

Course Outline

COURSE: JOUR 10 **DIVISION:** 10 **ALSO LISTED AS:** SOC 10

TERM EFFECTIVE: Spring 2022 **CURRICULUM APPROVAL DATE:** 04/12/2022

SHORT TITLE: MASS MEDIA & SOCIETY

LONG TITLE: Mass Media and Society

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

COURSE DESCRIPTION:

This course helps students understand the evolution in mass media by focusing on the history, economics and social impact of the book publishing, newspaper, magazine, film, music, television, journalism, advertising, public relations industries, as well as the impact of digital industries built on the Internet. Students will study propaganda and mass communication theory, media literacy, and discuss new technology, ethnic media in the United States, ethical issues and attempts to regulate or control the media. This course is also listed as SOC 10. This course has the option of a letter grade or pass/no pass. (C-ID: JOUR 100).

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Students will write and discuss the evolution of American media and how media currently operate, and evaluate the relative benefit or harm of media trends in the students' lifetimes.
2. Students will evaluate the social, political, and cultural impact of media.
3. Students will apply the following critical thinking skills: comparing and contrasting media and their impact, analyzing news for facts or opinions, applying inductive and deductive reasoning to news materials, evaluating conclusions based upon facts and tests of hypothesis, analyzing cause and effect relationships as they relate to media, detecting persuasion techniques used by the media, identifying bias, stereotyping and spin-doctoring in media and proposing safeguards.
4. Students will articulate and employ an understanding of the First Amendment protections and responsibilities.
5. Students will critically examine their own use of media and the influence of media upon their lives.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Identify cultural concepts as high, medium, low culture
2. Apply five-step media literacy analysis to news sources
3. Describe the five eras of communication
4. Define media, and identify multiple areas of media beyond personal use
5. Define book banning, explain when and why it is, or is not, appropriate
6. Explain the attributes of the digital divide
7. Describe the news and information needed in a democracy
8. Explain the social and cultural impact of publishing historic, iconic photographs
9. Identify attributes of movies and describe the stories movies should be telling
10. Compare older to newer music genres, and describe music's influence on youth
11. Describe and compare ways media offer helpful, essential information and ways media confuse the public
12. Describe time shifting and its cultural impact
13. Compare the codes of ethics of journalism, advertising and public relations
14. Create a code of ethics for social media platforms
15. Analyze a media story using both sides framing
16. Detail the ethical benefits or harms of stunt journalism and the impact on news story veracity
17. Explain the concept of the Filter Bubble
18. Identify advertising techniques and describe benefits or harms
19. Describe the difference between propaganda and public service announcements
20. Present a persuasive position using public relations framing technique
21. Describe all the sections of the First Amendment to the US Constitution
22. Define copyright, Creative Commons and the public domain
23. Define libel and slander
24. Define hegemony and present an example

COURSE CONTENT:

Curriculum Approval Date: 04/12/2022

3.0 hours – Mass Communication

Course overview, teacher/student introductions. Differentiate personal vs. mass communication, media as storytellers, conflict between news media income generation and public need for news information. Explore of dominant institutions – media, schools, art, beliefs – conveying cultural information. Outline the five eras of human communication: oral, written, print, electronic, digital. Introduce, explore concept of media convergence. Describe media's linear model of communication, gatekeepers and feedback channels. Examine and apply critical media literacy process: describe, analyze, interpret, evaluate, engage.

3.0 hours – Books and power of print

Explore development of writing, papermaking, scrolls, codex, manuscript culture, stratification of literacy based on wealth. Onset of block printing in China using syllabary, movable type and printing press in Europe using alphabet. Printed materials move from religious to commercial work. Explore growth of the publishing industry and social, political cultural impact of expanded literacy. Books moved across Europe, to the Colonies. Examine beginnings of private, public libraries. Discuss book banning, local and national cultural values. Address the benefit or harm of e-books. Identify publishing industry consolidation.

3.0 hours – Newspaper history in the United States

Exploration of newspapers in the Colonies, historical global immigration patterns and changes, as the US formed, grew. Stages: the partisan press, penny press, yellow journalism, modern journalism, interpretive journalism, literary journalism, advocacy journalism, contemporary journalism, online journalism, and the political, social and cultural impacts of each. Examination of the financial structure of the industry, the loss of advertising revenue as online replaced print, and the news deserts created by consolidation.

3.0 hours – Magazine history in the United States

Exploration of magazines, vehicles for content, in the Colonies and as the US formed, grew. Stratification of literacy based on wealth and gender. Key publications targeted women as an audience, improving their literacy. Industry expansion in the beginning of the 20th century, publications carried long-form articles on monopolies, corruption, immigrants. Magazine cover art chronicled cultural events, photojournalism exposed poverty, civil rights, political unrest and war, raising regional social/cultural issues to national attention. New television industry created competition. Internet opened new online opportunities, including specialty publications.

3.0 hours – Movie history, impact of visual images

East Coast origins. Technology evolved from photography, development of celluloid, early experiments in viewing technologies. Social, cultural impact of nickelodeons. Studio formation, East and West Coasts, established of studio system, block booking, vertical integration strictly enforcing production, distribution, exhibition. Tight consolidation, oligopoly of five studios controlled all filmmaking. Developed narrative structure, blockbusters, genres. Mid-20th century anti-Communist sentiment, Red Scare targeted movie directors, producers, writers during HUAC hearings, who were jailed or fled the country. VHS changes exhibition, generates new income stream. Consolidation in the industry, Disney dominant, synergy across corporate holdings. Throughout evolution, industry lacks minority, female, alternate points of view. Indie film festivals offer small producers a platform. Streaming services offer new products.

3.0 hours – Sound recording, popular music

History of first efforts, Gramophone in American households, flat discs, LPs, audio tape, development of stereo, digital recording, CDs, MP3, piracy issues, streaming services. ASCAP formed. Regional music becomes available nationally. Cultural norms blurred: sacred/secular, masculine/feminine, North/South, Rural-White/Urban-Black. New genres developed. Creative content of Black musicians covered by White performers. Payola scandals. Motown, British Invasion. Historic folk music popularized by new performers, grassroots activism, anti-war protest songs; psychedelic era, punk rock, hip hop, more. Three corporations control recorded music. Internet, indie labels, streaming increases performer control.

COURSE CONTENT (CONTINUED):

3.0 hours – Radio, origins of broadcasting

Origins in telegraph, electrical impulses; wireless, land-based telegraphy; competition between Marconi and Tesla. Discovery of electromagnetic spectrum. Inventors DeForest and Fessenden broadcast human voice. Unregulated radio broadcast, popularity of home kits to transmit and receive. Government control of radio spectrum during WWI, managed by US Navy. Huge growth in two years, 5 to 600 stations. Start of ad sales; first networked stations in New York and Boston. Competition between RCA, CBS; Formation of FCC, initial and current oversight of technologies. Cultural, social impact of radio on family, on youth. War of the Worlds and regional panic, early misinformation event. AM and FM technology, turf battles. Transistor radio created portable sound. Local radio programming, 1967 Public Broadcasting Act, alternatives to commercial broadcasting. Telecommunications Act of 1996, consolidation in radio, one corporation dominates. Pirate radio, low-power FM stations. Satellite radio, HD, podcasting.

3.0 hours – Television and cable

Competition to develop television broadcasting, Nipkow, Zworin, Farnsworth. US government adopts NTSC analog standard, television, mass medium, controls broadcast TV licensing. Early programming format influenced by radio. Single sponsor advertising forced out. Scandal of 3early quiz show cheating. Review of electromagnetic spectrum and myth of interference. Formation of CATV, community antenna television, first cable system, serving rural locations, densely built urban areas. Offered narrowcasting, more channels, cleaner signal. Program shift from anthology drama to episodes. Cable 24/7 news format began 1991. Broadcast networks, cable channels fought over regulatory must carry rules. Supreme Court ruled cable carriers are electronic publishers, not common carriers. Telecommunications Act of 1996 accelerated cable companies' mergers. VHS, DVD technology, DVR technology, time shifting. Nielson Corporation ratings and shares, determine television ad rates. Industry consolidation, three White men head top corporations: Comcast, Disney, 20th Century Studios.

3.0 hours – Media literacy, real vs. fake news

Who, and how to verify; academic, scientific, journalistic disciplines of verification. Journalism obligations: to the truth, to citizens, adhere to verification. Fake news, either an accusation/lack of agreement vs. deliberate disinformation. Verification methods, 16 steps to reveal fake presentation, false/misleading claims, invalid claims, misleading design.

5.0 hours – Culture of Journalism

Traditional purpose of journalism to inform, holding people in power to account. Walter Lippmann, journalism in support of democracy. Newspaper industry consolidation eliminates traditional beats, leads to desertification of news. Watergate 1970-1974. Hedge fund buyouts pit pursuit of money against original purpose. Society of Professional Journalists Code of Ethics. Newsroom bias research: ethnocentrism, responsible capitalism, small town pastoralism, individualism. Absolutist and situational ethics. Problems: Focus on new, failure to follow up, lack of context, scoops, herd journalism. Reflexive reporting ritual of both sides, false two-dimensionality, oversimplified issues, faster to produce on deadline. Talking head/pundit panels, reliance on experts, programming built on politically partisan lines. Remedies: fact checking, story follow up, outlets collaborate on stories, convey essential stories, journalism as social responsibility.

COURSE CONTENT (CONTINUED):

5.0 hours – The Internet

History, nuclear arms race, WWII uneasy alliances. After, quest to create communications tool not easily disrupted by conventional weapons. Developed by government (US DOD, ARPA) military, think tanks and academics. National network of sites. ENIAC. Centralized, decentralized, distributed networks.

Microprocessors, fiber optic cables, electromagnetic spectrum. World Wide Web, Tim Berners-Lee, CERN 1980s. HTML, browsers, interactive content, converging media, participatory media, clicks. 1990s: AOL, Microsoft, Yahoo, Google. Now: Google, Microsoft, Apple, Amazon, Facebook. Huge individual, corporate wealth. Google, Facebook ad companies generate 20% of global ad revenue. Minimal regulation on Web.

Key terms and issues: filter bubble, privacy, metadata, insecure 'smart' devices, open source software, digital divide, access to rural broadband, ISPs, service throttling, hoaxes and false claims, network neutrality, AI, face scanning, facial recognition inaccuracies, biometric privacy, AI medical racial bias, surveillance by phone, surveillance inside cars, shop using biometric markers, hackers, privacy, phishing, cookies, online hoaxes, doxing, photo shopping, deep fake photos, audio, video, cyber threats, DDOS (distributed denial of service), apps, terms of service (how they change), walled gardens, recording the police.

3.0 hours – Digital gaming

History of games, leisure time, coin-operated machines, penny arcades, cathode ray tube (CRT), Pong, Atari. Social/cultural issue, early games competitive. Pac Man, shifted focus to the character vs the competition. Avatar. Home consoles, 3 firms (Nintendo, Sony, Microsoft), moving to PCs, phones, tablets. World of Warcraft. Play multiplayer games globally. Electronic Software Assn six areas of game play.

Communities of play. Game design construction often intentionally addictive. Other problems: increased depression, social phobias, increased anxiety. Game design construction can be intentionally violent and misogynistic. ERSB Entertainment Software Rating Board, coded categories but no enforcement power. Video game content protected by 1st Amendment. Gamification: embedding game structure competition, rewards into school or work environment. Doxing, swatting and threats of physical harm.

3.0 hours – Advertising and commercial culture

American advertising history. Space brokers. Branded products. Shift from producer to consumer driven economy. Formation of Ad Council. Ten conglomerates produce most of available branded products. Six consolidated media corporations create most viewing content. Patented medicines, elixirs, health hazards, FDA established; BBB and Audit Bureau of Circulation also established; not much regulatory power. Advertising industry consolidation, four top global agencies. Key concepts: Subliminal advertising, market research, demographics, product placement. Advertising uses mythical elements, association principle, along with six story frames: famous person, plain folks, snob appeal, bandwagon effect, hidden fear, irritation. Children, teens often targeted in ads for smoking, drinking. Advertising code of ethics.

3.0 hours – Public Relations

Public relations frames messages and persuades to a specific point of view. Showmen PT Barnum and Buffalo Bill. Ivy Lee, press agent after Ludlow Mine Massacre. Edward Bernays drew on Freud's work, subconscious. PR a newer field, 40 years, than advertising. Top three global PR agencies in US. Issues and key terms: propaganda, press releases, PSAs, VNRs, pseudo-events, astroturf groups, deception. Steps to framing a message. Crisis management, good and bad examples. Tension between PR and news gathering. PR used by politicians, examples. PRSA code of ethics.

3.0 hours – Legal controls, freedom of expression, global press freedom, information disorder and ethics

Four global models of expression: authoritarian, communist, social responsibility, libertarian. First Amendment, six separate parts: no establishment of a religion, freedom to practice, freedom of speech, freedom of the press, freedom to peaceably assemble, freedom to petition for redress. Key terms and concepts: prior restraint, clear and present danger, copyright history, creative commons, fair use, public domain, libel, slander, obscenity, privacy, facial recognition, one party/two party consent, gag orders, shield laws, global press freedom, Red Channels, McCarthy hearings, using legal rights to protect democracy.

Key concepts in information disorder content creation: Misinformation (unintentional); disinformation (intentional); malinformation, (intent to harm). Levels: satire and parody; misleading content; imposter content; fabricated content; false connection; false context; manipulated content.

COURSE CONTENT (CONTINUED):

3.0 hours – Media economics, global marketplace

Wealth, position, influence in the global market place. Technology companies increased lobbying budgets. Key terms: monopoly, oligopoly, duopoly, limited competition, direct payment, indirect payment, subscriptions. US shift to knowledge-based economy. Previous regulation on media ownership, 777 rule, Sherman Anti-Trust, Clayton Anti-Trust, Celler-Kefauver Act. Telecommunications Act of 1996 removed most media ownership regulation. Six media corporations own 90% of all media. Television and radio ownership both more than 90% non-minority owned. Hegemony, specialization, synergy. Global export of media content, cultural imperialism.

2.0 hours - Final exam

METHODS OF INSTRUCTION:

Lecture, discussion, exercises, presentations, papers and exams.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description: Reading assignments

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description: Writing assignments

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description: Research projects

Required Outside Hours: 18

Assignment Description:

Required Outside Hours:18

Assignment Description: Fieldwork assignments

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

Quizzes; Exams; Demonstrations; Content analysis

Skill demonstrations

Percent of total grade: 10.00 %

Class group demonstrations; content analysis

Objective examinations

Percent of total grade: 30.00 %

Essay; Multiple Choice; True/False; Matching Item; Item Completion

REPRESENTATIVE TEXTBOOKS:

Campbell, Martin, Fabos. Media & Culture, Mass Communication in a Digital Age. Boston/New York: Bedford/St. Martin, 2019. Or other appropriate college level text., Verified by:Jan Janes, Bedford/St. Martin's, 2019.

ISBN: ISBN: 978-1-319-10285-2

13 Grade Verified by: Jan Janes

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202050

GAV D2, effective 202050

CSU GE:

CSU C2, effective 202050

CSU D, effective 201570

CSU D0, effective 199070

CSU D2, effective 202050

IGETC:

IGETC 4J, effective 202050

CSU TRANSFER:

Transferable CSU, effective 202050

Not Transferable

UC TRANSFER:

Transferable UC, effective 202050

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: JOUR4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: JOUR

CSU Crosswalk Course Number: 100

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000377258

Sports/Physical Education Course: N

Taxonomy of Program: 060200