

The Media Education Foundation Presents

# Pack of Lies

## The Advertising of Tobacco

**1 Intro (01:57)**

**2 Addiction, Death & Profits (04:04)**

Smoking as both a public health and a political issue.

**3 Market Strategy (03:49)**

Why cigarette companies are lying when they say they market primarily to influence brand switching.

**4 Reassuring Smokers (02:07)**

How advertising images of health and pristine surroundings are designed to limit critical judgment.

**5 Targeting Kids (08:55)**

How cigarette advertising deliberately taps into the adolescent mind to recruit new smokers.

**6 Exploiting Anxieties: Targeting Women (08:48)**

The equation of smoking with women's liberation, independence and thinness.

**7 Media Censorship (02:48)**

How industry public relations and advertising shape and limit sustained media treatment of smoking-related health issues.

**8 Action to Counter Advertising Power (04:09)**

The need to combat the inherent deception of cigarette advertising in the name of freedom.

**9 End Credits (01:30)**

© 2002

The Media Education Foundation Presents

# Slim Hopes

Featuring JEAN KILBOURNE Creator of the *Killing Us Softly* Series

**1 Intro (02:31)**

The advertising industry's obsession with thinness, and its impact on girls and young women.

**2 Impossible Beauty (02:08)**

How advertising constructs impossible, virtual ideals of beauty while dismembering and objectifying the bodies of women.

**3 The Waif Look (03:23)**

The evolution of advertising's obsession with thin body types, its connection to girls' dissatisfaction with themselves, and the alarming increase in eating disorders.

**4 Constructed Bodies (03:31)**

How the "fit" and "voluptuous" look in advertising glamorizes breast implants, sending the message that women's subjective pleasure is less important than being the object of someone else's pleasure.

**5 Food & Sex (03:34)**

The ambivalent relation between food advertising and the obsession with thinness; how this ambivalence normalizes disordered eating behavior by portraying food as a drug, a way to alter moods, a substitute for sex.

**6 Food & Control (04:02)**

How the equation of food with sex turns eating into a moral issue for women; how this moral discourse represents a cultural response to the real power of women.

**7 The Weight-Loss Industry (06:54)**

How the marketing of weight-loss products presents diets as a form of salvation, perpetuates prejudice toward overweight women, and portrays cigarettes as a diet aid.

**8 Freeing Imaginations (03:41)**

The need to view advertising's obsession with thinness as a major public health problem, and to change the cultural environment through education, more speech, and a broader range of representations of women's power and health.

**9 End Credits (00:52)**

© 2002

## 1. Pack of Lies: The Advertising of Tobacco (Jean Kilbourne and Rick Pollay, Sut Jhally editor)

Suggested age group: 6<sup>th</sup> grade

Although the copyright is 2002, this was clearly filmed much earlier. It is a recording of Kilbourne and Pollay giving speeches at a conference with their visual aids and crowd shots interspersed throughout. Some of the vocabulary might be a bit inaccessible to younger viewers and some statistics are outdated. The DVD is very straightforward; possibly showing only one or two sections would convey information without seeming too long. The Kilbourne sections are a bit more 'watchable' than Pollay.

Intro: A musical montage and introduction of Kilbourne and Pollay—not necessary to show Targeting Kids: They point out that Joe Camel's face looks like 'boys private parts'

Media Censorship: some good visual aids at the beginning of the section.

Action: Some good advice and humor with Kilbourne. It also includes some global impacts.

## 2. Slim Hopes (Jean Kilbourne, Sut Jhally editor)

Suggested age group: 7<sup>th</sup> grade

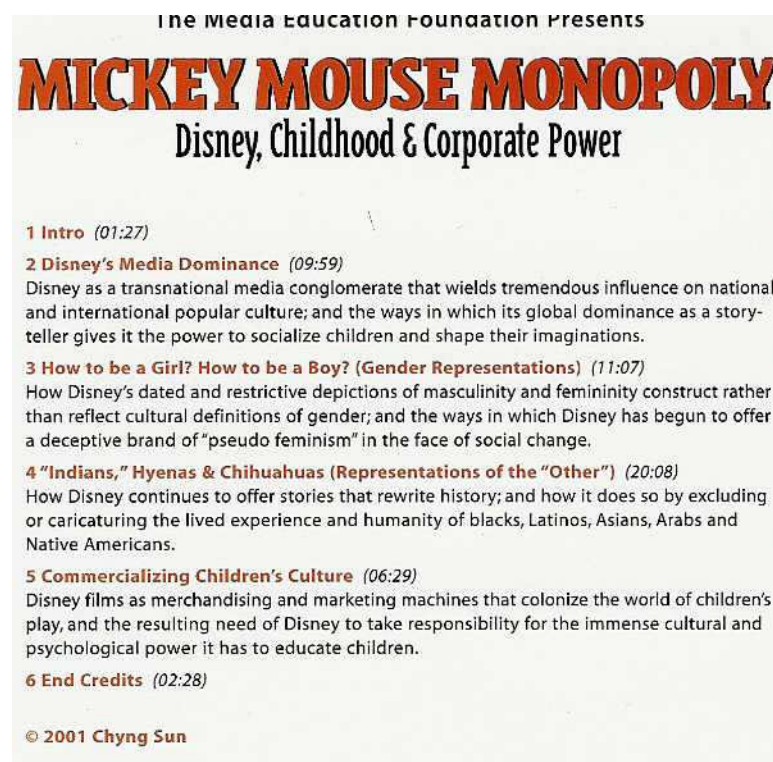
This DVD is just the emphasis on 'thinness' in advertising vs. the usual Jean Kilbourne women in advertising speech. Although filmed a while ago and slightly outdated at times, it has great information. While obviously targeted at girls, it is important for boys to be aware of this information

as well in light of their increased participation in many of the same behaviors. Includes some comments/jokes that are more intended for adults, along with a few presentations of the sexualization of food etc.

Intro: A musical montage using an old sounding song about how women should 'keep young and beautiful if you want to be loved' while showing women in advertising. Could be interesting to deconstruct the intro.

Impossible Beauty: a good illustration of using computers to generate perfection in the beginning of this section.

Constructed Bodies: ...including a discussion on breast implants and showing sections of Pretty Woman (the body double)...



### 3. Mickey Mouse Monopoly: Disney, Childhood, and Corporate Power

Suggested age group: good for any age

This DVD is a series of interviews with images and video interspersed throughout. It includes multiple interviewees with a variety of points. This DVD might be best for students old enough to be able to look critically at their own opinions regarding Disney. A couple wonderful sections on representation.

Disney's Media Dominance: It includes a discussion about media controlled by a small number of very powerful companies (i.e. Disney) and how Disney's broad

control is global.

**How to be a Girl? How to be Boy?:** Gender representations and how they develop in young children. A *great* section that could be very eye opening on its own.

**Indian, Hyenas & Chihuahuas:** Another great section on representations (specifically looking at the choices made on representing minorities as animals). Excellent on its own or along with the previous section.

New York Times article: "It's racist, but hey, it's Disney"

The Media Education Foundation Presents

# recoveringBODIES

overcoming eating disorders

**1 Intro (00:00)**

**2 The Student Body: Pressures of Campus Life (01:08)**

The stresses and influences of academic life can compound eating disorders, which turn people against their own bodies.

**3 The Controlled Body: Stories of Struggle (04:18)**

Eating disorders are not about self-destruction, but about attempts to cope with and surmount emotional distress by shifting focus from feelings to the body.

**4 The Punished Body: Symptoms & Side-Effects (11:00)**

Signs of eating disorders range from rapidly changing weight to compulsive exercising, the consequences range from loss of menstrual cycle to social isolation.

**5 The Recovering Body (16:44)**

Recovery is always individual, but certain general features characterize the process.

**6 The Recovering Body: Taking Notice (17:20)**

Breaking the code of silence, and cultivating the sense of trust needed to do so are the steps to dealing with an eating disorder.

**7 The Recovering Body: Making Changes (21:02)**

The recovery process begins not only with learning to eat differently, but also with learning to think differently about eating.

**8 The Recovering Body: Giving Voice (23:39)**

A key step is developing a voice, learning how to speak about stress so that it's not played out on the terrain of the body.

**9 The Recovering Body: Finding Support (25:14)**

Peer support is a crucial complement to individual therapy.

**10 The Recovering Body: Forging Links (26:52)**

While every woman's experience is personal, it is important to look at how cultural ideas and gender are caught up with eating disorders.

**11 Beyond the Body: Looking Forward (28:28)**

Recovery is a lifelong process. The key is being able to make other choices in the midst of recovery. Recovery is not about feeling "normal" but about feeling "whole" and more important than feeling "normal" is feeling "well".

## 4. Recovering Bodies: Overcoming Eating Disorders (Jean Kilbourne)

Suggested age group: 7th

This DVD includes interviews with several different people (mostly women) and does not show Jean Kilbourne. It was filmed several years ago, but still seems applicable. The people included are mostly college students, but are also discussing events that happened before college.

(see insert for timing and topics)

Intro: a musical montage (skippable)

The Student Body: possibly good for Seniors about to go to college, otherwise skip

The Controlled Body and The Punished Body: A series of personal testimonials of individual struggles.

Includes two males (one homosexual).

The Media Education Foundation Presents

## BEHIND THE SCREENS

### HOLLYWOOD GOES HYPERCOMMERCIAL

**1 Intro (04:23)**

The power of movies to sell products, the rise of placement agencies, and the effects on content and creativity.

**2 Product Placement: Advertising Goes to the Movies (09:47)**

The nature and effects of placement: the positioning of the product, its inclusion in dialogue, its use by actors; how it colonizes both space and time, lends commodities an aura of cool through satire, and increasingly drives film content.

**3 Making Movies for Marketers: Cross Promotions, Merchandising & Tie-ins (08:22)**

How the economics and marketing of film have eroded the line between commercialism and creativity by demanding that movies serve as extended advertisements.

**4 Hijacking the Movies: Hollywood in an Age of Conglomerates (08:20)**

How the new mega-merger structure of media conglomerates has linked the interests of Hollywood to a vast array of other commercial interests, and how this structure has affected the nature of news, film criticism and independent film.

**5 Limiting Stories: Making Movies in a Hypercommercial Age (04:11)**

The hijacking of film by corporations: How the balance between commerce and art has shifted dramatically over the past few years, and how commercialism has distorted the ways in which movies are made.

**6 End Credits (01:11)**

## 5. Behind the Screens: Hollywood Goes Hypercommercial

Suggested age group: could be used for any

This DVD is a series of interviews with examples and visual aids interspersed.

There are also several good graphics used to explain the content. You could very easily use only a section or two to get your point across without showing the entire DVD.

(see insert for timing and topics)

Intro: The intro is a very good introduction and could be shown to students all by itself.

Product Placement: A good discussion of product placement with many good examples.

# Tomorrow's Children

Partnership Education in Action, Featuring Riane Eisler

## 1 Intro (01:59)

The need for a new, integrated model of education to prepare children for the challenges of a rapidly changing world.

## 2 Partnership & Dominator Models (04:16)

The Dominator Model as a traditional educational model that is rigidly structured and out of date. The Partnership Model as a democratic form of education that seeks to empower students as leaders.

## 3 Three Components of Partnership Education: Process, Content & Structure (08:51)

How the Partnership educational process empowers students to partner with their teachers; its curriculum content places academic subjects in the context of each other, students' lives, and the world; and its dynamic structure encourages students to take responsibility for their education.

## 4 The Partnership Learning Tapestry (13:47)

How the Learning Tapestry combines work in traditional subjects with alternative subjects connected to students' lived experience – all within the context of cosmic, planetary and cultural evolution on the one hand, and the evolution of social consciousness on the other.

## 5 The Future of Education (02:49)

Against the current direction of educational reform, how Partnership Education offers a way for children to navigate the difficulties of contemporary society, and to envision a different future.

## 6. Tomorrow's Children: Partnership in Action, Featuring Riane Eisler

Suggested age group: A resource for parents and teachers  
This DVD is an interview with Eisler with visual aids interspersed and comments from teachers and students using her methods.  
(see insert for timing and topics)

## 1 Intro (01:03 full / 01:03 abridged)

### PART 1: THE ADVERTISING OF TOBACCO

## 2 Advertising & Nicotine (05:17 full / 03:46 abridged)

How the tobacco industry uses advertising to recruit new users and encourage dependence on their deadly products.

## 3 Vulnerability & Smoking (09:57 full / 06:23 abridged)

How tobacco advertisers deliberately target vulnerable populations and portray smoking as a vehicle to obtain autonomy and freedom.

## 4 Feature Films & Hollywood Actors (01:17 full / 01:17 abridged)

How Hollywood glamorizes smoking and serves as a marketing vehicle for the tobacco industry.

## 5 Girls, Women & Smoking (03:17 full / 01:42 abridged)

Brands like *Virginia Slims* have targeted women and young girls by exploiting liberation and freedom, sexualizing smoking, and linking smoking with weight loss.

## 6 How Intentional It Is? (02:40 full / abridged N/A)

Explanation of ads placed in advertising industry publications, which expose the motives of the advertisers.

## 7 Censorship (01:15 full / 01:15 abridged)

The effect advertising has on honest journalism about smoking and other public health issues.

### PART 2: THE ADVERTISING OF ALCOHOL

## 8 Section Intro (02:07 full / 01:07 abridged)

## 9 Alcohol & Sex (02:30 full / 01:18 abridged)

The glamorized version of sex that is sold by the alcohol industry versus the reality of the relationship between alcohol and sex.

## 10 Objectification & the Trivialization of Alcohol-related Violence (02:44 full / 01:21 abridged)

How women's bodies are used to sell alcohol, and advertising trivializes and minimizes the very real epidemic of alcohol-related violence against women.

## 11 Opening Up New Markets: Targeting Young Women & Children (05:47 full / 05:06 abridged)

Techniques used by advertisers to encourage young women and children to drink.

## 12 The College Market (01:38 full / 01:38 abridged)

Techniques advertisers use to deliberately target people in their college years.

## 13 Social (Ir)responsibility (03:49 full / 04:04 abridged)

The alcohol industry's interest in normalizing & encouraging heavy drinking despite the negative impact on individuals & society.

## 14 Censorship (01:45 full / abridged N/A)

The effect the alcohol industry has on honest journalism and objective education about alcohol.

## 15 Fighting Back (04:09 full / 02:07 abridged)

Ways to counter the power of the alcohol and tobacco industries.

## 16 End Credits (01:16 full / 01:16 abridged)

## 7. Deadly Persuasion: The Advertising of Alcohol and Tobacco (Jean Kilbourne)

Suggested age group: Tobacco segment for 6<sup>th</sup> grade; Alcohol segment for High School unit  
This is a recording of Jean Kilbourne's speech presentation on the topic, interspersed with visual aid examples. The abridged version would work quite well to get the point across. (better than 'Pack of Lies')

# Reviving Ophelia

## SAVING THE SELVES OF ADOLESCENT GIRLS

### Class Chapters

#### 1 Intro (02:26)

The need to think culturally about the problems experienced by adolescent girls.

#### 2 Teen Pressures (03:29)

The daily stress and isolation experienced by girls, and how they look to peers and media for guidance.

#### 3 Media Pressures (06:52)

How mass media constructions of femininity undermine girls' self-esteem.

#### 4 Sexual Pressures (06:18)

The nature and consequence of the mainstreaming of sexualized images of girls and women.

#### 5 Boys (04:47)

How culture models anti-social masculine ideals that distort boys' views of girls, and girls' views of themselves.

#### 6 Girls (04:39)

The need for girls to feel empowered, free, healthy and whole.

#### 7 Parents & Teachers (05:09)

How parents and teachers can help to improve the social lives of girls by helping to transform culture.

#### 8 End Credits (01:57)

### Home Chapters

#### 1 Intro (02:27)

The need to think culturally about the problems experienced by adolescent girls.

#### 2 Teen Pressures (05:56)

The daily stress and isolation experienced by girls, and how they look to peers and media for guidance.

#### 3 Media Pressures (09:39)

How mass media constructions of femininity undermine girls' self-esteem.

#### 4 Sexual Pressures (06:18)

The nature and consequence of the mainstreaming of sexualized images of girls and women.

#### 5 Boys (04:46)

How culture models anti-social masculine ideals that distort boys' views of girls, and girls' views of themselves.

#### 6 Girls (04:38)

The need for girls to feel empowered, free, healthy and whole.

#### 7 Parents & Teachers (07:05)

How parents and teachers can help to improve the social lives of girls by helping to transform culture.

#### 8 End Credits (02:06)

© 2002

## 8. Reviving Ophelia: Saving the Selves of Adolescent Girls (Mary Pipher)

Suggested age group: 7<sup>th</sup> grade

There are two different versions of this DVD: the classroom (abridged) and home (extended). It is a recorded speech (interview style) with Pipher, so the shorter version is indeed more 'classroom' friendly. There are bulleted informational 'notes' of what she says, that would lend themselves well to actual note taking during the film. Although it's just Pipher speaking with examples and words superimposed, it is pretty engaging. It's a nice variety from all the Kilbourne films.

## 9. Indymedia's War and Peace Trilogy

Suggested age group: 8<sup>th</sup> grade and High School

This DVD is a collection of several different projects. It includes extensive classroom features on the DVD, like a synopsis and study guide for each section (plus and extra chapter each). The language is fairly complex in the written parts, lending the extras more towards high school students. As the cover notes: This video contains graphic imagery showing the violence of war.

Independent Media in a Time of War: "Part scathing critique, part call to action, *Democracy Now!* Host Amy Goodman argues that dialogue is vital to a healthy democracy."

29:00 This section is largely a voice over recording of Amy Goodman while pictures and footage scroll across the screen (it barely shows Goodman at all—always something to look at). Although her viewpoint is clearly anti-war, she is well researched and would be a good example to show in comparison to standard newscasts.

Voices Against War: F15 NYC: "Chronicles the experience of 'ordinary' people on the streets of Manhattan as they joined millions around the globe in 'the World Says No To War' protests." 21:43 This segment is a montage of various protestors. It shows a wide variety of people and styles of protests.

Women's Fast for Peace: "With the invasion of Iraq looming, more than 125 women in upstate New York fasted to create a culture of peace rather than war." 29:00 This section is another montage with short interviews/speeches given by some of the women who participated in the fast. There is a somewhat distracting music sampling that is intertwined through parts.

# TOUGH GUISE

## FULL VERSION

### Part 1: Understanding Violent Masculinity

#### 1 Intro (10:05)

The power of media to shape the performance of masculinity and the "tough-guise."

#### 2 Hidden: A Gender (06:02)

How media discourse hides the gendered nature of most violence.

#### 3 Upping the Ante (04:29)

How media depictions of masculinity have grown increasingly violent and extreme.

#### 4 Backlash (14:40)

The current crisis in masculinity as a response to cultural change.

#### 5 The Tough Guise (06:09)

The nature, context and consequences of hyper-masculine posturing.

### Part 2: Violent Masculinity in Action

#### 6 The School Shootings (04:55)

School shootings considered in the context of masculine identity.

#### 7 Constructing Violent Masculinity (05:48)

The nature and impact of media constructions of violent masculinity.

#### 8 Sexualized Violence (03:38)

How media sexualize men's violence against women.

#### 9 Invulnerability (06:16)

The individual, social and political costs of the myth of rugged individualism.

#### 10 Vulnerability (12:13)

The need for more realistic images of boys, men and masculinity.

#### 11 Better Men (06:35)

The promise of contemporary portrayals of authentic male experience.

#### 12 End Credits (06:35)

#### 1 What's the reaction to *Tough Guise* been? (02:00)

#### 2 What's the most negative reaction to *Tough Guise*? (04:22)

#### 3 What are the racial implications of the biological arguments connected to gender? (02:22)

#### 4 What about the argument that the media does not have much of an effect? (02:18)

#### 5 If you were making *Tough Guise* a year later, what would you add to the issues you looked at? (01:49)

#### 6 What are some of the broader effects of the "tough guise" beyond violence? (02:08)

#### 7 How do you motivate men to take actions? (02:56)

### 10. Tough Guise: Violence, Media, and the Crisis in Masculinity (Jackson Katz)

Suggested age group: could be used for any; 7<sup>th</sup> grade

This DVD is similar to other Katz/Kilbourne/Jhally films. It starts out with a musical montage (uses Pearl Jam's *Better Man*—would be interesting to deconstruct on its own) and is an interview with interspersed footage and photos. There are a couple points wherein curse words are used (include a segment of Andrew Dice Clay and the F\*\*\* word, and another in a hate message example.)

## CONSTRUCTING PUBLIC OPINION

### HOW POLITICIANS AND THE MEDIA MISREPRESENT THE PUBLIC

#### 1 Intro (02:39)

The myth of the "poll-pandering" politician, and the mismatch between popular sentiment and mainstream public policy.

#### 2 Political Perceptions (03:24)

How and why people often support vague conservative themes while at the same time supporting specific policies that favor government spending and intervention.

#### 3 Economic Forces (02:24)

How the influence of money in politics excludes from the mainstream the actual liberal or left opinions of many Americans.

#### 4 Media Coverage (08:19)

How media construct public opinion by feeding, and feeding off of, the artificial perception that public opinion is more moderate or conservative than it actually is.

#### 5 The Phantom Liberal (03:34)

How mainstream media skew political discourse to the right by classifying moderate ideas as liberal and excluding left-wing ideas altogether.

#### 6 Military Omissions (07:12)

How media frame and set agendas, with a specific examination of how coverage of military spending has inspired consensus from people who might otherwise question it.

#### 7 Democratic Ideals (01:49)

How polls are now used primarily as market research – not to make government and media more responsive to the public interest, but to make elite interests more palatable to the public.

#### 8 End Credits (01:31)

### 11. Constructing Public Opinion: How Politicians and the Media Misrepresent the Public

Suggested age group: high school  
This DVD is largely an interview with Justin Lewis with video, photos, and diagrams interspersed. Sometimes the language and concepts are a bit complex for middle school, but could be used at the 8<sup>th</sup> grade level too. It provides a good look not only at the use of polls and media manipulation of public opinion, but also at our basic perceptions of 'liberal/Democrat' and 'conservative/Republican'.

# Spin the Bottle

## sex, lies & alcohol

### 3 Addressing the Environment (03:15)

Additional strategies for changing the cultural environment.

### 4 Co-opting Celebration (01:38)

The consequences of selling alcohol to celebrate holidays and other events.

### 5 Men, Alcohol & Sports (03:25)

How drinking is connected to sports and masculinity.

### 6 Men & Light Beer (02:09)

How certain drinks have gendered associations and how light beer was repackaged for men.

### 7 Male Bonding (01:50)

How men use alcohol as a means for friendship and intimacy with each other.

### 8 More on Women Drinking (02:34)

How women's experience with alcohol is different from their male counterparts.

### 9 Women & Sexual Assault (02:51)

How we can learn to support women instead of blame them for rape and sexual assault.

### 10 Personal Responsibility (Students) (14:52)

A discussion of accountability and responsibility in cases of alcohol-related sexual assault.

#### COLLECTED COMMERCIALS

### 1 Objectifying & Mocking Women (3) (01:40)

### 2 Sex & Male Fantasy (6) (03:16)

### 3 Ads Targeting Women (4) (02:08)

### 4 Playing on Male Anxiety (3) (01:40)

### 5 A Different Approach (4) (02:05)

For accompanying activities, please refer to study guide available at [www.mediaed.org](http://www.mediaed.org).

© 2004

### 1 Intro (01:47)

### 2 Get This Party Started: Glamorizing Alcohol (07:57)

While most students know the downside of the college party scene, popular culture continues to glamorize alcohol use and minimize the effects of heavy drinking.

### 3 Under the Influence: Men & Alcohol (05:12)

What happens when young men are surrounded by cultural messages that link masculinity to excessive drinking and physical aggression.

### 4 Message in a Bottle: Women & Drinking (06:22)

What happens when young women use alcohol to resolve contradictory cultural messages that tell them to be both "good girls" and "bad girls" at the same time.

### 5 Courage in a Can: Alcohol & Sex (04:56)

While alcohol ads promise great sex, the truth for many students is almost exactly the opposite—sexual encounters that are forgettable and in many instances, regrettable.

### 6 Body Shots: Alcohol, Sex & Violence (06:51)

The importance of exploring the links between the construction of gender in popular culture, alcohol use, and campus sexual assault.

### 7 Last Call: Changing the Culture (08:04)

Changing the drinking culture on college campuses means challenging the alcohol industry's control over the cultural environment so students can make healthier choices.

### 8 End Credits (02:18)

#### EXTRAS

##### INTERVIEWS

### 1 The Pressure to Drink (Students) (03:46)

Students reflect on the pressures they feel to participate in the campus drinking culture.

### 2 Drinking Normalized (03:19)

How heavy drinking is normalized through story telling.

## 12. Spin the Bottle: Sex, Lies & Alcohol (Kilbourne/Katz)

Suggested age group: high school, especially upperclassmen

Another Kilbourne and Katz production, this is similar to other videos, except with the focus on college alcohol use. It could be very good for high school students who often look up to college-age students, and especially for those intending to seek higher education. It covers the pressures of alcohol use, consequences, etc., but with the bulk of the talking done by college students, this DVD lends itself better to students identifying with the message bearer than just watching Kilbourne/Katz talk.

# PLAYING UNFAIR

## THE MEDIA IMAGE OF THE FEMALE ATHLETE

### **1 Intro: The Best of Times and the Worst of Times (02:34)**

The presence of women in sports challenges the way we think about gender and athleticism.

### **2 Taking The Field : The Impact of Title IX (01:38)**

Title IX, the 1972 landmark civil right's legislation, created a sense of entitlement to sport for girls and women.

### **3 Out of Uniform : The Media Backlash Against Female Athletes (09:51)**

Despite unprecedented participation levels, female athletes continue to be under-represented in the media or framed in conventionally stereotypical roles.

### **4 Playing Along: Empowerment or Exploitation? (03:04)**

Looking at the sexualized image of the female athlete in a larger social context.

### **5 The Glass Closet: Homophobia in Sports and Sport Media (08:03)**

How homophobia is used to control women athletes and preserve male privilege in sports.

### **6 Fair Play: Women Athletes in Action (03:49)**

The cultural impact of seeing women represented as athletes.

#### **Extra Features**

### **1 Title IX and New Opportunities (4:06)**

Leslie Heywood, power lifter, and Karen Smyers, triathlete, discuss how the passage of Title IX changed their lives.

### **2 Different Readings (4:13)**

Leslie Heywood finds generational differences in the way younger and older women interpret the media's practice of sexualizing female athletes.

### **3 Commercial Appeal (3:28)**

Leslie Heywood traces the rise of the image of the female athlete in popular culture to corporate campaigns to create new markets.

### **4 Repackaging Feminism (2:52)**

Michael Messner discusses how the media has reconceptualized feminism as individual freedom and empowerment.

### **5 Strong is Beautiful (2:11)**

Leslie Heywood talks about what it means to her to see female athleticism depicted as a feminine ideal.

### **6 Rethinking Sports (3:44)**

Pat Griffin and Michael Messner talk about the potential of women's sports to transform the values associated with masculinity and sport.

### **7 Promoting Healthy Images (3:53)**

Karen Smyers argues for more healthy and realistic body images as role models for women and girls.

### **8 Judging Our Progress (2:02)**

Pat Griffin asks to hear from marginalized voices before we can say we've achieved equity in sport.

### **9 Building Audiences (2:16)**

Mary Jo Kane and Michael Messner challenge the male-dominated sports media to give women's sports the same attention it does men's.

### **10 Title IX Backlash (3:31)**

Pat Griffin and Michael Messner look at the ways that criticism of Title IX masks the privileged status of certain sports—what Messner refers to as the "football lobby."

### **11 What's at Stake (1:45)**

Mary Jo Kane frames the representation of female athletes as part of a larger struggle for social and economic equality.

© 2002

## **13. Playing Unfair**

Suggested Age Group: 7th-12th

Suggested subject: Media literacy, Gender studies, Social studies (Civil Rights Movements) or Health/nutrition

This is an engaging and relevant film. As a heads up, there are some provocative poses shown depicting female athletes but nothing too risky. Athlete commentary is interspersed with images and live footage. The image of women in sports is analyzed along with homophobia in sports. It studies the line between feminine and macho and how this affects viewers and athletes alike.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)

# ADVERTISING & THE END OF THE WORLD

## 1 Intro (03:05)

## 2 Advertising as Culture (05:37)

How advertising, the dominant storyteller of our time, deals with the problem of consumption in capitalism by making the dead world of things come alive with human and social possibilities, and shapes the way we see the world and our place in it.

## 3 How Do We Become Happy? (09:15)

How advertising translates our real desires for human connection and pleasure into a desire for commodities that are incapable of delivering lasting satisfaction.

## 4 What is Society? (01:49)

How advertising addresses us as individuals, systematically relegating collective concerns to the margins.

## 5 How Far Into the Future Can We Think? (11:37)

How advertising valorizes the most destructive aspects of capitalism: its short-term focus, its denial of collective values, its stress on material life and values.

## 6 Imagining a Different Future (03:53)

How the advertising industry must expend billions of dollars and relentless effort to maintain a consumer-centered view of the world, and how this vast expenditure indicates that resistance is real and possible.

## 7 End Credits (01:30)

© 2002

## 14. Advertising and the End of the World

Suggested age group: 8th-12th grade

Suggested subject: Western Civilization, Social Studies, Environmental Studies, Economics or English

This film is mostly narrated with few images. The topic is important and relevant but the presentation of the information may work better for older students. This film looks at the relationship our culture has with products and advertising and the global effects of our consumption.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)

# Off the Straight & Narrow

Lesbians, Gays, Bisexuals & Television

## 1 Intro (01:54)

## 2 The Early Years: Seen & Not Heard (09:28)

The transition from the invisibility of gay television images to a contested presence in the late 1960s to early '80s.

## 3 Under the Skin: The AIDS Crisis (10:44)

How reluctant coverage of the AIDS epidemic reproduced stereotypes, while ironically forcing media to deal with gays more consistently.

## 4 Saints, Singles & Celibates (09:25)

With increased visibility, the counter-tendency to reconcile gay images with middle-class heterosexual sensibilities.

## 5 Betwixt & Between: Representations of Bisexuality (04:23)

The challenge of bisexuality to TV producers accustomed to dealing with clear distinctions between gay and straight.

## 6 Dimensions of Diversity: Race & Sexuality (06:26)

How depictions of gay people of color are often three-dimensional, but remain a small part of an already under-represented group.

## 7 The Case of Ellen (07:15)

How the controversy surrounding Ellen revealed a double-standard in media depictions of sexuality, while the sensational coverage of the Versace murder revealed the persistence of gay stereotypes.

## 8 Vital Signs: Gay Images, Queer Readings (10:53)

While apparently "straight" programming in a multiplicity of TV genres offers the possibility of gay identification and pleasure, there remains the need for fully human portrayals of, by, and for gay people.

## 9 End Credits (02:09)

© 2002

## 15. Off the Straight and Narrow

Suggested age group: 10th-12th grade or a mature audience

Suggested subject: Social Studies, Gender Studies or English

This film provides a historical look at the gay movement and the coinciding gay representation in the media. The film contains several interviews and film/TV/music clips. It points out gay stereotypes that have been presented in the media over the years.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)

The Media Education Foundation Presents

# MONEY for NOTHING

Behind the Business of Pop Music

**1 Intro (02:12)**

Reflections on the impact of the music industry on music.

**2 The Music Industry (10:42)**

The crisis in the music industry as companies have merged and gone global.

**3 Gatekeepers: Radio (06:54)**

The consolidation of radio ownership and the politics of airtime.

**4 Gatekeepers: Television (02:53)**

The power, politics and corporate interests of MTV and its allies.

**5 Gatekeepers: Touring (03:09)**

Corporate control and the business of concert tours.

**6 Gatekeepers: Retail (02:08)**

How three companies control the retail music industry.

**7 Music Advertising and Marketing (11:20)**

The nature and consequences of media marketing "synergy".

**8 Alternatives (06:55)**

A rationale and direction for opening up the music industry.

**9 End Credits (01:46)**

**Extra Scenes**

**1 Music & the Internet (03:21)**

Our interviewees discuss the ever-evolving world of online music.

**2 Cultural Imperialism (03:04)**

Michael Franti and Bob McChesney discuss the effects of globalization on music.

**3 Marketing Rebellion (03:32)**

The rabid search for 'cool' by record companies is discussed.

**4 Revenue Streams (00:43)**

Reebee Garofalo talks more about how record companies maximize their assets.

**5 Musicians & the Business (05:24)**

Michael Franti and Chuck D talk more about how the music business affects musicians.

**6 Be a Light (02:10)**

How three companies control the retail music industry.

**7 Radio Concentration (05:01)**

More discussion on the concentration of the radio industry.

**8 Revolution, Grrrl Style Now (03:59)**

Kathleen Hanna talks about the origins of Riot Grrrl, the early 90's feminist/punk movement.

**9 Start Your Own Label (03:12)**

Ani DiFranco discusses why she started her own record label.

© 2002

## 16. Money for Nothing: Behind the Business of Pop Music

Suggested age group: any age

Suggested subject: History,  
English or Economics, Music

This film examines the monopoly of popular music that has happened over the last decade. Popular music artists who have strayed from mainstream record companies are interviewed and present ways in which to get involved in the independent music movement and to prevent complete corporate control over what music we are allowed to buy, see and hear. Most students would find this video engaging and relevant to their lives.

Study guide @  
[www.mediaed.org](http://www.mediaed.org)

# THE OVERSPENT AMERICAN

## 1 Intro (02:37)

Americans are on a spending spree and consumer debt is on the rise.

## 2 The Cycle of Work and Spend (02:11)

Productivity growth has led to higher incomes for workers, leading to increased consumer spending, and the need to work more hours.

## 3 Stretching Reference Groups (07:00)

Three main factors have led to the widespread emulation of people in the top twenty percent income bracket.

## 4 The Visible Lifestyle (09:26)

As possessions become the visible markers of wealth, more and more products get drawn into the consumption competition.

## 5 The Costs of Overspending (06:24)

Acquiring and discarding possessions is taking its toll on the environment and our social well-being.

## 6 Getting Off the Consumer Escalator (03:28)

There are steps we can take, both as a society and as individuals, to curb our overspending habits.

## 7 End Credits (01:02)

### EXTRAS

#### 1 Downshifting (01:43)

Various tips on how to live simply, downsize the holidays and forgo the "white wedding."

#### 2 Kid Spending (01:15)

Parents justify spending on their kids and as a result many American children are more affluent than the rest of the world's population.

#### 3 Lipstick (01:00)

Since all lipsticks are chemically equal, why are some brands more desirable than others?

#### 4 SUV Advertising (00:50)

The paradox of using nature to sell the most destructive automobiles ever marketed.

© 2003

## 17. The Overspent American

Suggested age group: 8th-12th

Suggested subject:

Economics, English, Western Civilization or Environmental Studies. This film is engaging and important in studying our commercialized culture.

Americans are spending more than they ever have on material goods and falling more and more into dept. This film looks at the social and environmental costs of this heightened consumption. I think this would provide for lively debates.

# NO LOGO

## 1 Intro (04:13)

The reason Naomi Klein wrote *No Logo*.

## 2 No Space: New Branded World (11:58)

Today's popular brands communicate meaning and ideas, which are more about the consumer lifestyle than the product being sold.

## 3 No Choice: Brand Bombing (08:09)

The public sphere is disappearing into the "theater of the brand", and corporate monopolies are dominating the retail sector.

## 4 No Jobs: The Discarded Factory (08:15)

When corporations shift their focus from production to building their brand, it has dire consequences for workers all over the world.

## 5 No Logo: Anti-Corporate Activism & Reclaiming the Streets (09:05)

Activism is reconnecting the worlds of production and consumption. / The debate over globalization isn't simply who is for or against free-trade, it's about democracy.

### EXTRAS

#### 1 Virgin Stretches the Brand (01:37)

The goal is to make it possible for consumers to live their entire lives inside the *Virgin* brand.

#### 2 Cool Hunting & The Cooptation of Youth Culture (02:02)

New ideas are quickly commodified, and youth anger is co-opted and sold back to them.

#### 3 Branding & BMW Films (01:16)

*BMW* uses the internet to take product placement to a new level.

#### 4 Coke vs. Tap Water (00:51)

A university's exclusive beverage contract and how tap water has become competition for a cola giant.

#### 5 Mickey Mouse Goes to Haiti (00:49)

Clothing workers in Haiti find out how much *Disney* products sell for in North America.

#### 6 Benetton & Political Advertising (01:13)

When ideas are divorced from meaning to sell products, alienation and political apathy are the result.

#### 7 Public vs. Private (00:56)

The interests of the public are often at odds with private interests.

© 2003

## 18. No Logo

Suggested age group: 10th-12th or more mature audience

Suggested subjects: Ethics, Environmental Studies, Economics, Marketing/Design or English

This film examines the current trend in advertising in which lifestyles instead of products are sold. It critiques corporations' use of public spheres for advertising and their practices surrounding cheap foreign labor to produce a product. It examines an obsession with certain brand names and where this obsession comes from. It is heavy on the lecturing and might lose a younger crowd, although the information is important and useful. I found it helpful that they also gave suggestions for how to resist complete corporate monopoly of the free market.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)

# Killing Us Softly 3

## ADVERTISING'S IMAGE OF WOMEN with Jean Kilbourne

- 1 **Intro** (02:16)
  - 2 **Taking Advertising Seriously** (01:39)  
The cultural power of advertising to sell specific values, images and ideas.
  - 3 **Perception & Artificiality** (02:30)  
How an impossible ideal of female beauty distorts how men see girls and women, and how girls and women see themselves.
  - 4 **Objectification** (01:46)  
Men's violence against women and advertising's dismemberment, objectification and dehumanization of women.
  - 5 **Fragmentation** (04:52)  
How advertising's relentless scrutiny of the female body undermines women's agency.
  - 6 **Femininity, Appearance & Slimness** (03:37)  
How images of thinness undermine female power and promote eating-disordered behavior.
  - 7 **Cutting Girls Down to Size** (04:01)  
How the depiction of girls and women as thin and passive silences women and co-opts feminism.
  - 8 **Sexuality, Infantilization & Pornography** (02:45)  
How the pornographic subtext of advertising sexualizes children while telling women not to be mature sexual beings.
  - 9 **The Trivialization of Sex** (02:47)  
Advertising's mainstreaming of pornographic imagery and themes.
  - 10 **Violence** (03:11)  
How ads trivialize, eroticize and normalize men's violence against women.
  - 11 **Polarizing Femininity & Masculinity** (02:09)  
How ads restrict human possibility by perpetuating rigid definitions of masculinity and femininity.
  - 12 **Progress & Activism** (01:37)  
The need for aware, active and educated people to think about advertising as citizens, not simply as consumers.
  - 13 **End Credits** (01:01)
- © 2002 (continued)

### Interview

- 1 **How did you become interested in the power of images?** (02:14)
- 2 **Why did you begin to give public talks about advertising?** (02:10)
- 3 **How did you start making your movies, and what has the response been?** (03:33)
- 4 **Could you talk a little more about your modeling career?** (02:08)
- 5 **How do you handle hostile audiences?** (03:01)
- 6 **How different is the world your daughter is growing up in compared to the world you grew up in?** (04:41)
- 7 **What can people do to change the present situation?** (02:06)
- 8 **What would you like to do in the future?** (01:11)
- 9 **Which Beatle did you date?** (01:41)
- 10 **What impact do you think you've had?** (02:05)

### 19. Killing us Softly 3

Suggested age group: 7th-12th grade

Suggested subjects: English or Health

This film is a video of a Jean Kilbourne lecture containing print and live ads. It is very similar to her first two films on the topic of women in the media. If you have seen the others I would skip this one. The main difference being that she covers the concept of silencing women in ads, the sexualization of very young girls, the connection between violence and sex and the increase of male objectification. Her arguments are succinct and articulate. A good introduction to the subject.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)

The Media Education Foundation Presents

# RICH MEDIA, POOR DEMOCRACY

FEATURING ROBERT McCHESNEY WITH MARK CRISPIN MILLER

## PART ONE: MEDIA OWNERSHIP

### 1 Who Is Sumner Redstone & Why Should We Care? (05:01)

The job of media's new corporate bosses is to maximize profit for shareholders, not to provide greater choice and diversity for consumers.

### 2 Who Gave the Airwaves Away? (05:36)

Although the airwaves belong to the people, government policy has favored private, not public interests.

### 3 Welcome to the Revolution? (03:58)

The 1996 Telecommunications Act was passed with very little public debate over how deregulating ownership rules would lead to massive consolidation of these new telecommunications technologies.

## PART TWO: JOURNALISM & DEMOCRACY

### 4 But What About The First Amendment? (03:16)

More and more, the First Amendment is being interpreted as a protection for owners and advertisers, and not editors and reporters.

### 5 What Happened to the News? (13:15)

Due to cost cutting and the consolidation of news departments, investigative journalism is on the decline. In its place is news that is high on sensationalism and low on information.

## EXTRAS

### 1 Myth of the Liberal Media (01:47)

There is ample evidence to support the existence of corporate bias and little to suggest the supposed liberal bias of the media. The "myth" is effectively propaganda to silence criticism of those in power.

### 2 The Fox Guarding the Henhouse (02:43)

The gradual weakening of the FCC is the ultimate triumph of the commercial media system over the rights and needs of the public.

### 3 A Classic Case of Corporate Journalism (01:50)

The absence of investigative reporting on the 2000 election is further evidence of the decline of journalism in the age of corporate ownership.

*(continued)*

### 4 This Ad was Paid for By (02:05)

Political advertising has taken the place of political campaign coverage—a financial gain for broadcasters, but a loss of information for the public.

### 5 Hands Off My Mouse (02:54)

Copyright law has been extended to protect the monopoly power of private interests to keep cultural and intellectual materials out of the public domain.

### 6 There Are Alternatives (02:09)

Independent media are a vital alternative to the corporate media system and need our support.

© 2003

## 20. Rich Media, Poor Democracy

Suggested age group: 7th-12th  
Suggested subjects: English, U.S. Government, Civics or Journalism

This film examines the monopoly of media ownership in our country. It critiques the lack of regulations in the private sector and how journalism is currently used for profit gaining instead of information giving. It is a bit heavy on the lecturing and may work better for an older audience.

Study guide available @ [www.mediaed.org](http://www.mediaed.org)