

Detailed Contents

<i>Preface</i>	<i>x</i>
Introduction	1
Why Global (Is it)?	1
Why TV (Still)?	5
Why Kids (Only)?	6
The TV (Book) Guide	7
1 The Home of Television Viewing	11
Television Comes Home	11
The Role of Television in the Fabric of Family Life	16
The social uses of television	17
Television viewing and communication patterns in the family	20
Parenting styles and mediation	22
Television-Related Conversations	26
Conversation types	26
Television as a talking book	29
Conversations and fear	31
Conversations with siblings and peers	33
Concluding Remarks	34
Notes	35
2 Television and Individual Development	37
Developmental Theories	37
Attention to and Comprehension of Television Content	40
The development of attention to television	42
Relationships between attention to television and comprehension	44
The Development of Viewing Preferences	45

Development of Fantasy–Reality Distinction	48
The development of genre distinction	49
The importance of distinguishing between televised fantasy and reality	51
The Development of Understanding of Television Narrative	52
The Development of Understanding of Television Characters	54
The development of moral judgment	56
Identification with television characters	57
Children’s Fear Reactions to Television Content	60
Television, Imagination, and Creativity	61
A Conceptual and Methodological Reflection	64
Notes	67
3 Television and the Behavior of Children	69
Television and Violent Behavior	71
Learning violent behaviors	73
Cumulative effect of television violence	74
Intervening variables	78
Television and Pro-Social Behavior	81
Television and Advertising	84
Advertising for children	86
Advertising, nutrition, and alcohol	87
Advertising, social and emotional well-being	88
Is advertising working?	89
Television and Sexual Behaviors	90
Pornography and teenage sexuality	93
Television and Children’s Leisure	95
Concluding Remarks	99
Notes	99
4 Television and the Social Construction of Reality	101
Construction of Gender and Gender Roles	103
Construction of gender roles	105
Construction of gender identity	109
Gay identities	114
Sex and sexuality	115
Body image and eating disorders	118
The Social Construction of Reality	121
The “Mean World” hypothesis	121
Perceptions of the social “us” in comparison to “others”	124
Perceptions of a rich, violent United States	127
Cultural integration of immigrant children	132
The Construction of Political Reality	134

The construction of conflicts	137
Peace-building interventions	139
“Edutainment” Genres and Construction of Social Reality	141
Concluding Remarks	143
Notes	144
5 Television and Learning	147
Television and School – Two Educational Systems	147
Viewing Television and Performance in School	151
Television and Language Acquisition	155
Acquisition of native language	156
Acquisition of second language	158
The Audio-Visual Language and Cognitive Skills	160
The development of special viewing skills	161
Learning from Educational Television	165
The development of educational television	167
Theoretical models for evaluating learning from educational television	169
Children’s Television Workshop (CTW) (Sesame Workshop, SW)	172
The <i>Teletubbies</i>	177
Concluding Remarks	179
Notes	179
6 Implications for Education and Policy	181
Media Literacy	182
The central debates in media literacy	183
Media literacy around the world	185
Practical aspects of media literacy	190
The curriculum	190
Teaching	191
Assessment	191
Evaluating media literacy curricula	193
Policy of Broadcasting for Children	197
Central content-related policy issues	198
Policy regarding television violence	202
Policy regarding television advertising	203
Policy regarding sponsorship of children’s programs	205
Convention on Television Broadcasting for Children and Youth	206
Notes	210

7 Conclusion: Growing up in a Global Screen Culture	212
Globalized Screen Culture	213
The Changing of Childhood	217
A Research Agenda	219
Notes	221
<i>Recommended Sources for Additional Readings</i>	222
<i>References</i>	224
<i>Index</i>	246