



The University of Georgia

Department of Lifelong Education, Administration & Policy

Program in Adult Education

Course Syllabus

EADU 8610, The Mass Media as a System
of Adult Education and Learning

Fall 2007

Thursdays, 4:30 to 7:15pm

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“No imperial ruler in past history had multiple media channels that included television and satellite channels that can permeate entire societies with controlled sights and sounds.” (Bagdikian, 2004, p. 4)

The ideology process consists of the numerous methods through which members of the power elite attempt to shape the beliefs, attitudes and opinions of the underlying population. . . . Free and open discussion are claimed to be the hallmarks of the process, but past experience shows that its leaders will utilize deceit and violence in order to combat individuals and organizations which espouse attitudes and opinions that threaten the power and privileges of the ruling class. . . . The ideology process is necessary because public opinion does not naturally and automatically agree with the opinions of the power elite. (Domhoff, 1978, p. 169).

Readings

Bagdikian, B. H. (2004). *The new media monopoly*. Boston: Beacon Press. ISBN: 0807061875 (pbk)

Louw, P. E. (2001). *The media and cultural production*. London: Thousand Oaks: Sage. ISBN 0 7619 6583 1 (pbk)

McChesney, R. W. (1999). *Rich media, poor democracy: communication politics in dubious times*. Urbana: University of Illinois Press. ISBN 1 56584 634 6 (pbk)

E. Tisdell & P. Thompson (Eds.), *New Directions in Adult and Continuing Education*. San Francisco: Jossey Bass Publishers

Other readings as assigned: available through WebCT

Assignments:

Reflective Papers (2)

1. What makes educational TV educational? - due September 30
2. Media literacy should be concerned with exposing ideological bias as opposed to checking and verifying facts. – due November 8

Media Ownership Assignment (due September 6)

What is the pattern of ownership of media outlets in Athens / Atlanta? What relation exists between the pattern of media ownership and programming?

Corporate Media Institutional Analysis Project (Due October 4)

Select a news outlet (radio, TV, newspaper, newsmagazine, internet news provider) to conduct an institutional analysis that media sector. Using the [Propaganda Model](#) (Herman & Chomsky, 1988) assess the structural factors that influence the shaping of messages that promulgate through that media. Use the guide as a template for conducting your investigation and preparing your report.

Media Representations Project (Due November 29)

Select a TV program and conduct an analysis of how the media represents a social factor. Use the [Critical Viewing Activities Form as a Guide](#). (To be handed out in class.)

Final paper (Due December 10)

Write a brief paper (1500 words maximum) that addresses the basic premise of the course. Citing evidence from the literature we have covered and your own analysis /

interpretation of it, write a paper concerning the mass media as a system of adult education and learning. How does the mass media comprise a system of adult education and learning? What are the key issues? What are the central problems to be addressed? What are the core elements of critical media literacy that adult educators need to know? What rationale do you see as important for promoting critical media literacy among adult educators? (NB: if you disagree with this premise, please address your paper to that.)

Lead discussant class readings

Lead the class discussion on selected assigned readings for the course.

Attendance and Grading Policy

Course assignments have been developed with the idea that each participant will 1) draw upon his or her own personal or professional experience 2) extend his or her awareness and knowledge of each topic by interacting with other course materials, other participants, and/or the instructor.

Course Description

In this course we take a critical look at the mass media as a system of adult education and learning. In so doing, we attempt to understand the power of the mass media to transform and control human consciousness, minimize social action, and constrain social justice. Areas of inquiry include the relation between mass media and popular culture, the mass media as a system of education, the production of knowledge related to race, class, gender relations and the capacity of adults to critically examine and create meaningful knowledge despite the power of the mass media.

At the end of course, students will be able 1) to critically analyze media production and dissemination to discover the ways in which ideological interests are promoted; 2) students will develop an in-depth knowledge about media practices and their relation to adult education and learning; 3) students will develop the means for conducting a critical analysis of the literature relating mass media scholarship to adult education.

Course Schedule

August 16, 2005 to August 30

1. Introduction and course overview:

- **Are the mass media a system of adult education?**

Johnson, E. (1960). The mass media and adult education. In M. S. Knowles (Ed.), *Handbook of Adult Education in the United States* (pp. 314-329). Chicago, IL. Adult Education Association of the U.S.A.

Guy, T. C. (2005). Adult education and the media and the age of globalization. In S. Merriam, B. Courtenay & R. Cervero (Eds.), *Global Issues and Adult Education: Perspectives from Latin America, Southern Africa, and the United States* (pp. 96-116). San Francisco: Jossey-Bass.

Video:

McChesney, R. W., & Miller, M. C. (Writer) (2004). Rich media, poor democracy [film]. L. Alper & S. Jhally (Producers). United States: Media Education Foundation.

2. Mapping the Terrain.

- **What are the mass media?** McChesney, R. W. (1999). *Rich media, poor democracy: communication politics in dubious times*. Urbana: University of Illinois Press.
- **What are the peculiar qualities and features of the “mass media”?** Adorno, T. W., & Horkheimer, M. (1999). The culture industry: enlightenment as mass deception. In S. During (Ed.), *The Cultural Studies Reader* (second ed., pp. 31-41). London: Routledge.
- **When did the media become “mass”?** - Williams, R. (1999). Advertising: The Magic System. In S. During (Ed.), *The Cultural Studies Reader* (pp. 410-426). London: Routledge.
- **What are the causes of the growth of the mass media?** McChesney, R. W. (1999). *Rich media, poor democracy: communication politics in dubious times*. Urbana: University of Illinois Press.
- **Who are the major players in the mass media?** Bagdikian, B. H. (2004). The Big Five. (pp. 27-54). *The new media monopoly*. Boston: Beacon Press.

3. Control: Concentration of Media Ownership

Bagdikian, pp. 1-55.

- [Media Ownership and regulation](#)
- [Media Ownership Activities](#)
 - <http://www.thenation.com/special/bigten.html>
 - <http://www.mediachannel.org/ownership/granville.shtml>

McChesney (1999), pp. 1- 185

- [Democracy institutions and the media](#)
- Media and globalization
- The Internet

Discussion questions

1. What is the relationship between information and democracy? Information and totalitarianism? What is the role of education in these relationships?
2. Define the terms “regulation” and “deregulation”. Should media be regulated? Why or why not? Who should be in charge of the regulation or deregulation of media? What effect has regulation—and in turn—deregulation, had on the United States’ media system? Do you think this has affected news reporting and entertainment the U.S. media system produces? Why or why not?
3. How might the nature of the media industry—the way it’s funded, monitored, and structured—shape the content it produces?
 - Ownership of newspaper, radio & TV in Atlanta-Athens?
 - Radio stations
 - TV stations
 - What’s on the air? (programs)
 - What type of programming?
 - Target audience
1. What place does “convergence” have in media? What arguments are there for convergence? Against convergence?

September 13 - 20

3. Historical Developments: Media Policy and Education

McChesney, 189 – 320.

Williams, R. (1999). Advertising: The Magic System. In S. During (Ed.), *The Cultural Studies Reader* (pp. 410-426). London: Routledge.

4. Adult Education and the Media

McCarty, H. B. (1948). Radio and understanding. In M. Ely (Ed.), *Handbook of Adult Education in the United States* (pp. 257-262). New York: Bureau of Publications, Teachers College.

Sillars, R. (1948). The motion picture in adult education. In M. Ely (Ed.), *Handbook for adult education in the United States* (pp. 263-268). New York: Bureau of Publications, Teachers College.

Blakely, R. J. (1974). *The use of instructional television in adult education: a review of some recent developments*. Syracuse, NY.: Syracuse University Publications in Continuing Education.

Carlson, R. (1971). Educator vs. broadcaster: a brief history of educational television in the United States. In J. A. Niemi (Ed.), *Adult education and the mass media* (pp. 20-34). Englewood Cliffs, N.J.: Educational Technology Publications, Inc.

Gordon, G. N. (1971). What should mass communications be doing in adult education? In J. A. Niemi (Ed.), *Mass media and adult education* (pp. 7-19). Englewood Cliffs, N.J.: Educational Technology Publications, Inc.

Niemi, J. A. (1971). *Mass media and adult education*. Englewood Cliffs, N.J.: Educational Technology Publications.

Niemi, J. A. (1978). *Media and adult learning* (pp. v.). DeKalb, Ill.: Northern Illinois University.

Wehmeyer, J. (2000). Critical media studies and the North American critical media literacy movement. *Cinema Journal*, 39(4), 94-101.

September 27

3. Cultural Production and Sites of Learning

Louw, pp 1 – 91.

The culture industry

Adorno, T. W. (1991). *The culture industry: selected essays on mass culture* (J. M. Bernstein, Trans.). London: Routledge.

Herman, E. S. (1999). Market System Constraints on Freedom of Expression. (pp. 13 – 21). *The myth of the liberal media: an Edward Herman reader*. New York: P. Lang.

Herman, E. S. (1999). A Propaganda Model. (pp. 23 - 28). *The myth of the liberal media: an Edward Herman reader*. New York: P. Lang.

Video:

Jhally, S., Lewis, J., Herman, E. S., Chomsky, N., Massey, J., Rabinowitz, D., et al. (1997). *The myth of the liberal media the propaganda model of news*. Northampton, MA: Media Education Foundation.

Video:

Greenwald, R., Cheek, D., Cronkite, W., Disinformation Company., & Carolina Productions. (2004). *Outfoxed Rupert Murdoch's war on journalism* [videorecording]. New York: Carolina Productions Inc. production company, Disinformation Co. distributor.

Stauber, J. C., & Rampton, S. (1995). *Toxic Sludge is Good for You: Lies, Damn Lies and the Public Relations Industry*. Monroe, ME.: Common Courage Press.

Video:

Robb, M. (Writer) (2002). *Toxic Sludge is Good for You: The Public Relations Industry Unspun* [Film]. In S. Jhally & L. Alper (Producer). United States: Media Education Foundation.

September 27 – October 13

4. Global Network Capitalism and Systems of Meaning

Louw, 105 – 155

Sandlin, J. (2005). Culture, consumption, and adult education: refashioning consumer education for adults as a political site using a cultural studies framework. *Adult Education Quarterly*, 55(3), 165-181.

Video: Public Relations

Robb, M. (Writer) (2002). *Toxic Sludge is Good for You: The Public Relations Industry Unspun* [Film]. In S. Jhally & L. Alper (Producer). United States: Media Education Foundation.

Advertising

Video:

Jhally, S. (Writer) (1997). Advertising and the end of the world [film]. In S. Jhally (Producer). United States: Media Education Foundation.

[Advertising End of the World](#)

[Advertising Statistics](#)

Discussion questions

1. Does advertising have any effect on you?
2. Why do you think advertising and public relations are such big business these days?
3. Do you feel that you have everything you need? Do you have everything that you want?
4. What factors influence your decision to buy something new?
5. Think of the last thing you purchased. Why exactly did you buy it? If you needed it, why did you need it? If you wanted it, why did you want it?
6. What makes you happy?
7. How do you picture your life 10 years from now, 20 years from now?
8. Make a list of the top 5 things you want in life.
9. The title of this video is “Advertising and the End of the World.” What do you think about this title?
10. Agree or disagree with the following statement: I am very concerned about the destruction of the environment.

September 27 to October 11

5. Conceptualizing Hegemony and Resisting Dominant Meanings

Louw, P. E. (2001). *The media and cultural production*. London: Thousand Oaks Sage, pp. 1 – 104.

Garnham, N. (1995). Political economy and cultural studies: Reconciliation or divorce? *Critical studies in mass communication*, 12(1), 62-71.

Grossberg, L. (1995). Cultural studies vs. political economy: Is anybody else bored with this debate? *Critical studies in mass communication*, 12(1), 72-81.

Stokes, J. C. (2003). *How to do media & cultural studies*. Thousand Oaks, CA.: Sage.

Golding, P., & Murdock, G. (1997). *The political economy of the media*. Cheltenham, England: Edward Elgar.

6. Power, Control, and Free and Independent Thought: Controlling What We Think: Media Bias and Power

Louw (2001), pp. 105-214

Jhally, S., Lewis, J., Herman, E. S., Chomsky, N., Massey, J., Rabinowitz, D. (1997). *The myth of the liberal media the propaganda model of news*. Northampton, MA: Media Education Foundation.

Goldberg, B. (2002). *Bias: a CBS insider exposes how the media distort the news*. Washington, DC: Harper Collins Publishers.

Louw (2001), pp. 69-104.

[Media Education Foundation Study Guide: Constructing Public Opinion: how Politicians and the Media Misrepresent the Public.](#)

Discussion questions

a) Write down the term liberal on one side of the board, conservative on the other. Try to come up with adjectives that come to mind quickly when you hear each of these terms, one at a time. Fill the board with as many of these adjectives as possible. When you are finished watching the film, look back at these responses and discuss them in light of the film's arguments.

b) Ask students whether they believe Bill Clinton was a "liberal" on economic issues or more "conservative." Ask them to share what they base their opinions on.

c) Ask students whether they think the media are liberal or conservative. Talk about whether they agree with the frequently repeated notion that network news media in particular have a liberal bias.

d) Draw an empty circle on the board, then ask students to turn it into a pie-chart showing how much they think the United States spends on specific programs like health care, education, foreign aid, welfare, the environment and the military. Including the military is the key to the assignment. Take another look back at this chart after watching the film and discuss it in light of Lewis' points about military spending and how it is covered – or not covered – by mainstream media.

After the film

1. What does Lewis mean when he says that the media have an "elite orientation"? What is an "elite"?

2. How does the way media cover politics exclude a wide-ranging discussion of the specifics involved in real issues?
3. Who has the greatest influence on the way media cover politics? Why? And what's the effect of this?
4. The first rule of journalism school is that reporters should remain objective. What forces get in the way of the objectivity of mainstream media?
5. Do you feel that the media cover politicians superficially simply because politicians are superficial, or that politicians keep their ideas superficial because the media that cover them are superficial? Both? Neither?
6. When you think of Republicans and Democrats debating and arguing about issues, which issues come to mind?
7. How does "horse-race" coverage of politics, and image, play a role in shaping the way issues are discussed?
8. Do you think people would be more interested in politics if politicians were more specific? Would you, yourself, have the patience to listen to politicians on TV being specific?

October 18 – November 8

October 25 (Fall Break, no class)

7. Media Representations

Tisdell and Thompson text

- **What is the relation between the mass media and popular culture?** Guy, T. C. (2004). Gangsta rap and adult education. In L. Martin & E. Rogers (Eds.), *Adult Education in an Urban Context: Problems, Practices, and Programming for Inner-City Communities, New Directions in Adult and Continuing Education* (Vol. 101, pp. 46-61). San Francisco: Jossey Bass.
- **How do media represent race, class, gender relations in the United States?** Guy, T. C. (in press). Learning who we (and they) are: Popular culture as pedagogy. In E. Tisdell & P. Thompson (Eds.), *New Directions in Adult and Continuing Education*. San Francisco: Jossey Bass Publishers.

Video:

Jhally, S. (2006). *The spectacle of accumulation: essays in culture, media, & politics*. New York, N.Y.: P. Lang.

[Hall, Representation and the Media, Media Education Foundation, Interview with Stuart Hall](#)

Oliker, M. A., & Krolikowski, W. P. (2001). *Images of youth: popular culture as educational ideology*. New York: Peter Lang.

Hypercommercialization and Advertising

Hurley, D. (2005). Seeing White: Children of Color and the Disney Fairy Tale Princess. *The Journal of Negro Education*, 74(3), 221-232.

Entman, R. M., & Rojecki, A. (2000). *The black image in the white mind: media and race in America*. Chicago: University of Chicago Press.

Hooks, B. (1996). *Reel to real: race, sex, and class at the movies*. New York, NY: Routledge.

Video:

Kilbourne, J., Jhally, S., Hawkes, J., Ericsson, S., Smith, J., Perry, C., et al. (2000). *Killing us softly 3 advertising's image of women* [videorecording]. Northampton, MA: Media Education Foundation.

November 15 - 29

(November 22 – Thanksgiving Break, no class)

9. Applications of media in education

Sandlin, J. (2004). Consumerism, consumption, and critical consumer education for adults. In R. St. Clair & J. Sandlin (Eds.), *Promoting Critical Practice in Adult Education: New Directions for Adult and Continuing Education* (Vol. 102, pp. 25-34). San Francisco: Wiley Publishing, Inc.

Duff, P. A. (2002). Pop Culture and ESL Students: Intertextuality, Identity, and Participation in Classroom Discussions. *Journal of Adolescent & Adult Literacy*, 45(6), 482-487.

Cortes, C. (1994). Knowledge construction and popular culture: The media as multicultural educator. In J. A. Banks & C. A. McGee-Banks (Eds.), *Handbook of research on multicultural education* (pp. 169-183). New York: Macmillan Publishing.

Alvermann, D. E., Moon, J. S., & Hagood, M. C. (1999). *Popular culture in the classroom: Teaching and researching critical media literacy*. Paper presented at the Chicago International Reading Association, Chicago.

Kellner, D., & Share, J. (2005). Toward critical media literacy: core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education*, 26(3), 369-386.

Paul, D. G. (2000). Rap and orality: critical media literacy, pedagogy, and cultural synchronization. *Journal of Adolescent & Adult Literacy*, 44(3), 246-251.

9. Critical Media Literacy as an Educational / Cultural / Political Strategy

Dolby, N. (2003). Popular Culture and Democratic Practice. *Harvard Educational Review*, 73(3), 258-284.

Giroux, H. (1996). Democratic education and popular culture. *International Journal of Social Work Education*. 11(1), spring / summer, 59-69.

Scharrer, E. (2003). Making a Case for Media Literacy in the Curriculum: Outcomes and Assessment. *Journal of Adolescent & Adult Literacy*, 46(4), 354-358.

December 8, last class

Discussion: In consideration of the mass media as a system of adult education and learning

McChesney, Bagdikian, Louw, Herman & Chomsky reconsidered

Final papers due December 12.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Special assistance

If anyone in class feels that they need special assistance due a physical condition, please feel free to discuss this with me during or after class. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Appointments:

I am available on request to meet with you at any time. Please call me at my office or contact via email.