SOCA3081 - Media and Society
Course Outline

Course Coordinator  Terry Leahy
Semester  Semester 1 - 2009
Unit Weighting  10
Teaching Methods  Lecture
                       Tutorial

Brief Course Description
Looks at popular media within a sociological and cultural studies framework. Considers a wide variety of media forms, such as advertising, popular TV dramas and popular films, romance novels and fashion.

Contact Hours
Tutorial for 1 Hour per Week for the Full Term
Lecture for 1 Hour per Week for the Full Term

Learning Materials/Texts
The book of readings is essential for this course. Students are required to do the reading every week and bring the reading to the tutorial group for discussion. Copies can be purchased from UPrint (under Godfrey Tanner Bar) at Callaghan.

Course Objectives
On successful completion of this course students will be able to demonstrate:

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009
CTS Download Date: 11.2.09
1. An understanding of a sociological and cultural studies approach to media and society.
2. Ability to analyse a piece of popular media within the frameworks offered within sociology and cultural studies.
3. Ability to deal critically with social analyses of popular media.
4. Skills in writing an academic essay, in reading critically and in doing research.

**Course Content**
1. Does the media support dominant interests in society?
2. Does the media reinforce gender inequalities?
3. Recognition of the key methodological approaches of media analysis within sociology and cultural studies - semiotic, ethnographic and psychoanalytic.
4. What is meant by claims that the media today embodies various aspects of postmodern culture?
5. Analysis of a wide variety of media forms - such as advertising, popular TV dramas and films, reality TV, computer games, romance novels, fashion.

**Assessment Items**

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<th>Essays / Written Assignments</th>
<th>Minor essay – about 1000 words, 20% - week 5</th>
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<td>Essays / Written Assignments</td>
<td>Major essay – about 2000 words, 40% - week 10</td>
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<td>Take Home Examination:</td>
<td>Take home exam – about 2000 words, 30% - week 14</td>
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<td>Group/tutorial participation and contribution</td>
<td>Assessed on the basis of completion of the required reading and tutorial tasks, 10%</td>
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**Assumed Knowledge**
40 units of study at 1000 level

**Callaghan Campus Timetable**
**SOCA3081**  
**MEDIA AND SOCIETY**
Enquiries: School of Humanities and Social Science  
Semester 1 - 2009

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<td>or</td>
<td>Thursday 14:00 - 15:00 [MC132]</td>
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<td>or</td>
<td>Thursday 15:00 - 16:00 [MCG28C]</td>
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<td>or</td>
<td>Thursday 16:00 - 17:00 [W308]</td>
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**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Student Academic Integrity Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


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School of Humanities and Social Science
The University uses an electronic text matching system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer or their Program Executive if studying in Singapore.
Changing your Enrolment

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

Callaghan Campus
- Shortland Hub: Level 3, Shortland Building
- Hunter Hub: Level 2, Student Services Centre

City Precinct
- City Hub and Information Common: Ground Floor, University House

Faculty websites

Faculty of Education and Arts
http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Please contact Student Support Unit if marks for your first assignment are lower than 63% - you need help with your essay writing skills!
Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Faculty of Education and Arts
School of Humanities & Social Science

Media and Society SOCA3081
Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. When a student has not received an extension and an assignment is late the course coordinator may decide not to include that assignment as part of the total assessment for the course. Ensure that if you need an extension or special consideration you make an application before the due date for the assignment.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student's responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

Minor Essay
Major Essay

Students are not required to submit to Turnitin any pictorial work that accompanies an assignment (for example a magazine clipping).
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

Assignment Re-submission

Students who have failed an assignment may be permitted to revise and resubmit it in this course. A mark higher than a pass cannot be granted in the case of a re-submission. Students are also welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).
Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,  
   a) whether there was a single marker, or  
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or  
2. an alternate internal marker; or  
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)  
2. the content or nature of the assessment item(s) as against those set out in the Course Outline  
3. the marks given by a particular examiner and those given by another in the same course  
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html
Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

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<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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How to Write Essays for This Course:

For a pass or credit standard essay, students should read, use and put in their reference list at least 5 references from this course guide (see readings for each topic) relevant to their topic - this can and should include the readings for that week. For additional references if you want to write a more thorough essay, it’s probably safest to use other items from this topic list which are mostly from academic or at least well informed sources. Everything that is in the reading lists for these essays should be in short loans - on the shelves or on the library net for short loans. Be a bit careful with internet sources, which may include journalistic or community input as well as academic sociological treatments of topics. John Germov - How to Get Great Marks in Essays - is an excellent guide for essay writing and explains correct referencing format.

The set of essays listed for the major essay have a format in which you are invited to explain a point of view that is often expressed in the academic literature. This is the first half of the essay. In other words, this is where you can summarize and present the reading you have done for the essay. Do not hesitate to talk about the examples that they use in order to explain the perspective you are writing about here.

In the second half of the essay you are meant to give your own analysis of a media item that can be analysed using the approach that you have discussed in the first part of the essay. This is meant to be your own analysis of a film or tv episode that you have yourself chosen. In other words do not go on the net and find an analysis of the film or tv episode in question. This would be very obvious, would not be original, would be plagiarism if you did not give the reference, and probably would not fit the essay question you are looking at anyway.

There is no right or wrong analysis of a media item – it is up to you to come up with something that makes sense and seems to fit the item and to explain and justify your approach with examples of the plot, scenes, characters etc.

N.B. Video Resources in Library and other places:

There are a number of DVDs in the Audio Visual section of the Library that have been requested for this course. Just peruse the shelves looking for (usually pink covered) relevant DVDs of TV shows you may want to analyse. For example Desperate Housewives, The Footy Show, Ladette to Lady, Women’s Murder Club, Grey’s Anatomy, Biggest Loser, CSI and so on. You can borrow these for three days and make notes and write out useful quotes.
scene by scene. To record onto a computer from TV there are various bits of equipment you can buy such as EyeTV. Another good piece of software is Toast. Heaps of stuff is available in video hire shops and video shops, often cheap.
Minor Essay

1000 words:

Due Date: April 3rd 5 pm
Please read: *How to Write Essays for This Course* (above)

Choose one of these two essays:

1. The most obvious analysis of advertisements argues that they reinforce and support men's dominance in society. Yet some ads seem to promote feminist viewpoints. Discuss some ads which could be used to support each of these views (examples of both kinds of ads). What are the limitations of typical "pro-feminist" ads in terms of women's empowerment (Readings for this essay are week 3 readings – do not forget the lecture for this week on Blackboard).

OR

2. Advertising certainly supports capitalist society by getting people to buy stuff. Yet a lot of recent advertising goes for a subversive or anti-establishment appeal – to get "street cred" of one kind or another. Ads can also imply the problems of paid work in capitalism by offering the consumer the pleasures of leisure and unfettered social connections. Finally, ads may present today's capitalist reality in a way that is systematically misleading – as a utopia in which there is no money and workers and companies produce for sheer creative joy or just to help people out. Why do ads like this appear and do such ads present any critiques of capitalist society and culture? Illustrate your answer with a discussion of a number of ads cut from magazines (Readings for this essay are week 3 readings – do not forget the lecture for this week on Blackboard).
Major Essay

2,500 words:

Due Date: May 15th 5 pm
Please read: How to Write Essays for This Course (above)

Choose one of the following topics:

1. Explain the view that popular media is most likely to support the interests of the dominant powerful groups in current society – for example - the capitalist class /or men /or white people. Opposing this, other writers argue that popular media is quite likely to present the opinions and values of the majority - or of dominated groups in society – in other words the views and values of ordinary people, the working classes, women, ethnic minorities. How could this happen if capitalists own the media? What kinds of arguments and evidence do these other writers use? (See readings for week one - available in short loans and in the book of readings).

2. There are certainly many fictional dramas in film or TV that represent a patriarchal perspective. Explain this point of view and show how a TV episode or film illustrates this perspective. (See readings for week 2) The chosen media item must be your own choice and you must give it your own analysis.

3. While we might expect a male dominated media industry to turn out a patriarchal product, the reality is that many shows are aimed at a female audience. In consequence they often represent various kinds of resistance to patriarchal power or at least some kind of critique of aspects of patriarchal society. Explain this point of view and show how a TV episode or film illustrates this perspective. (See readings for one of the following weeks – 4, 6, 7) The chosen media item must be your own choice and you must give it your own analysis.

4. The reporting of wars, as well as popular fictional media such as war movies, action dramas, spy thrillers and the like is very often set up to support the foreign policy of the United States government and persuade ordinary people to support the interests of dominant economic and political forces in that country. Explain this perspective and show how a TV episode, news report or movie seems to fit this analysis. (See readings for week 5). The chosen media item must be your own choice and you must give it your own analysis.

5. Despite the apparent consensus that capitalism is the best system, there is a great deal of popular media that suggests people’s distrust of authorities, their disillusion with modern life and their cynicism about their leaders. Show how popular media can tap into these feelings through conspiracy movies, science fiction thrillers, apocalypse movies and anime or cynical and wacky humour. (See readings for week 8) Choose an example of a movie or TV episode that can be used to show how this kind of analysis can work. The chosen media item must be your own choice and you must give it your own analysis.
Take Home Exam

The questions for the take home exam will be given to students in week 8 and will cover the topics for lectures and tutorials from weeks 9 to 12. You will have to write a 1000 word essay on two of the following topics. If you select the question on dress you will be expected to include magazine pages to illustrate your discussion.

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<tr>
<td>Everyday Participants in Prime Time TV Shows</td>
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<td>Respectable Dress and its Undoing</td>
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<td>Why Cheap Romances are Appealing</td>
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Due Date: 12 June

Week One – Popular Media as Social Commentary


Collins, Jim, Radner, Hilary, & Collins, Ava Preacher (eds) 1993, Film Theory Goes to the Movies, Routledge, London. 37 -55 (wk 7); 56-76 (wk 13); 129-141 (wk 3); 182-195 (wk 2).


Fiske, John 1989, Reading the Popular, Unwin Hyman, Boston.


Leahy, Terry 1988, “Hegemonic and Post-Modernist Analysis; The Case of Rambo”. (Available in Library)


Week Two – Red Riding Hood as a Patriarchal Plot – CSI Miami


Horrocks, Roger 1995, Male Myths and Icons: Masculinity in Popular Culture, Basingstoke, Macmillan.


**Week Three – Advertising**


**Week Four – Women Fighting Back – Buffy and Other Stories**


South, James. B. (ed) Buffy the Vampire Slayer and Philosophy, Open Court, Chicago.


Week Five – War Movies and the US State Apparatus


Giroux, Henry 2006, Beyond the Spectacle of Terrorism, Global Uncertainty and the New Media, Paradigm, Boulder.


Rockler, Naomi, "Race, Hierarchy, and Hyenaphobia in the Lion King". (short loans)


Week Six – What Makes the Housewives Desperate


Week Seven – Sex and the City – A Feminist Tale?


Royal, Cindy 2005, Narrative Structure in Sex and the City: "I Couldn't Help But Wonder"

Week Eight – Conspiracy, Apocalypse and Wacky Critique


http://www.towson.edu/~sbaker/mcom479/


Irvine, Simon and Beattie, Natasha 1998, “Conspiracy Theory, Pre-Millenium Tension and the X-Files: Power and Belief in the 1990s, *Social Alternatives*, 17/4, pp. 31-34.


**Week Eight – Crime Dramas as Moral Lessons**


**Week Ten – Everyday Participants in Prime Time TV shows**


Week Eleven – Respectable Dress and its Undoing

Evans, Caroline & Minna Thornton 1989, Women and Fashion: A New Look, Quartet, UK.

Week Twelve – Why Cheap Romances are Appealing

Warhol, Robyn 2003, Having a Good Cry: Effeminate Feelings and Pop-Culture Forms, Ohio State University