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## Teaching Mediated Violence: Editor's Introduction

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Documentary films and video lectures allow instructors to bring new visual and conceptual components of the course to life in the classroom, enhancing lecture and reading material and supporting visual or auditory learners. For this special issue, we were interested in learning and sharing how instructors teach with educational films. We wanted to know about how educators contextualize specific films within their course, which readings they assign in conjunction with films, pre- and post-viewing discussion activities and prompts, and reflections on the successes and failures of teaching with documentary films. Both our lesson plans in this issue focus on the use of documentary films for teaching about violence and popular culture. Therefore, we changed the title of our issue to “Teaching Mediated Violence” in order to further highlight the contribution these lesson plans make to teaching about masculinity, violence, video games, and representation.

**Donica O'Malley's** lesson, “Teaching Masculinity with MEF's *Tough Guise* and *Tough Guise 2*” takes place over three class periods. The lesson guides students through critical scholarship on hegemonic masculinities as well as a compare and contrast activity of the opening sequence of the Media Education Foundation's documentaries *Tough Guise* (1999) with the more recent version *Tough Guise 2* (2013), which students watch in its entirety. Through an individual free-writing activity, partner work, as well as a large group discussion, students unpack the intersecting constructions of violence and masculinity in US entertainment media and societal institutions.

“Teaching Violence and Video Games with *Joystick Warriors*” by **Alex McVey** contains a treasure trove of class activities and discussion guides that ask students to interrogate the intersection of violence and video games within the framework of the Media Education Foundation's *Joystick Warriors* (Sorkin 2013). McVey's carefully scaffolded lesson plan includes three lecture guides, discussion prompts, and class activities (including an interactive gallery walk for students) grouped according to the following themes: 1) violence and overdetermination, 2) visual and procedural rhetoric, and 3) race, gender, and video games.

We hope you find “Teaching with Mediated Violence” helpful as you begin to integrate themes of violence, masculinity, and representation into your syllabi. We also encourage instructors to seek out additional documentary films by [visiting the MEF website for a current list of MEF films](#) or [see if your college or university has streaming access](#).