

## Television and Citizenship

COSF 175/Adv Topics/Com Social Force, Sec ID 645670, Sec E00

T, Th: 9:30-10:50am

PCYNH 120

Winter 2009

Professor: John McMurria

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### Course Description

For over half a century, television has constituted a central site for negotiating the rationales of inclusion and exclusion associated with citizenship and national belonging. With a regulatory status as a public medium of communication and a pervasive reach, television has served as a contested space for promoting particular values and authorized behavior in the name of national heritage, collective belonging, an informed citizenry, a stable society, decency, local identities and democratic participation. Following an introduction to concepts of cultural citizenship, the course considers the institutional mandates of commercial and public broadcast television and how each has invoked particular forms citizenship within historical contexts. The course then turns to particular case studies which engage citizenship questions as they pertain to issues of national security, graphic content, neoliberalism, migration and globalization across television genres from news and sport to reality TV. The course concludes with a consideration of new media and emerging forms of citizenship and public participation. Throughout the course, particular consideration is given to how citizenship is constituted through articulations of class, race, gender, ethnicity and sexuality. Student presentations will offer contemporary evidence of how advocacy groups and concerned citizens are actively contesting television as a cultural space for constituting citizenship.

### Learning Goals

- Develop critical reading skills through engaging with a variety of scholarly work and evaluating the main arguments, evidence and assumptions of authors.
- Develop critical writing skills through writing-intensive take-home exams that engage with the readings, screenings and class discussions.
- Understand how interdisciplinary and international comparative approaches to studying television yield multiple perspectives.
- Relate historical case studies to contemporary issues of television and citizenship.
- Assess contemporary struggles to transform television.

## Required Readings

- All readings will be posted on WebCT.

## Assessment

- Class Participation. Preparation of assigned readings, regular attendance and class participation. More than *two* unexcused absences will lower your grade for class participation by one full grade per absence. Excused absences must include a signed note from a doctor or other official. (10%)
- Group Presentations. From weeks 5 through 9, a student group will give a 20-30 minute presentation each session. The student groups, consisting of 4-6 students, should research a current issue of contestation over television and citizenship that relates to the particular topic of that session. The presenters should analyze the issue through drawing from the overall concepts of citizenship discussed throughout the course. In some cases, the groups may want to focus on a particular advocacy group which has campaigned to transform television. A list a potential advocacy groups will be posted in WebCT, but students are encouraged to research advocacy groups and/or current controversies that most interest them. The presenters should offer media examples to illustrate their points and stimulate discussion. (20%)
- A take-home midterm will be handed out on February 5 that is due at the beginning of class on **February 17**. The midterm will consist of several medium-length essay questions. (35%)
- A take-home final will be handed out on March 10 that is due by **9pm on March 19**. Submit finals through Assignments on WebCT. The final will consist of several medium-length essay questions. (35%)

## Grading

The grading scale is as follows: A (94-100%), A- (90-93%), B+ (87-89%), B (83-86%), B- (80-82%), C+ (77-79%), C (73-76%), C- (70-72%), D+ (67-69%), D (63-66%), D- (60-62%), F (59% and below).

- An **A** designates work of extraordinarily high quality that consists of unusual thoroughness and comprehensives, cogency and clarity in the development of ideas, and critical reflection and conceptual sophistication. Written work should be well organized, clearly argued and free of serious grammatical, spelling and syntactical errors. Students who receive an A will consistently come to class prepared to engage with the daily reading assignments and have a near perfect attendance record. They will regularly participate in class discussions and often initiate class discussion.
- A **B** designates work of high quality regarding the organization and development of ideas. Work substantively addresses the main issues/topics/questions of the assignments. Writing is relatively well organized and free of serious grammatical and spelling as well as syntactical errors. Students will receive a B if they contribute regularly to class discussion and/or have a near perfect attendance record.

- A **C** designates work that minimally meets acceptable requirements as stated in guidelines for assignments. Written work is not well organized, ideas are less clearly stated, and there will be several grammatical, spelling and syntactical errors. Work may only address a part of the assignment. Students receiving a C will infrequently participate in class and often wait until they are called on to do so. Students who have four unexcused absences will likely receive a C.
- A **D** designates work that does not meet minimum acceptable requirements of the assignment(s). Work is very poorly written in terms of organization and development of ideas and in terms of grammar, spelling and syntax. Students who do not complete all assignments and that miss five classes are likely to receive a D.
- An **F** designates a failure to complete all assignments and/or a failure to demonstrate a minimal degree of engagement with the readings or the written assignments. Students who miss six or more classes will fail the course.

### **Class Policies and Student Responsibilities**

- Class Discussions. Students are required to read the assigned readings *before* the day they are assigned. Students are expected to actively participate in class discussions through posing questions about the readings, engaging with the instructor and other students, and relating the readings to your own experience and to the audiovisual examples presented in class.
- Active Reading. You should be an active and critical reader. Identify the main arguments the author is making. Ask what types of evidence the author uses to substantiate these arguments. Think about the unexamined assumptions the author is making. Do you agree with the author, and if not, why not? Identify the questions the author is setting out to answer. Think about the questions they are not asking. What have other authors said about this topic that might support or challenge the author's arguments? Students should take notes on the readings regarding these questions.
- Written work. All written work should be typed and double-spaced using no larger than 12 point font with correct spelling and grammar. Avoid lengthy quotes from the readings. Rather, use your own words to summarize and critique the main arguments of the authors and to offer your original ideas. You must footnote any work that you draw from. You may use footnotes at the end of the essay or place a citation in parenthesis at the end of a sentence or paragraph.
- Academic Integrity. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort. For example, no student shall:
  - 1) knowingly procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time;
  - 2) complete, in part or in total, any examination or assignment for another person;
  - 3) knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person;
  - 4) plagiarize or copy the work of another person and submit it as his or her own work;
  - 5) employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment;
  - 6) alter graded class assignments or examinations and then resubmit them for grading;
  - 7) submit substantially the same material in more than one course without prior

authorization. Please review the UCSD *Policy on Integrity of Scholarship* at <http://www-senate.ucsd.edu/manual/appendices/app2.htm>.

- Sexual Harassment. All incidents of sexual harassment or gender harassment should be reported by the complainant to either a person in a supervisory capacity or the Office of Sexual Harassment Prevention and Policy. For the office contact information and complaint procedures go to: <http://oshpp.ucsd.edu/index.shtml>.
- Disabilities. Students with disabilities should talk to me as soon as possible so we can make the appropriate accommodations. Students with disabilities need to be registered with the Office of Students with Disabilities: <http://osd.ucsd.edu/>

## **Class Discussions and Readings**

Week 1: What is Citizenship?

1/6 Introduction

1/8 Cultural Citizenship

Bryan S. Turner. "Outline of a General Theory of Cultural Citizenship." *Culture and Citizenship*. Ed. Nick Stevenson. London: Sage, 2001. 11-32.

Week 2: Commercial Broadcasting and the Citizen Consumer

1/13 Ethnicity and Postwar Consumer Culture

George Lipsitz. "The Meaning of Memory: Family, Class, and Ethnicity in Early Network Television Programs." *Private Screenings: Television and the Female Consumer*. Eds. Lynn Spigel and Denise Mann. Minneapolis: University of Minnesota Press, 1992. 71-109.

1/15 Race and Consumer Advocacy

Steven D. Classen. *Watching Jim Crow: The Struggles Over Mississippi TV, 1955-1969*. Durham: Duke University Press, 2004. 52-74, 217-223.

Week 3: Public Broadcasting and Good Citizenship

1/20 Public Broadcasting in Europe

Paddy Scannell. "Public Service Broadcasting: The History of a Concept." *Media Studies: A Reader*, 2<sup>nd</sup> Edition. Eds. Paul Marris and Sue Thornham. New York: New York University Press, 2000. 120-134.

1/22 Public Broadcasting in the US

Laurie Ouellette. "TV Viewing as Good Citizenship? Political Rationality, Enlightened Democracy and PBS." *Critical Cultural Policy Studies: A Reader*. Eds., Justin Lewis and Toby Miller. Oxford: Blackwell, 2003. 114-128.

#### Week 4: National Security

1/27 War

Mohammed el-Nawawy and Adel Iskandar. *Al-Jazeera: How the Free Arab News Network Scooped the World and Changed the Middle East*. Cambridge: Westview Press, 2002. 21-69, notes.

1/29 Security

Marie Gillespie. "Security, Media and Multicultural Citizenship: A Collaborative Ethnography." *Cultural Studies* Vol. 10., No. 3 (2007): 275-293.

#### Week 5: Graphic Content

2/3 Violence

Karen Sternheimer. "Fear of Media Violence: Four Fallacies of Media-Violence Effects." *It's Not the Media: The Truth About Pop Culture's Influence on Children*. Boulder, CO.: Westview Press, 2003. 61-84.

Anna McCarthy. "Media Effects (CBS and Stanley Milgram)" *Television Studies*. Ed. Toby Miller. London: BFI Publishing, 2002. 74-78.

2/5 Sex

Jane Arthurs. "Sexual Citizenship in the Digital Age." *Television and Sexuality: Regulation and the Politics of Taste*. Berkshire: Open University Press, 2004. 20-37, bib.

#### **Hand-out take-home midterm**

#### Week 6: Entertaining Citizens

2/10 Sport

Joke Hermes. "Burnt Orange: Television, Football, and the Representation of Ethnicity." *Television and New Media* Vol. 6, No. 1 (February 2005): 49-69.

2/12 Food

Toby Miller. "Television Food: From Brahmin Julia to Working-Class Emeril." *Cultural Citizenship: Cosmopolitanism, Consumerism, and Television in a Neoliberal Age*. Philadelphia: Temple University Press, 2007. 112-143, bib.

#### Week 7: Neoliberal Citizenship

2/17 Makeover TV

John McMurria. "Desperate Citizens and Good Samaritans: Neoliberalism and Makeover Reality TV." *Television and New Media* 9:4 (2008): 305-332.

#### **Take-home midterms due at the beginning of class**

2/19 Governing Democracy

Laurie Ouellette and James Hay. "Playing TV's Democracy Game." *Better Living Through Reality TV*. Oxford: Blackwell, 2008. 203-224, 242-244.

#### Week 8: Migration

2/24 Immigrant Rights

Adrián Félix and Carmen González. "Political Protest, Ethnic Media, and Latino Naturalization." *American Behavioral Scientist* Vol. 52, No. 4 (December 2008): 618-634.

2/26 Diaspora:

Stuart Cunningham. "Popular Media as public 'Sphericules' for Diasporic Communities." *International Journal of Cultural Studies* Vol. 4, No. 2 (2001): 131-147.

#### Week 9: Transnational Citizenship

3/3 European Citizenship

Jostein Gripsrud. "Television and the European Public Sphere." *European Journal of Communication* Vol. 22, No. 4 (2007): 479-492.

3/5 Formatting Culture

Dong-Hoo Lee. "A Local Mode of Programme Adaptation: South Korea in the Global Television Format Business." *Television across Asia: Television Industries, Programme Formats and Globalization*. London: Routledge, 2004. 36-53.

## Week 10: New Media and Public Participation

### 3/10 Commercial Dynamics

Henry Jenkins. "Buying into *American Idol*: How We are Being Sold on Reality TV." *Convergence Culture: Where Old and New Media Collide*. New York: New York University Press, 2006. 59-92, 263-266.

### **Hand out take-home final**

### 3/12 Public Visions

Gunn Sara Enli. "Redefining Public Service Broadcasting: Multi-Platform Participation." *Convergence: The International Journal of Research into New Media Technologies* Vol. 14, No. 1 (2008): 105-120.

3/19 Final exams due by 9pm. Submit finals through Assignments on WebCT.