:

- **Violence: due February 13 @11:59pm**
- **Learning: due February 13 @11:59pm**
- **Sex: due February 27 @11:59pm**
- **Body Image: due March 13 @11:59pm**
- **Gender/Race: due March 20 @11:59pm**

If you choose Grading Option #1, you only submit ONE Media Analysis assignment! If you submit more than one, only your first submission will be marked. (If you choose Grading Option #2, you do not submit any Media Analysis assignment).

Your Media Analysis paper should be 600-900 words, not including a 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 (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? Virtual reality? TikTok? AI??), 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 will have two primary components: 1) an **introduction**, to identify the unanswered question you are proposing to explore, and the previous research related to this topic, and 2) the **proposed methods** you will use for your study.

April 10 @ 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:

- If you choose to work with classmates on an assignment, the same grade will be given to all. Choose your groupmates wisely!
- There is no difference in how we grade assignments completed solo vs assignments completed in a group. There are advantages and disadvantages to both approaches, you must just choose what works best for you!

- 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 (2%)

Attending and engaging with lecture is incredibly useful for our course learning! To help encourage this engagement, we will use TopHat questions during most classes—some questions will help you test your knowledge, some will help spark discussion, and some will be just for fun.

None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Your Engagement mark will be determined in the following manner:

If you respond to...	You will receive...
>50% of TopHat questions	2%
<50% of TopHat questions	0%

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 the 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 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no penalty—and you do not need to let us know! This is already built into Canvas.

If you need more than 3 days past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While it is possible we will be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

For UBC policies regarding in-term academic concessions, visit:

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

PSYCHOLOGY DEPARTMENT GRADING POLICY

In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

The Psychology department employs department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%), in Introductory 100-level and 200-level courses; **B (72-75%), in Intermediate 300-level courses**; B+ (76-79%), for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation).

If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range

for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

COURSE POLICIES

EMAILS

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contact.

We receive a very large volume of email, meaning it's common that we won't be able to reply to your message immediately. Our policy is to aim for emails replies within 48 hours, excluding weekends and holidays. If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile!

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.

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.

AI/CHAT GPT

Right now, it feels like everyone is talking and thinking about recent developments in generative AI, and the impacts that it might have on us as humans. We'll even be reading recent research about how AI (as a form of media) might influence learning during this course.

In my perspective, AI can be a potentially useful way to synthesize your notes and readings, a place to brainstorm ideas, to help you test your knowledge. But AI is far from perfect: it commonly makes mistakes, it is heavily biased, and carries environmental/ethical concerns. I also worry that using AI heavily to complete coursework takes away from the hard work of *learning* that is supposed to be the point of university classes.

But I also think that AI is changing rapidly, and that as an academic community—and as a society more broadly—we're still all figuring out exactly how to approach AI within education. I'm not sure I have the best answer, and I think *your* perspective on AI in education is also valuable.

In this class, along with each assignment you will submit your own personal/group AI policy for that assignment (~1 paragraph). You will explain your own position on AI, discussing why/why not you think AI should be permitted in your course assignments. You will also disclose if and how you

may have utilized any AI tools. You should consider AI broadly here—think about your positions on not just asking ChatGPT to outwrite script your papers, but what about AI as a search tool, as a source of feedback on your drafts, as a grammar assistant. What boundaries do you think are appropriate?

There's no penalty associated with using AI, as long as your use fits your stated AI policy. Additionally, **if you do use AI, you must be sure to cite it appropriately** (ie, <https://apastyle.apa.org/blog/how-to-cite-chatgpt>) —as with other academic standards of integrity, it is important to provide credit for where your work/information comes from. Not doing so may constitute a violation of academic integrity.

With all that said, in our current reality, it is likely for future job success, you will want to be *better* than AI: better at critical analysis, at creative approaches, at writing, at considering different perspectives etc. And this is totally doable! The work AI presents is often vague, shallow, contains inaccuracies, and is poorly sourced. Whether or not you use AI in your assignments, work that is at this level is unlikely to achieve a high mark in this class.

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 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 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->

[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:** <https://www.ams.ubc.ca/support-services/student-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

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COURSE SCHEDULE

Subject to Change

Unit	Assigned Readings	Important Dates
1 January 5-16: Introduction to Media and Development	<ul style="list-style-type: none"> • Stever et al. (2022): <i>Key theories and concepts from Media Psychology.</i> 	September 15: Add/drop deadline
2 January 19-23: Methods via Media & Violence	<ul style="list-style-type: none"> • 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> • Shoshani & Krauskopf (2021). <i>The Fortnite social paradox: The effects of violent-cooperative multi-player video games on children's basic psychological needs and prosocial behaviour.</i> 	
3 January 26-30: Media & Learning	<ul style="list-style-type: none"> • Aladé & Nathanson (2016). <i>What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.</i> • Bastani et al. (2025). <i>Generative AI without guardrails can harm learning: Evidence from high school mathematics.</i> 	
February 2: Wrap-Up & Midterm Review February 4: MIDTERM #1		
4 February 6-13: Media & Sex	<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> • Kotiuga et al., (2025). <i>Pornography Use and Adolescent Sexual Self-Concept: The Role of Pornography-Related Expectancies and Generalizations.</i> 	February 13: Media Analysis- Violence or Learning Due
READING BREAK: February 16-20		
5 February 23-27: Media & Body Image	<ul style="list-style-type: none"> • Hargreaves & Tiggemann (2004). <i>Idealized media images and adolescent body image: "comparing" boys and girls.</i> • Kilby & Mickelson (2025). <i>Combating weight stigmatization in online spaces: the impacts of body neutral, body positive, and weight stigmatizing TikTok content on body image and mood.</i> 	February 27: Media Analysis- Sex Due
6 March 2-6: Media & Gender/Race	<ul style="list-style-type: none"> • 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> • Shafer & Rivadenayra (2022). <i>The impact of televised stereotypes on the state self-esteem of Latino/a emerging adults: The moderating role of Ethnic-Racial Identity.</i> 	
March 9: Wrap-Up & Midterm Review March 11: MIDTERM #2		
7 March 13-18: Social Media & The Self	<ul style="list-style-type: none"> • Qiu et al. (2015). <i>What does your selfie say about you?</i> • McInroy & Craig (2018). <i>Online fandom, identity milestones, and self-identification of sexual/gender minority youth.</i> 	March 13: Media Analysis- Body Image Due
8 March 20-25: Social Media & Relationships	<ul style="list-style-type: none"> • Armstrong-Carter et al. (2022). <i>Momentary links between adolescents' social media use and social experiences and motivations: Individual differences by peer susceptibility.</i> • Reed et al. (2021). <i>The association between stereotypical gender and dating beliefs and digital dating abuse perpetration in adolescent dating relationships.</i> 	March 20: Media Analysis- Gender/Race Due
9 March 27- April 1 Social Media & Well-Being	<ul style="list-style-type: none"> • Karasavva et al. (2025). <i>A double-edged hashtag: Evaluation of #ADHD-related TikTok content and its associations with perceptions of ADHD</i> • van der Wal, Valkenberg, & van Driel (2024). <i>In their own words: how adolescents use social media and how it affects them.</i> 	
EASTER BREAK: April 3-6		
10 April 8-10: Cool New Things & Wrap-Up	Potential readings TBA!	April 10: Future of the Field Due
April 14-25: FINAL EXAM TO BE SCHEDULED BY THE UNIVERSITY		