Communication and Media Studies COMS 401.53, L03
Special Topics in Communication and Media Studies: Children's Media
Winter 2019
Thurs., Jan. 10 –Fri., April 12 (excluding Feb. 19 & 21)
TR 9:30-10:45

Instructor:	Brenda McDermott PhD
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Web Page:	D2L available through MyUofC portal
Office Hours:	Friday 12:00pm to 1:00pm or by appointment

Course Description
From Babar to Barbie, this course examines a variety of media and objects created for children. Using a variety of critical media lenses, students will uncover how these objects reveal more about the beliefs of the adults who created them than the children who consumed them. Emphasis will be given to case studies to provide students with experience in conducting research.

Objectives of the Course
By the end of this courses, students should be able to do the following:
- To articulate the notion of childhood as a socio-cultural construction
- To describe the shifting constructions of children through media, including key moral panics.
- To analyse children's media through the lens of critical media studies, considering factors such as gender and race.
- To conduct and present a case study research project, involving a close reading of the media text using a critical media studies lens.

Textbooks and Readings
This course does not have a required textbook, rather uses a series of articles and book chapters available through the Ucalgary Library. A list of readings is included at the end of the outline.

Internet and electronic communication device information
Students may use internet and electronic devices (laptops, cell phones etc.) during class time. Students are not allowed to record or photograph the class, unless an academic accommodation is in place.

Assignments and Evaluation

Below is a list of the assignments for the course with a brief description. For more detailed information, please see the course D2L

Weight	Course components	Due
20%	**In-Class Collaborative Short Activities** (Best 4 of 6): In small groups, students will complete short activities based on the week's content. The activities are designed to be completed during the allotted class time, but students will have up to the following class to complete the activity.	In-class as scheduled
25%	**Group Presentation** (approx. 30 mins): Student groups will select a case study that is relevant to the weekly topic. The presentation will involve history or production context, a close reading, and audience reception. After the presentation, the group will lead the class in a short activity or discussion session. Group formation and topic selection will occur in class on Jan. 15.	Schedule based on topic
40%	**Case Studies:** Students will complete two 4-page (double-spaced) analyses of children's media products or issues. This analysis will involve scholarly research on the critical media studies approach used. • Case Study One: Moral Panics • Case Study Two: Licensed Children's Media or Toys	Case Study 1: Feb. 14 Case Study 2: April 4
15%	**Take Home Exam**: Using D2L, students will complete four short answer questions and one long comparative response. The exam will address concepts from the whole semester, with emphasis on group presentation topics.	Distributed April 11 Due: April 18

Registrar-scheduled Final Examination: No

You do not need to complete all assignments and exams in order to receive a passing grade in the course.

Submission of Assignments: All assignments, except for the in-class activities, should be submitted via D2L. **Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Student Accommodations and Deferrals:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their

Instructor. The full policy on Student Accommodations is available at
http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students seeking accommodation for transient illnesses (e.g., the flu) or for another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, please see the following:

- Section N.1 of the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/n-1.html

- FAQs for Students at https://www.ucalgary.ca/registrar/registration/appeals/student-faq

Note that when accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to that of another assignment or test.

For information on deferrals, see the following sections in the *University Calendar:*

- Section G.7 Deferral of Term Work at http://www.ucalgary.ca/pubs/calendar/current/g-7.html

- Section G.6 Deferral of Final Exam at http://www.ucalgary.ca/pubs/calendar/current/g-6.html

Grading & Department of Communication, Media and Film Grade Scale
Final grades are reported as letter grades. In this course, all assignments will be evaluated using numerical scores based on the rubrics on D2L. The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations**
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Writing Skills Statement
Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library). Visit the website for more details: http://www.ucalgary.ca/ssc/writing-support

Plagiarism
Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links at https://ucalgary.ca/ssc/resources/writing-support/436. Research and citation resources are also available on the Purdue Online Writing Lab (OWL) website at https://owl.english.purdue.edu/owl/section/2/ If you have questions about citing sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library, at http://www.ucalgary.ca/ssc/writing-support.

Academic Misconduct
For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at http://www.ucalgary.ca/pubs/calendar/current/k.html

Research Ethics
Whenever you perform research with human participants, including surveys, interviews, or observations, as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see http://arts.ucalgary.ca/research/resources/ethics

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 https://arts.ucalgary.ca/advising

CAMPUS SECURITY
   & Safewalk Program
 	
• **Calgary Police Service**
 	
• **Emergency Text Messaging**
 	
• **Emergency Evacuation &**
   Assembly
	http://www.ucalgary.ca/security/ 403-220-5333
	
	403-266-1234 Emergency: call 911
	
	http://www.ucalgary.ca/emergencyplan/textmessage
	
	http://www.ucalgary.ca/emergencyplan/assemblypoints

DESIRE2LEARN (D2L) Support • **IT help line**	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE • **Writing Support Services** • **Events & Info for Students**	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS • **Faculty of Arts Reps** • **Student Ombuds**	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE • **Health Services** • **Mental Health Services** • **Distress entre 24/7 CRISIS LINE** • **Online resources and tips**	**403-210-9355** (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/health http://ucalgary.ca/wellnesscentre/counselling **403-266**-HELP (4357) http://ucalgary.ca/wellnesscentre/healthycampus If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Schedule of Lecture Topics and Readings (Sources are available through UCalgary Library or posted via D2L)

Week 1 (Jan. 10) Social Construction of Childhood
Readings:
- Bohm, D. (2005). *Childhood.* (2nd ed.). London, GBR: Routledge, pp. 1-70.
    - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=16&docID=214758&tm=1542842253847
- Davies, M. (2010). *Children, media and culture.* New York, NY: McGraw-Hill Education, pp. 1-29.
    - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=20&docID=557090&tm=1542822941323
- Stearns, P. (2006). *Childhood in world history.* London, GBR: Routledge, pp. 54-64.
    - available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=65&docID=259037&tm=1542823036629

Week 2 (Jan. 15 –17) Fairy Tales
Readings:
- Rowe, K. E. (1979). Feminism and fairy tales. *Women's Studies*, *6*(3), 237–257. doi:10.1080/00497878.1979.9978487
    - available at: https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/00497878.1979.9978487
- Zipes, J. (1982). The potential of liberating fairy tales for children. *New Literary History*, *13*(2), 309–325. doi:www.jstor.org/stable/468914
    - available at: https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/468914
- Zipes, J. (2010). *The irresistible fairy tale.* Princeton, NJ: Princeton University Press, pp. 32-49.
    - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=32&docID=864785&tm=1542817667136
- Zornado, J. (2004). *Inventing the child: Culture, ideology and the story of the child.* London, GBR: Taylor and Francis, pp. 71-100.
    - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=94&docID=180307&tm=1542817470819
In-Class Activity 1

Week 3 (Jan. 22—24) The Emergence of Children's Literature
Readings:
- Morgan, H. (2011). Over one hundred years in children's books. *American Educational History Journal*, *38*(2), 357–376.

- o available at:
  http://link.galegroup.com.ezproxy.lib.ucalgary.ca/apps/doc/A284325083/AONE?u=ucalgary&sid=AONE&xid=1844e55d
- Nodelman, P. (1992). The other: Orientalism, colonialism, and children's literature. *Children's Literature Association Quarterly*, *17*(1), 29–35. https://doi.org/10.1353/chq.0.1006
  - o available at: https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/249281
- Rose, J. (1993). *The case of Peter Pan, or, the impossibility of children's fiction*. Philadelphia, PA: University of Pennsylvania Press.
  - o Posted on D2L under fair dealings for use in this course
- Rudd, D. (2005). Theorising and theories. In P. Hunt (Ed.), *Understanding children's literature* (pp. 15–29). London, GBR: Routledge.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=259048&tm=1542828201918
- Zornado, J. (2004). *Inventing the child: Culture, ideology and the story of the child*. London: UK: Taylor and Francis, pp. 101-134.
  - o available at: http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=124&docID=180307&tm=1542828978467

Creation of Group Charter

Week 4 (Jan. 29—31) Moral Panics and the Movies
Readings:
- Butsch, R. (2001). Class and audience effects: A history of research on movies, radio and television. *Journal of Popular Film and Television*, *3*, 112–120. https://doi.org/10.1080/01956050109601016
  - o available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ibh&AN=5339781&site=ehost-live
- Springhall, J. (1998). Censoring Hollywood: Youth, moral panic and crime. *Journal of Popular Culture*, *32*(3), 135–154. doi:10.1111/j.0022-3840.1998.3203_135.x
  - o available at: https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1111/j.0022-3840.1998.3203_135.x
- Wartella, E., & Reeves, B. (1985). Historical trends in research on children and the media: 1900–1960. *Journal of Communication*, *35*(2), 118–133. doi:10.1111/j.1460-2466.1985.tb02238.x
  - o Posted on D2L under fair dealings for use in this course

In-Class Activity 2

Week 5 (Feb. 5—7): Disney Generation
Readings:
- Zornado, J. (2004). *Inventing the child: Culture, ideology and the story of the child*. London: UK: Taylor and Francis, pp. 135-170.

- o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=158&docID=180307&tm=1542834584794
- England, D. E., Descartes, L., & Collier-meek, M. A. (2011). Gender role portrayal and the Disney princesses. *Sex Roles*, *64*, 555–567. doi:10.1007/s11199-011-9930-7
    - o available at: https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11199-011-9930-7
- Giroux, H., & Pollock, G. (2010). *The mouse that roared: Disney and the end of innocence.* Lanham, MD: Rowman & Littlefield, pp. 91-132.
    - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=110&docID=4811091&tm=1542834815785
- Sawer, N. (2010). Building the perfect product: The commodification of childhood in contemporary fairy tale film. In P. Greenhill & S. E. Matrix (Eds.), *Fairy tale films: Vision of ambiguity* (pp. 42–59). Logan, UT: Utah University Press.
    - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=57&docID=3442817&tm=1542834918280

In-Class Activity 3

Week 6 (Feb. 12—14): Comics Capers
Readings:
- Flinders, M., & Wood, M. (2015). From folk devils to folk heroes: Rethinking the theory of moral panics. *Deviant Behaviour, 36*, 640–656. doi:10.1080/01639625.2014.951579
    - o available at: https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/01639625.2014.951579
- Park, D. (2002). The Kefauver comic book hearings as show trial: Decency, authority and dominated expert. *Cultural Studies*, *16*(2), 259–288. doi:10.1080/09502380110107580
    - o available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=6677211&site=ehost-live
- Tilley, C. L. (2012). Seducing the innocent: Fredric Wertham and the falsifications that helped condemn comics. *Information and Culture*, *47*(4), 383–413. doi:10.7560/IC47401
    - o available at: https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/490073

Presentations 1-2

Week 7 (Feb. 26—28): TV Kids: Sesame Street and Educational TV
Readings:
- Cain, V. (2017). From Sesame Street to prime time school television: Educational media in the wake of the Coleman report. *History of Education Quarterly*, *57*(4) 590–602. https://doi.org/10.1017/heq.2017.33

- o available at:
  http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=128990628&site=ehost-live
- Chappell, D. (2012). "Better muticulturalism" through technology: Dora the Explorer and the training of the preschool viewers. In V. Cvetkovic & D. Olson (Eds.), *Portrayls of Children in Popular Culture* (pp. 106–119). Lanham, MD: Lexington Books.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=106&docID=1680214&tm=1542835771058
- Fisch, S. (2004). *Children's learning from education television: Sesame Street and beyond.* London, GBR: Routledge, pp. 1-12.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=14&docID=234267&tm=1542835915154
- Kirsh, S. (2009). *Media and youth : A developmental perspective.* New York, NY: Wiley, pp. 47-53.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=60&docID=485676&tm=1542836482912

In-Class Activity 4

Week 8 (Mar. 5—7):   Saturday Morning Cartoons and Embedded Marketing
Readings:
- Kunkel, D. (1988). From a raised eyebrow to a turned back: The FCC and children's product-related programming. *Journal of Communication, 38*(4), 90–108.
  - o available at: https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1111/j.1460-2466.1988.tb02072.x
- Leick, K. (2018). *Parents, media and panic through the years: Kids those days.* London, GBR: Palgrave MacMillan, pp. 41-65.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=46&docID=5501058&tm=1542838068518
- Mittell, J. (2004). The great saturday morning exile. In *Prime time animation: Television animation and American culture* (pp. 33–54). London, GBR: Routledge.
  - o available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=48&docID=1397153&tm=1542839167062
- Peruta, A., & Powers, J. (2017). Look who's talking to our kids: Representations of race and gender in TV commercials on Nickelodeon. *International Journal of Communication 11*, 1133–1148.
  - o available at:
    http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=126812929&site=ehost-live

Presentations 3-4

Week 9 (Mar. 12—14): Toys and Games
Readings:
- Bainbridge, J. (2010). Fully articulated: The rise of the action figure and the changing face of 'children's' entertainment. *Continuum: Journal of Media and Cultural Studies*, *24*(6), 829–842. doi:10.1080/10304312.2010.510592
  - available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=55568719&site=ehost-live
- Donovan, T., & Author, I. (2018). The four board game eras: Making sense of board gaming's past. *Catalan Journal of Communication and Cultural Studies*, *10*(2), 265–270. doi:10.1386/cjcs.10.2.265
  - available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=132865793&site=ehost-live
- Johnson, D. (2014). Figuring identity: Media licensing and the racialization of LEGO bodies, *International Journal of Communication Studies, 17*(4), 307–325. doi:10.1177/1367877913496211
  - availabe at: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1367877913496211
- Steinberg, S. (2011). The book of Barbie: After half a century the bitch continues to have everything. In *Kinderculture: The corporate construction of childhood* (pp. 249–264) Bolder, CO: Westview Press.
  - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=258&docID=665864&tm=1542840181563

In-Class Activity 5

Week 10: (Mar. 19—21): Video Games Concerns
Readings:
- Leick, K. (2018). *Parents, media and panic through the years: Kids those days*. London, GBR: Palgrave MacMillan, pp. 95-128.
  - available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=98&docID=5501058&tm=1542842053033
- Mavoa, J., & Gibbs, M. (2018). Children and Minecraft : A survey of children's digital play. *New Media and Society*, *20*(9), 3283–3303. doi:10.1177/1461444817745320
  - available at: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1461444817745320
- McWhorter, J., Anderson, C. A., Buckley, K. E., & Gentile, D. A. (2007). *Violent video game effects on children and adolescents: Theory, research, and public policy*. Oxford, GBR: Oxford Univeristy Press, pp. 1-59.

- available at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=10&docID=416029&tm=1542841946239
- Ferguson, C. J. (2015). Does movie or video game violence predict societal violence ? It depends on what you look at and when. *Journal of Communication*, *65*, 193–212. doi:10.1111/jcom.12142
  - available at: https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/jcom.12142

Presentation 4-5

Week 11: (Mar 26—28): The Corporatization of Childhood
Readings:
- Calvert, S. L. (2008). Children as consumers: Advertising and marketing. *Future of Children*, *18*(1), 205–234.
  - available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=31703744&site=ehost-live
- Kapur, J. (2005). *Coining for capital: Movies, marketing, and the transformation of Childhood*. London, GBR: Rutledge, pp.146-162.
  - availalbe at: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=160&docID=977455&tm=1542841736726
- Synergism, A., & Sekeres, D. C. (2009). The market child and branded fiction. *Reading Research Quarterly*, *44*(4), 399–414.
  - available at: https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/epdf/10.1598/RRQ.44.4.6
- Waysdorf, A. (2018). Immersion , authenticity and the theme park as social space: Experiencing the Wizarding World of Harry Potter. *International Journal of Cultural Studies*, *21*(2), 173–188. doi:10.1177/1367877916674751
  - available at: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1367877916674751

In-class Activity 6

Week 12: (April 2-4): Apps, Social Media and Edutainment
Readings:
- Brito, R., Dias, P., & Oliveira, G. (2018). Young children, digital media and smart toys: How perceptions shape adoption and domestication. *British Journal of Educational Technology*, *49*(5), 807–820. doi:10.1111/bjet.12655
  - available at: https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/bjet.12655
- Bucy, E. P., Kim, S. C., & Park, M. C. (2011). Host selling in cyberspace: Product personalities and character advertising on popular children's websites. *New Media and Society*, *13*(8), 1245–1264. doi:10.1177/1461444811402485
  - available at: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1461444811402485

- Grimes, S. M. (2015). Playing by the market rules: Promotional priorities and commercialization in children's virtual worlds. *Journal of Consumer Culture*, *15*(1), 110–134. doi:10.1177/1469540513493209
    - available at: https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1469540513493209
- Nolan, J., Raynes-goldie, K., & McBride, M. (2011). The stranger danger: Exploring surveillance, autonomy, and privacy in children's use of social media. *Canadian Children*, *36*(2), 24–33.
    - available at: http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70869660&site=ehost-live

Presentations 6-7

Week 13: (April 9-11) Adulting Children's Culture
Readings:
- Garlen, J. (2013). Block party: A look at Adult Fans of Lego. In K. Barton & J. Lampley (Eds.) *Fan culture: Essays on participatory fandom in the 21st century* (pp. 118–130). Jefferson, NC: McFarland & Company.
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Presentation 8-9