

## COMPOSING ANNOTATED BIBLIOGRAPHIES

Sometimes, college instructors ask students to construct annotated bibliographies, which are collections of several summary/abstract-like entries on a single subject/topic. Many college instructors ask students to write annotated bibliographies in order to supplement their textbook readings.

Some characteristics of Annotated Bibliographies:

+Annotated Bibliographies contain annotations (or entries) which are similar to summaries/abstracts. Except, sometimes the entries reflect on the usefulness of the contents as well as work to summarize them.

+Typically, the style may be the same as a descriptive abstract [unless the instructor or institution demands something different].

+Annotations are really concise (consider brevity and clarity carefully). Unlike normal summaries/abstracts, annotations found in an annotated bibliography may be shorter [ask your instructor for clarification].

+Annotations contain a citation above (use a source documentation system consistently, either MLA, APA, CSE, or other)

+Annotations may contain a short block of information which reflects on the usefulness of the article/piece while providing a short summary of its contents.

+Successive entries may be numbered or not (alphabetized or not), or they may appear in order of importance. Choose at least one organizational method (numerical or alphabetical).

+Some form of emphasis is given to the citation (e.g. bold, underlining, italics, or color), while the entry is written in a regular font (making it easier to locate specific entries).

+Longer Annotated Bibliographies contain either an index or a table of contents. Sometimes, they may contain both.

EX:

### **Gender Stereotyping: An Annotated Bibliography**

Armstrong, Cory L., and Michelle R. Nelson. "How Newspaper Sources Trigger Gender Stereotypes." *Journalism & Mass Communication Quarterly*. 82.4 (Winter 2005 2005): 820-837. Academic Search Premier. EBSCO. Utah Valley University, Orem, UT. Web. 21 Feb. 2009  
<<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=20486634&site=ehost-live>>.

Most often, sources that journalists use for articles are either eyewitnesses of an event or those that seem most credible because of their position title or their name. This does not necessarily mean that they are most competent or knowledgeable. Yet, readers repeatedly observe the same types of people with an official status being quoted, and may learn to associate certain types of people with authority. The majority of the time, sources that appear in stories are male. Gender stereotypes in this capacity may cause readers to place much more trust in a male source than a female source, even if she has exact credentials.

In a study completed to test this theory, two separate personalities and thought processes were examined. One worldview was called the "ethic of care," and applied to those who were very careful and thoughtful when making judgments. High-caring personalities were less likely to gender stereotype about a source if the name was gender-neutral and there was no additional information as to the occupation. The opposite worldview, of rationality and objectivity (also low-caring, thought more about the sources' roles in a story, and typical gender roles and stereotypes attached to them.

Ethically, where the readers will only view one gender in a specific role or as a credible source seems problematic. Reporting in this manner reinforces that readers make life-decisions and occupational decisions based on gender stereotypes. A solution for reporters may be to step back and see the big picture of what message they are promoting. Reporters must gather a greater variety of sources in order to make gender stereotyping a thing of the past.

Behm-Morawitz, Elizabeth, and Dana E. Mastro. "Mean Girls? The Influence Of Gender Portrayals In Teen Movies On Emerging Adults' Gender-Based Attitudes And Beliefs." *Journalism & Mass Communication Quarterly*. 85.1 (Spring 2008 2008): 131-146. Academic Search Premier. EBSCO. Utah Valley University, Orem, UT. Web. 25 Jan. 2009  
<<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=32869757&site=ehost-live>>.

Media exposure has a true effect on consumers' decision-making about the world and people around them, especially emerging adults. Films easily influence teenagers, and any film with a strong basis of gender-stereotypes may form their beliefs about gender, leading them into adulthood with false ideas of the real world. Movies such as 'Mean

Girls' portray relationships among women as a caste system within social groups, complete with the socially aggressive dominating queen bee, and manipulative followers. In teen movies, females are more socially aggressive than males, in order to gain social power.

Multiple viewings of multiple teen films indicate: "(1) Stereotypic beliefs about female friendships, (2) more unfavorable attitudes toward women, and (3) perceptions that social aggression increases one's popularity with peers" (141). Teen films send the message that success in the social world of females can be achieved by manipulation and malice, and that males should view women in this light.

For the media to produce and praise teen films with such a negative influence on real emerging adults seems unethical. This practice is deceptive and causes harm to young people forming their beliefs and attitudes about men and women.

Jones, Melinda. "Gender Stereotyping in Advertisements." *Teaching of Psychology*. 18.4 (Dec. 1991): 231. Academic Search Premier. EBSCO. Utah Valley University, Orem, UT. Web. 25 Jan. 2009  
<<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=6382371&site=ehost-live>>.

Advertising is so prevalent in our society that most people do not even realize how they are affected and influenced by the mass media and its gender-stereotyping. As a result, students should be informed of how the process works so to establish awareness. Sociologist Erving Goffman presented a gender-stereotyping analysis in 1976. Goffman found many stereotypes in gender advertising. Some had to do with size; men depicted taller and larger than women. Others dealt with representations of family, with the men being either detached from the family, or primarily communicating with the son, while women communicated with the daughter.

One method of educating students on how to discern gender stereotypes within advertisements is to present advertisements from decades past and present. Then, have the students rate them using Goffman's stereotypes. After this, ask the students to replace each of the models in the ads with the opposite gender. Students may realize how silly the advertisement looks at the reversal, and how they have been programmed their entire lives to see gender roles a certain way.

Advertising has been making progress in moving away from gender stereotyping, but still has a long way to go. It seems unethical to continue this practice because it conditions the public, from a young age, to believe that only certain genders belong in certain roles. Yet, it is society's duty, and an educator's duty, to open the eyes of young people and deprogram them so that they may make better decisions as adults.

Lester, Paul Martin, and Susan Dente Ross. *Images that Injure: Pictorial Stereotypes in the Media*. 2nd ed. Westport, CT: Praeger Publishers, 2003. Print.

As media professionals, we must truly learn to look past stereotyping of any kind. Instead of using images or words that harm people, we must produce a product of work that heals. Improvement is being made though, as Chapter Eighteen explains. Tracking

of the portrayal of women in Super Bowl ads from 1989 to 2002, showed that in all of the time periods, men had more roles in commercials than women. Also, in the earlier years of the study, men were portrayed as heroes and 'scored big' with women. However, in the later years, men seem to lose when it came to women, and the women seemed more independent and less dotting on the men. In the later years, celebrity women highlighted more commercials than they had previously, but were still sometimes portrayed as sex objects.

Because the target audience of the Super Bowl is comprised of an abundance of men, as advertisers it makes sense to show men as heroes if they use a specific product, or to show sexy women. Yet, is this ethical? Just because many men are watching, does not mean women or men need to be portrayed in this style. It sets up gender stereotypes that may influence the viewers when making decisions or judgments about the opposite sex. Yes, it may be necessary for advertising, but perhaps it can be balanced a little better.

Pearn, John. "Ethical Issues of Stereotyping." *Professional Ethics*. 8.2 (2000): 59-64. Print.

In particular cases, stereotyping is necessary. When an animal is a known predator, it is not immoral to label it dangerous. Yet, in other cases, it is merely bad habit to label a woman dumb because she is blonde. These differences in stereotyping can be viewed through the lens of virtue or vice. The Prejudice Interval can measure the differentiation between the two. If the Prejudice Interval is small, like in a "tiger-being-dangerous" stereotype, the stereotype is virtuous. If the Prejudice Interval is large, like in an "all-Irishmen-are-drunks" stereotype, the stereotype is a vice.

The Prejudice Interval can also be used to measure gender stereotyping in mass media such as advertising. If multiple advertisements depict only men in business suits heading to work, the Prejudice Interval will be large, and a person may believe that only men go to work and all women stay home, which is obviously a stereotypical vice. Yet, if multiple advertisements depict men and women together wearing wedding clothes and grinning, the Prejudice Interval will be low, and a person may believe that most couples are happy when they get married, a fairly virtuous stereotype.

Plaisance, Patrick Lee. *Media Ethics: Key Principles for Responsible Practice*. Thousand Oaks, CA: Sage Publications, Inc, 2009. Print.

Ethics is a needed discipline because people have a natural aversion to harm, yet a natural tendency to cause harm as well. There is direct harm, which is more intentional, and indirect harm, which is more of a failure to prevent harm. Advertising does have the potential to cause indirect harm on the receivers of the message, especially on children.

Research indicates that gender stereotyping in advertising is truly a potential harm for children because it enforces inexorable norms on how boys and girls are supposed to act, think, talk, dress, etc. Girls in advertisements are depicted as playing with dolls, pretend household items, or makeup. Meanwhile, boys in advertisements play with math and science toys, cars and trucks, sports equipment, or outdoors.

Children internalize these stereotypical norms, and may not want to venture into the opposite gender's norms or emotions. This is psychologically harmful not only to the children but also to society. The media must be more ethical with advertising to children in order to ingrain various types of molds for a child of either gender to fit into. Advertisers should look at how they are causing indirect harm, and instead of failing to prevent the stereotypes from infiltrating society's children, working to make it less harmful.

Wyckham, Robert G. "Self-Regulation of Sex-Role Stereotyping in Advertising: The Canadian Experience." *Journal of Public Policy & Marketing*. Vol. 6, (1987): 92. Print.

In 1981, Canada's advertising industry began to use self-regulatory practices of gender-role stereotyping. The self-regulation was prompted by growing concerns and pressure from the public, and from the government's threatening to impose regulation. The Advertising Advisory Board (AAB) decided that because people's perceptions of gender roles are conceived through constant exposure to advertising of this sort, their perceptions could change with exposure of non-stereotypical gender roles in advertising.

The AAB was to educate the industry about the problem; do market research on the attitudes of the public; give advertisers advice on how to positively portray men and women; and to follow nine guidelines to judge any complaints on gender stereotyping. By the end of the two-year test, there was change. More contemporary stereotypes came into advertising, and the industry acknowledged the problem and took steps to fix it. "The experiment has been a qualified success" (76).

The Canadian advertising industry's experiment was a success and showed wonderful ethical application. To recognize the issues, and actually take a risk to change them for the better, takes great ethical examination. The industry attempted to minimize harms to the public and promote healthy decision-making. This experiment sets a positive example for other nations of the world.