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Faculty of Letters and Languages

Department of English

The Impact of American Action Movies on American Adolescents

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Presented by

BOUNAIME Mohamed

Supervised by

Mr.s SEBAOUI Khadija

Board of Examiners

Dr. MOURO Wassila

President

University of Tlemcen

Mrs. SEBOUAI Khadidja

Supervisor

University of Tlemcen

Dr. BERBAR Souad

Examiner

University of Tlemcen

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Dedication

I dedicate this work to my beloved family, which kept supporting me from the beginning till the end.

To the teachers who were patient and sympathetic with me.

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Abstract

This research is an attempt to find and prove how being addicted to watching action movies and watching graphic violence in general, would affect the behavior of adolescents. Starting with the first intentions of creating moving pictures, and reaching the latest movie technologies used in Hollywood studios, besides the mention of the main and sub-film genres, then, exposing the studies conducted to confirm the impact of media in creating behavioral changes in the attitudes of adolescents. Also, this research demonstrates the psychologies that allow media violence to affects the lives of adolescents, and explain the main strategies that are used the parents, to reduce the negative impact of media on their children.

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GENERAL INTRODUCTION

Movies as part of the entertainment sources, they can be used as the most influencing type of media. Motion picture in general started through a continuous painstaking work from scientists and developers, to reach some new inventions that can give the world some better entertaining sources (William, 2011). The emergence of the motion picture, though started in Europe, it quickly moved to other parts of the world, the United States was not an exception, it embraced this new idea and let it be widespread and common in the American society, then it was the birth of cinema and movies, most of the time for entertainment purposes only, but it soon began to gather customers; so providing different types of movies was a necessity, Which made it a good start for businessmen to start building studios for producing movies. Later, movies of the United States dominated the arena of cinema, and it was known as Hollywood movies.

Action movies genres began to be common in the year 1970, inspired by the increase of stunt performers, who were active from the 1910s to the 1970s, and the common use of special and visual effects, and then it started to have other characteristics like chasing scenes, extreme street fights, running against time, and the use of guns and rifles (filmsite.com). Yet, this genre became more popular after the film writers began to mix features of other genres like Horror, Sci-fi and Western movies in the Action movies, which made it more interesting and attractive for the viewers.

As these movies are considered to be an essential part of the media, that influences mostly teenagers, the impact of action movies on adolescents have been the focus of different researchers, from different universities and laboratories around the world, to examine the psychology behind affecting teenagers' societal lives, by watching action movies and other different types of media programs, like the daily television news. Researchers had to examine the hypothesis stating that media usually have negative impact rather than positive, by conducting several studies and running different experiments on different

samples around the world, most of these studies have been done through surveys and questionnaires, designed by qualified researchers like L.R. Huesmann, besides the different types of studies (experimental, cross-sectional, and longitudinal studies), that were run on different samples in different periods of time.

After the hypothesis' approval that media in general causes negative impact, in both thinking and behavioral psychologies in children and adolescents, parents felt the responsibility to keep their families safe from the bad influence of media. Parents used different strategies to control the quality of the media that would be consumed by their children at home, these strategies, according to the researchers, can be divided into three types, which are techniques followed to control the media viewing habits of their children. Some of these techniques are effective but not sufficiently useful for a long duration, whereas others are effective solutions at the short and long run, but they are sensitive techniques that require a professional handling by the parents.

Setting media content to be suitable for all the different types of audiences is not a possible solution, but controlling the audience by setting guidelines to be respected and followed would be much better and helpful to prevent the unwanted impact of media on society. This research paper analyzes the development of motion pictures, from the first attempts of inventing filming tools, to the latest technologies used in making films. It also emphasizes on the action movies genre and its impact on adolescents, also, it tackles the violence in media sources, and how it affects the audiences, and it examines the different ways that let the media have impact on the social attitudes of the young audiences. At last, it exposes the role of the parents in limiting the negative effects of watching the media violence, and the strategies they follow to guarantee a safe impact from the media on their families.

The problematic is forwarded into two main questions:

GENERAL INTRODUCTION

1. Does watching action movies affect adolescents attitudes?
2. How can parental guidelines help avoid the negative impact of media?

The stated questions are interpretations of two hypotheses which are:

1. Media influences its audiences negatively.
2. Violence in movies inspires adolescents through different psychologies.

This extended essay is divided into two chapters. The first one is an overview of film making history and its development. While the second chapter is concerned with the psychological impact of movies and media in general on the behaviors of adolescents, and the role of their parents in dealing with this impact.

**Chapter One: Historical
Background of the Motion
Picture**

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Chapter One: Historical Background of the Motion Picture

1.1. Introduction

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1.1 Introduction

The United States is considered to be the most active movies producing country in the world, with a rate of more than 1.000 movies per year (Langford, 2005), and most of these movies are originally defined and referred to as Hollywood movies. This latter has a great history that through time, made it worth the title of the most influencing cinema in the world; it has different genres of movies, each with its own specific features, which can fit the needs of the viewers' interests. According to Cambridge Dictionary, Film is "a story that is shown in moving pictures on a screen, usually at a cinema or on Television". It is mainly a set of still pictures joined together to make an illusion of a motion picture, this idea of making illusion of a flowing set of pictures, started to be developed in the pre 1920s, and is most of the time credited to the British scholar Peter Mark Roget's theory (1824).

The theory of Peter Roget stated that the human eye would retain an image for an instance, after the image changes. After many researches conducted by European inventors, the revolution had moved to the United States and started to face other developments, by Thomas Alva Edison in his laboratories, with his British assistant William Kennedy Laurie Dickson, who could create the first film in the history of the united states, entitled *Monkeyshines N: 1* (1890), this was the earliest step toward the rise of Hollywood.

After developing tools for producing satisfying quality of motion pictures (movies), the movies studios started a concurrence at producing the best kind of movies, to gain the largest audiences, as movies production became a successful business in Hollywood, movies of different genres were produced to fit the widest possible amount of audiences, who liked to watch different types of movies like Horror, Western, Comedies, and Action.

Action Movie were the favorite genre for the young male audiences, such as adolescent boys, these kind of movies were full of energetic scenes, that made the audience feel the rush in their blood, and making them wishing to be an action movie hero one day. The evolution of the Action movie genre faced improvement every year, in the history of developing the motion picture technologies, starting by using visual tricks to play with the attention of the movie viewer, and reaching high technologies based on the help of computers.

This chapter is an informative essay, which will define the original roots of founding cinematography and its evolution, besides the focus on the Hollywood action movies, and their affects on adolescents' daily lives.

1.2 The Rise of Hollywood

In the late of 1880, Thomas Edison and Laurie Kennedy have been trying to provide a tool that can record movements and project them, they based their research on the theories and ideas, of older scientists and inventors such as Edward Muybridge; who could prove that the horse takes all of his four legs off the ground in a very limited instant, by using multiple cameras, and Etienne-Jules Marey, who invented the Chronograph, that could capture up to 12 photographs per second, and George Eastman, the inventor of Kodak cameras.

Thereafter, began the birth of the United States' cinema; in November 1890, Alva Edison could invent the world's first motion picture film camera, and name it the Kinetograph, and he used it to record the *Monkeyshines* scenes created by himself. After one year, Laurie Kennedy run the second footage in the history of the United States' cinema, filming himself smiling and taking off his hat, in a film of three seconds length. In April 1894, Edison started to use the kinetoscope in commercial purposes by entertaining customers: It was a coin-operated machine, that only one customer can use it at a time, it displays a continuous motion of pictures, for about 16 seconds long with no sound. The

kinetoscope became very popular for couple of years, in the carnivals and Kinetoscope parlors.

Edison, in 1893, could build the Americas' first movie studio, on the grounds of his laboratories, and named it Black Maria, with an average of 637.67\$ at that time, then, in August 31, 1897, Edison could get patent for his Kinetograph invention. The hard working scientist kept paving the way for a revolution in the history of the cinema, by improving the tools of filming, and producing several clips like *Fred Ott's Sneeze* (1894) as the first copyrighted movie produced in the history of cinema, then, *Carmencita* (1894), the clip that witnessed the first female actress in a movie.

Yet, it was necessary to include sounds into this new trending invention of films; Edison and his assistant Laurie Dickson, developed a sound film system called Kinetoscope, a simple tool with earphone tubes, designed to synchronize sound with the moving pictures, but it was not giving a satisfying result, because of the bad synchronizing between the sound and the pictures.

By the half of April, 1894, the Holland Brothers used films as a tool for commercial purposes, they started to amuse people for 5 cents per view; the two brothers placed 5 kinetoscopes in a store, each with a short film of 30-60 seconds, where the customer can watch female dancers, since most of the audience were men, sparring boxers, and body builders like *Sandow the Strong Man* (1894) and lot of other shows. Shortly after, Kinetoscope parlors were spread in all the big cities, with penny arcades and hotel lobbies.

After managing to give the motion picture sounds, it was time for making these films more catchy and attractive, in June 1894, developers like Charles Francis Jenkins, was the first to project a colored motion pictures film, it was a hand tinted frame by frame clip, of a vaudeville dancer doing a butterfly dance, displayed in Richmond, Indiana with his own invention the Phantoscope, but the results were notably rudimentary. The team hired to color the film, had to tint every single frame in the tape separately, so the job was a time consuming

process and painstakingly done. For the few next years, filmmakers kept relying on the primitive coloring systems like Stencil Coloring, Hand Coloring, Toning, and Tinting, until 1906, when a European scientist from Britain, named George Albert Smith invented a filming machine, that can use the green and red filters to show colors in a movie during filming, and it was the first successful film coloring process with satisfying results.

The invention was brought to America first time by Charles Urban in 1909, to find a buyer for the American Rights, yet he could not achieve his goal, then, in April 1910, two businessmen brought the machine back to the United States, and established the Kinemacolor Company of America, and made a good use of it, first by broadcasting British products like the coronation of King George V, then ended up producing films related to the American culture and society like *The Birth of a Nation* (1915), which was a film adapted from Thomas F. Dixon novel *The Clansman*, 1905. The film gained a great success in the United States, and a greater reaction from the audience.

The film was adapted from a novel, that had racist tendencies in its plot towards the Ku Klux Klan, which led to what can be considered as the first impact of a movie on a society, in the history of the United States. There were several interferences from both the citizens and the government, toward the controversial film, on March 31, 1915, New York citizens decided to ask the Mayor of the city to ban screening the movie, on May 17, from the same year, Mayor of Chicago acquiesced and surrendered, to the pressure of black voters, demanding him to stop *The Birth of a Nation* from screening.

Several orders were passed in different regions in the United States, to ban the movie from the screens and the cinema shows, on the other hand, there were also parties who used the media like newspapers, to defend and support the movie broadcasting, arguing that "For "*The Birth of a Nation*," there is no censure as the scenario writers have been careful to incorporate in the story, only authentic incidents of history and have depicted them

without fear or favor.” The Ogden Standard (Ogden City, UT), March 27, 1916.

In a response to all the critics raised against the movie, Griffith felt a responsibility to follow the blockbuster *Birth of a Nation* (1915), with something equally important. He spent two years filming pieces of a movie (Gregory 87), and he produced another epic film entitled *Intolerance* (1917), this three hours and a half film, became one of the first films to be registered, in the United States National film registry, because of its significance of the American history and culture.

The 1920s was the era where filmmakers in America, became extremely creative and workaholic; hundreds of films each year were released, and the numerous studios built in Hollywood, along with the cultural and economic flourishing in the roaring twenties, made the latter earn the name “movie capital of the world”, in 1930s, began what is known as the golden age of Hollywood.

Though Americans in the thirties, were facing a great economic depression, it was –at the same time- the main reason, that helped Hollywood movies, to reach the top of their selling; the Americans were looking for something that can distract them, from the miserable reality they were living in, with the fewest possible amount of money, because of their poverty issues.

This pushed Hollywood cinema theatres, to lower their tickets prices down to 15 cents; it was a great deal for an American, to watch a movie of three hours like *Gone with the wind* (1939), instead of buying a pack of cigarettes, which cost from 14 to 20 cents per pack, as President Franklin Roosevelt said “During the Depression, when the spirit of the people is lower than at any other time, it is a splendid thing that for just 15 cents an American can go to a movie and look at the smiling face of a baby and forget his troubles.” (1934). The great amount of movies produced in this era, was giving

the standards of movie production for the next decades; movies began to be classified by genres, based on the type of content held in the movie.

1.3 Genres of Movies

Producing a movie is linked to specific standards, which allow the producer to limit his framework, and to be more precise of what to give to the customer. One of the main standards is setting the movie genre.

Movie genre stands as an identifier of the type of the movie, usually, the genre is declared by the studio where the movie was created, or by the director himself, indeed, sometimes it is the description written by the websites or articles promoting for the movie, sets the genre of a movie, even if it was not the same genre first set by the production studio.

Mainly, there are limited genres of movies, which are commonly known as Main Film Genres; like Action, Comedy, and Adventure... these main genres are a broad classification of movies, yet, there is another sort of genres which is known as Film Sub-Genres, like Courtroom Drama, Disaster, and Fantasy... these genres are narrow classification of movies, that allows the customer to have a bit more detailed information, about the movie he is attempting to buy or watch.

As there is no clear date for the appearance of each genre in the history, or a distinguishing line between old and new film genres, researchers, generally, interested in history of cinema, refer to the evolution of genres by the decades or eras, where a specific genre was widely common and known, as an example, the genre of Western film became very popular in the era of the great depression, and it lasted to the 1960s. Furthermore, most of the time it is not the genre to be created first, it is the huge similarities between a set of movies and the common features between them, that make these movies classified under one genre. Sometimes, a movie can be classified under different film genres, because of the variety and numerous characteristics

provided in the film acting, for instance, the movie *Skyfall* (2012), was classified as an action, adventure, and thriller movie by the “Imdb” website (an online database of information related to films); basically it is an action movie because of the huge amount of guns, chasings, and killing in the movie, and it is an Adventure, based on the epic journey of the protagonist, and thriller for the exciting and breathtaking story held in the movie.

1.3.1 Main Film Genres

Main film genres are the ones which expose features of a movie, in an extended way; categorizing the films on the bases of explicit standards, that were established indirectly by former and pioneering filmmakers, in their movies.

Main Film Genre is set depending on the most dominant characteristics, of a topic tackled in the movie. As there is no limited number of the main film genres, it is preferable to state the most original and used main genres, in the history of Hollywood cinema.

Western Genre: Started to be widely known and used in the 19th century, this genre was showing the lifestyle of the west American citizens. The plots of this genre’s movies, are always constructed by similar elements like the outlaw cowboys, bounty hunters, buckskins ...etc, and some Native American music, Country music, and Ranchera music (traditional Mexican music), to represent as a theme the sacrifice performed by the West American ranchers, against the colonizers who used the ‘civilizing’ term, as a justification for their deeds.

Action Genre: It is one of the earliest genres next to the Western genre; it began in the silent era of the cinema, as in the Western- action film *The Great Train Robbery* (1903). Then it flourished in the 80s, when filmmakers began using special effects in their movies, to bring more energy and vitality

into their scenarios. These genre movies are full of energetic scenes like chasing, fighting, rescuing scenes ...etc.

Unlike western genre, action movies does not represent a specific community (westerns), instead it shows what a man can do, for the sake of achieving a personal goal or a public interest, that is why these films bring fame, only to the protagonist action fictional characters, like James Bond and Bruce Lee.

Comedy Genre: Refers to the films which are full of funny scenes and humors. It is also one of the earliest genres, since it started with the “Lumière Brothers” studios, in their short comedy film *L'Arroseur Arrosé* (1895). This genre itself has different categories like Slapstick comedy (1920s), Deadpan comedy like Buster Keaton’s movie *The Great Stone Face* (1968), Verbal and Screwball comedy in the 1930s-40s, Dark comedy which are generally funny and sarcastic movies, but in a weird and sardonic ways, they started flourishing in the late 1950s and the beginning of the 1960s. These kinds of movies are most of the time, made to make people examine the dark pessimistic topics in life, like wars, death, and illness. The movie *Dr. Strangelove, or: How I Learned to Stop Worrying and Love the Bomb* (1964), may remain as the best example of the old dark comedy movies.

Horror Genre: This genre focuses on reaching the deepest fears of the viewers, and make them panic through only motion pictures. Horror movies makers use special effects sometimes, to manipulate the brain of the viewers, and to bring more reality to their scenes. This genre kept its popularity from its very beginning in the 19th century until nowadays, because of its ability to create an extreme tension, in the body of the viewer.

Main film genres though are numerous, sub-genres are much more diverse, since each main genre may bare more than two sub-genres; for example, a Drama movie can be classified under two sub-genres: Crime drama

and Romantic Drama, if the scenario script has a crime scene and a love story in its plot, all played in a dramatic acting.

Amongst the most common sub-genres, there are the Biopics, Courtroom, Dramas, Supernatural, and Road films. All these sub-genres and much others, were found by the interaction between different characteristics, of different main genres in one film.

In the world of cinema, Action genre movies are considered to be one of the most watched movies, among all other genres according to (the-numbers.com) website with a rate of 20.54% shares.

1.3.2 Film Sub-Genres

The film sub-genres are a narrower classification, of the Main film genres; this type of categorizing movies is used with film that can be classified under more than one genre.

The earliest film sub-genres go back to 1930s, when movies that portray the biography and lives of heroes from the past became popular, which caused the appearance of a sub-genre known as Biopics (biography + pictures); it is most of the time representing biography movies, that were first classified under the main film genres Drama, epic or western.

Film sub-genres allowed customers to know more about a movie, before buying tickets to watch it, and gave them a more précised expectation, about what are they about to watch; formerly, people attended cinema theatres to watch Western movies, expecting horses and fights, but ended up watching guys from the west, taking a long ride in a journey or escaping from policemen, which is a sub-genre known as Road Films.

Sub-film genres are numerous and cannot be counted, since the innovation of scenario writers, keeps bringing new categories of movies each time, yet some of the film sub-genres, remained on the top of the classification

genres for a long time, because of its wide acceptance among the audience, some of these popular sub-genres are the following :

Popular Action Sub-Genres:

1. **Superhero Movies:** It is an action sub-genre, that builds its story on a superhero adventures, and his supernatural abilities to fight the bad guys in the movie. Most of superhero movies are inspired from comic books and stories, like the fictional character in superhero movies Superman.
2. **Video Game Movies:** are movies that were inspired from videogames, and there are many action movies, that were inspired from violent videogames like *Tomb Raider* (2018).

Popular Comedy Sub-Genres:

1. **Horror Comedies:** Are movies with horror scenes, played and acted with funny gestures and dialogues. This kind of movies has been widely accepted by the audiences, since the silent era like the movie *The Ghost Breaker* (1923)
2. **Gangster Comedies:** Are movies with stories about gangs and their lives, acted in sarcastic ways, to produce a mixture of solemnity and joy, like in the movie *The Final Girls* (2015).

Popular Horror Sub-Genres:

1. **Supernatural Horror:** It is the kind of film which relies on fictional supernatural powers and characters, to create a horror movie, like in the movie *The Conjuring* (2013).
2. **Splatter Horror:** Is a Horror sub-genre that uses scenes of torture, and lot of gore and physical violence, using special effects like in the movie *Jigsaw* (2017).

1.4 Action Movies

Action movies' historical background, goes back to the early days of the cinema around the years of 1920s; most film historians agree that the first action movies in history, are *The Great Train Robbery* (1903) in the United States and *Daring Daylight Burglary* (1903) in the United Kingdom, thereafter, the action movies began to earn a wider reputation, by the action serial movies, like *Who Will Marry Mary?* (1913).

This genre of Action movies, is generally defined and referred to as, the kind of movies which contains a high level of rush and energy in their scenes; like chasings, crimes, guns, wars, and battles.... Action films started new techniques, to attract a bigger audience, by depending on what is known as, “special effects” in that era and “vfx” nowadays, as a means to trick the viewers' eyes. The first attempt of using a special effect, is credited to Oscar Gustave Rejlander in 1857, when he used 32 negatives, to create one image that he named *The Two Ways of Life*, yet in cinematography, the first one to use a special effect in a motion picture, was Alfred Clark in Thomas A. Edison studios, in a scene known as *The Execution of Mary, Queen of Scots* (1895); where he managed to freeze the moving pictures in the camera, and replace the actress by a mannequin, before chopping her head off with an axe.

In the first years of the action movies, white men and women were dominating in the acting field, like Douglas Fairbanks in *When The Clouds Roll By* (1919), and Ellen Ripley in the movie *Alien* (1979), as Barry Keith Grant stated in her book *Film Genre: From Iconography to Ideology*: “In all the action genres, it was white men who performed heroic deeds and drove the narrative.” p 80; because of the racial discrimination, that was very dominant in America in the 19th and early 20th century, but filmmakers used the Blackface technique, to make white actors perform as a black men when they had to.

The history of the action genre in America, cannot be limited in few lines; it is preferable to tackle each decade apart from the other. Chronologically, the action genre began to emerge in the silent era of the American cinema history.

The Silent Era: This period was setting the standards, of “movie making” for the upcoming decades, though movies of this time were played on theatres only. It is known for ending the era of the Nickelodeons, and bringing a new way of enjoying the motion picture.

Despite the fact that it is named silent era, there was –during the show– the sound of piano tunes, customized according to each scene, next to the narrator who keeps explaining what should be explained(Howe, n.d).

The silent era has a huge set of films, which are considered as a challenging piece of work, to the movie producers. Action genre was not yet established, but the rush and energy was part of their works; like the use of guns and violence in *The Great Train Robbery* (1903), different energetic scenes, in most episodes of the serial *What Happened To Mary* (1912), live footages from real battles, during the Mexican Revolution in *The Life of General Villa* (1914), chasings and shootings in *A Watery Doom the 6th serial from The Perils of Pauline* (1914), crime and chasings, in the action film serial *The New Exploits of Elain* (1915), a mission of rescuing in *20,000 Leagues Under the Sea* (1916).

The Twenties: The United States of America, was witnessing a great development and prosperity in almost all of the domains; culture, economy, politics... and the Americans started to have more money than the usual, which led to a rise in the rate of consuming; they began to spend more money on entertaining activities, like buying tickets for watching films in the cinema theatres, this caused a booming in the business of cinema. The mass consumption of movies, made the 1920s earn the highest rate of movies

produced up till now, with an average of 800 movies per year (according to www.imdb.com). This decade is also known for the unlimited attempts from scientists, to improve the synchronization of sound with movies, to a satisfying level, and the most notable intention in this decade, goes to the invention of “Vitaphone” in the mid of the 1920s; this system was dominating the theatres, and it was used in the first talkie in Hollywood history *The Jazz Singer* (1927).

Some of the 1920s action movies, remained popular for a long time, because of the great creativity and initiatives, used in the sound and visual effects as in the following movies: *The Mark of Zoro* (1920), *The Eagle* (1925), *The Black Pirate* (1926), and *Speedy* (1928).

The Thirties: Despite the fact that this decade started with a great depression in the American society, it was the time for Hollywood to reach its finest level. This era is labeled the Golden Age of Hollywood; different factors helped Hollywood cinema to evolve, such as the spread of the talkies shows, that faced and amiable acceptance from the audiences, and the continual improvements of sound and visual systems from the twenties. This era is characterized by a set of film genres, that were dominating the theatres such as gangster films, musicals, horror, action, and the common in that period : the comedies genre. Americans, though poor, they were ready to spend 15 cents a week for a laughter, in the cinema theatre to forget a bit their misery and depression, whereas action genre was not very common, yet studios produced few action movies like *Scarface* (1932), *In Old Chicago* (1938), and *The Adventures of Robin Hood* (1938).

The Forties: This decade is generally known for the involvement of the United States in the World War 2, and Hollywood cinema is part of this involvement. The United States government created the Office of War Information (OWI) in 1942, to use films as a mean of propaganda, to make the Americans support their country in the war. These movies of the forties, are most of the time classified under the War and Action genres, and characterized

by the themes, that make America's role in the war look heroic and noble; the following are some films and documentaries, about the U.S of America in the WW2: *Mrs. Miniver* (1942), *Why We Fight: The Battle of Russia* (1943), *Hangmen Also Die* (1943), and *A Walk in the Sun* (1945).

The Fifties: This era is called the fabulous 50s, for it came after the World War II and its tension, and went along with the economic growth in the United States. The spread of drive-ins in America, and the mass production of cars in the fifties, pushed theatres to bring more movies and shows, for this new 50s generation, that was known as Baby Boom generation (livinghistoryfarm.com). This generation was demanding for different kind of movies than those of the forties, Hollywood responded by bringing new actors and actresses like Paul Newman, James Dean, and Marilyn Monroe. Almost all genres were accepted among the audience, and the action genre did not fail to satisfy its lovers, by sharing movies like *Winchester '73* (1950), *Seven Samurai* (1954), *Tarzan and the Lost Safari* (1957), and *The Vikings* (1958).

The Sixties: This era did not match the movie' studios desires; theatres faced an extreme decreasing in the rate of buying tickets, which was basically related to the unexpected increasing, in the rate of buying household televisions as mentioned in the website www.livinghistoryfarm.org: "Between 1949 and 1969, the number of households in the U.S. with at least one TV set rose from less than a million to 44 million. The number of commercial TV stations rose from 69 to 566. The amount advertisers paid these TV stations and the networks rose from \$58 million to \$1.5 billion."

Though Television in the sixties focused more on politics, and not entertaining movies, people were entertained by watching television shows, like *Leave it to Beaver* (1957-1963).

The Seventies: Hollywood started the seventies, with a need of making a step, that can put it on the wave of the rapid change in the media:

watching lot of politics on television in the sixties, made Americans give less importance to movies and cinema, which caused financial issues in Hollywood studios, yet, a set of young filmmakers known as Movie Brats, involved in the domain and challenged the television shows era, by these movies: *The Godfather* (1972), *Star Wars: a New Hope* (1977), and *Apocalypse Now* (1979).

The Eighties: Filmmakers continued the creative producing of the 70's movies, and tried to reach even a better level of creativity, movies of this decade made some standards of film producing, for example, most movies in the 1980s were 90 minutes long. This era had movies that promoted for friendship, like *The Goonies* (1985) and *Star Trek* film series, and witnessed remarkable improvements in the use of special effects, especially in action and fantasy genres, like *Star Trek III: The Search for Spock* (1984), *The Terminator* (1984), and *Die Hard* (1988).

The Nineties: It was a good decade for the Americans, with the increasing economy revenues and the low rate of unemployment; they could spend more money on entertaining media, like buying Videocassette Recorder (VCR) and Video Home System (VHR) and play movies at home at any time. For filmmakers, they focused on advanced technology of the CGI, to make stunning special effects, and produced catchy and unforgettable movies, like *Jurassic Park* (1993), *Toy Story* (1995), and *The Matrix* (1999).

The Two Thousands: It was a revolutionary step in technology; most American had access to Internet services, which made them show less interest in television programs, shows, and movies, yet the numerous kinds of digitals (cell phones, DVDs...) provided easier ways for the movies' lovers, to watch the latest releases comfortably. Directors in this era based their works on the truth, that the world is going in a high speed towards the future, and produced movies full of energy and action, like *The Transporter* (2002), *300* (2006), and *The Dark Knight* (2008).

The Twenty Tens: The era of home entertainment media; movie consumers have the ability of downloading movies, to their computers and cell phones, and the spread of movies piracy websites, pushed costumers not to buy movies, and start watching everything for free. Movie industry kept making legendary movies and displayed them on theatres, relying on the act “Stop Online Piracy Act” (SOPA), to ban internet piracy websites from streaming their movies. Movies of 2010s achieved incredible numbers of views like *Inception* (2010), *The Wolf of Wall Street* (2013), and *Avengers: Endgame* (2019).

1.5 Conclusion

Throughout this chapter, the history and development of films, from their very emergence till nowadays, have been analyzed and explained; starting from the appearance of motion pictures in Europe, and moving to Hollywood in the United States, besides to the description of many main and sub-genres of movies. The last paragraph had been dedicated to the Action movies genre; also it bears the chronological developments, of action and other movie genres decade by decade, as a step to pave the way for the analysis, of the impact of the action movies on adolescents, in the next chapter.

Chapter Two: The Impact of Action Movies on Youth in the United States

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2.1 Introduction

The movies are believed to be a piece of art, taking into consideration the perfect combining between acting, sound and visual effect, and the main story of the film. The stunning and attractive stories exposed in movies can be a translation of inner ideas, ideologies, or feelings of the movie producer; such interesting exposition is promoted by cinema theatres, television channels, and websites, to reach the maximum amount of audiences. This large base of the movie consumers, make it difficult to guess the intelligence quotient of the audience; therefore if a certain category of movies is dedicated to a limited set of the audience like adults, and mediums like websites make this category of movies available for everyone, then there will be a misunderstanding between movie producers and movies consumers.

This phenomenon of providing movies of all categories available for everyone that has access to internet, causes several problematic questions, concerning media impact on society. Action movies as an example are most of the time dedicated to audiences who are older than 15 years, because of the high amount of action scenes displayed in the film, which can push the children to imitate these scenes in their real life with the friends. Thus, this chapter is an attempt to analyze the relationship between the violent behavior among the teenagers and youth, and the high rate of watching action movies.

2.2 The Impact of the Action Movies on Youth

Several researches and experiments have been conducted since the last decade, to prove or deny the role of media and its impact on society; in spring 1999, Kristen Harrison from University of Michigan (U-M) and his colleague Joanne Cantor from the University of Wisconsin, stated in their paper "Tales from the screen: Enduring Fright Reactions to Scary Media", that they found 90 percent of the study's participants, reported a media fright reaction from childhood or adolescence, and about 26 percent still experience a "residual

anxiety" today. Another study was conducted by Dr. Niskak-Abasi Udophia and Joy Stephen Anyim from University of Uyo (Nigeria), to examine the influence of modern movies on adolescents behavior, in Uyo Local Government Area, with a sample of 150 students from the secondary school, the survey of this study indicated that 65% of the sample, agreed that watching violent movies can encourage aggression in a student.

Though a set of researchers does not agree that media violence have a direct or indirect role, in increasing violence among people, because of the few arguments that prove their opposite opinion, several documents published by different researchers, with concrete evidences to prove and expose the great role of media in spreading violence and aggression in society. Jessica L. Patterson provided information, about how does the violence exposed in the media affect people, in her paper "Does Media Violence Have Causal Implication in Aggressive Behavior?" (February, 2014), she started by giving a citation from another survey (Slotsve et al., (2008)), which affirmed that Television violent shows does encourage aggression in the viewers' behaviors.

Then, she quoted in her paper: "The results of [this] analysis are clearly consistent with the hypothesis that exposure to TV violence affects physical aggression of 4th to 8th grade school children through the psychological mediators of identification with TV heroes, enjoyment of violence portrayed on TV, and perceived reality in TV violence". The findings of this study suggest that the relationship between TV violence and verbal aggression is also mediated by enjoyment of TV violence (Matos, Ferreira & Haase, 2012), to explain how media violence models like superheroes in Action movies impress children to achieve their goals by violence.

In International Schools in Kuala Lumpur (Malaysia), Md Salleh Bin Hj Hassan, Mohd. Nizam Osman, and Zoheir Sabaghpour Azarian applied a qualitative survey on middle school students aged between 13 and 17 years old,

to answer questions related to the effect of watching violence movies on the attitudes of the schoolboys.

In their research paper, results revealed that watching movies is a popular leisure activity among schoolboys aged 13-17, through the statistic which show that 2.91/4 (72.75%) of schoolboy watch from 0 to 7 movies per week, besides they watch 0 to 5 CD/DVD movies per week. This results confirm the previous statistic from UNESCO Global Media Violence Study (von & Carlsson, 2000), which showed that there is a significant consistency in children's media viewing habits across 23 countries, and also confirms the work of Nabi and Sullivan (2001), which indicated that there is a significant association between the amount of time spent watching movies during adolescence and early adulthood, and the likelihood of subsequent antisocial behavior, such as threatening aggression, assault or physical fights resulting in injury, and robbery.

Another important question was given to these students; it was to mention three genres of movies that they watch frequently, 78% of them have chosen action movies as the first choice, followed by Animation and comedy in the third choice. It does agree that male adolescents watch action movies more than any other movie genre.

All in all, the numerous studies and quantitative data surveys were conducted by researchers in all over the world, to seek how true it is the statement that says that watching violence in the media like television and movies, affect behaviors of children and youth, most of the results confirmed the statement, by numbers generated from different samples from different countries; all of them agreed that media violence is responsible in a way or another, for supporting aggression among the teenagers.

2.3 The Psychology of Affecting Behavior by Media Violence

The fact that Americans watch a sheer volume of action and violence in their daily T.V programs and movies is considered as one of the many factors that are shaping the behaviors of the next generations. According to American Heart Association, 60 percent of teenagers spend an average of 20 hours per week in front of television and computer screens, and Professor Huesmann said that more than 60 percent of TV programs contain some violence, including 40 percent showing extreme violence (2007), in fact, watching violence can have its impact on the viewers in different ways.

2.3.1 Desensitization

Desensitization to violence refers to a reduction in the normal emotion-related physiological reaction to viewing violence. The normal human reaction to violence is negative emotion (fear, disgust). It is only through experience that this negative emotional reaction to violence is eliminated. (Swing, 2010, p 102),for example; Ophidiophobia (fear of snakes) is usually treated by the desensitization therapy, through making the patient watching and interacting with pictures of snakes very often, which will make him in long term lose his fears toward the snakes.

Same process can be applied on watching violence in movies; watching violence everyday makes the viewer lose lot of feelings that are related to violence like sympathy (Cline, 1972), after losing such feeling, the viewer would have a change in his social behavior. For example, watching a crime by two teenagers one of them is addicted to action and crime movies while the other is not, would give different reactions from each of them; the first would not be afraid as much as his friend, because he had already seen similar situation several times.

Through this process, lot of behaviors and not only feeling are lost in the long term of the lifetime, just by repeatedly viewing unethical deeds in glamorous scenes practiced by attractive heroes, that makes the viewer wants to be in his place.

2.3.2 Modeling and Imitative Learning

Taking into consideration the fact that directors produce movies to send a message or promote for a philosophy or a political trend, the aim is to attract the maximum number of audiences, to be followers of what the movie is promoting for.

Imitative learning is a technique used in social learning usually to teach behaviors through imitation; Victoria Horner and Andrew Whiten made a study in the field of learning by emulation and imitation, on a number of chimpanzees and children, the results showed that children are good learners by emulation and imitation, and cultural behaviors among children are acquired by imitation (Horner & Whitten, 2004)

The use of imitative learning in movies depends on modeling; the protagonists in movies are models of what they are promoting for. In almost all of the action movies the hero is struggling to achieve his goals, usually the only way available for this hero is the violent and aggressive way, yet the director does not focus on the negative consequences of the violence and aggression used by the hero, the director would rather focus on the fact that the hero could achieve his goal: He does not tell much about the victims of the hero who were injured and left paralyzed, or the innocent family that lost the father because he was not on the same side of the protagonist.

This kind of protagonists is an indirect model of violence, sponsored by the stunning and fascinating scenes that make the hero, even with evil deeds, look heroic and idealistic.

The audience of action movies is repeatedly watching lot of similar scenes which are full of violence and aggression, that make the viewer subconsciously and indirectly an imitative learner of the indirect models of violence, therefore, limiting the hours dedicated to watching different genres of movies and different programs of television is a necessity.

2.3.3 Mirroring Society

Movies in general are a representation of revolutionary thoughts, new philosophies, or sometimes a simulation of the real life in an artistic way. Whatever the movie is portraying; it is just a mirroring of a society and culture, scripted to be acted and presented in a different and attractive way on the screens.

Mirroring in psychology is a subconscious behavior that one does when communicating with another one, by imitating his gestures unintentionally. Several parts from the culture of the society are mirrored in movies either on purpose or not, to make the viewers easily engage in the story, which will make it easy for the director to involve his thoughts and ideas in the story, and make it look like it is part of the society, then it is time to focus on these thoughts and display them for the viewers as a perfect way of living, by showing only good consequences of living with these thoughts as a principle of life. For example, in the movie *The Wolf of Wall Street* (2013), the protagonist Jordan Belfort though is an immoral, selfish and arrogant millionaire, the director displayed him as a successful man that could make lot of money: the director ignored the evil steps that Belford took to be rich; instead he focused on the desired ending which is being rich.

Just like in the movie *The Wolf of Wall Street* (2013), many other movies are teaching that the ends justify the means, and the personal goals and dreams should be reached in whatever available way, which is an equivalent statement to the idea “personal gain is prior than the others”.

When movies with such immoral philosophies are watched by adolescents, who did not yet collect an acceptable amount of knowledge, to criticize the new ideas portrayed in the movies, these adolescents would definitely apply the new acquired theories from movies as a principle of life, giving less importance to the harm they caused to others, consequently acquiring arrogant and rude behaviors to deal with people.

The restriction of revolutionary thoughts and new philosophies cannot be applied, because it is most of the time implicitly involved in the themes of the movies, yet it is a bit helpful to mention by the movie producers that a certain movie should not be watched by people who are 18 years younger.

All in all, the movies are known as the seventh art, and art is a powerful tool that has its impact on its lovers. The power of movies is manifested in its wide acceptance by people of different ages, but the negative side of this power is that each set of people from the different ages would have their own understanding of a movie.

2.4 The Causal Link Between Media Violence and Aggressive Behaviour

The American society have been watching lot of media violence and aggression from the very beginning of the motion pictures, like the movie *The Great Train Robbery* (1903) till nowadays' different types of entertaining media forms, that are full of barbarity and brutality like videogames and 3D movies. Throughout the American history, several researches were conducted to approve the impact of media violence on society, and different acts by the government were passed to restrict the media violence, like the foundation of United States National Commission on the Causes and Prevention of Violence in June 10, 1968, besides the different articles posted by Surgeon General Jesse Steinfeld, who approved that media violence does affect behaviors of the children and youth, in both short and long term contexts.

The research that have been conducted to check whether watching aggression in media, does really cause antisocial behaviors in adolescents and children or not, are a conveniently organized studies, that are basically divided into three different categories: Experimental studies, Cross-sectional studies, and Longitudinal studies.

2.4.1 Experimental Studies

The experimental studies rely on making a sample experience a set of conditions designed in a certain period of time, to see how the ample reacts, and then assume whether the hypothesis raised before the experiment are true or not.

In an attempt to see if watching media violence may cause behavioral changes in the attitudes of children, a study in Finland was conducted on a sample of 5-6 years old, to examine their reactions after watching action movies with violent scenes; half of the sample were exposed to watch a violent movie, whereas the other half watched a non-violent movie, then they were put together in a room to play with each other; observers did not know which of the children watched the violent or the non-violent movie.

The results have shown that the children who were playing aggressively and violent are the ones who watched the violent movies, while the children who watched the non-violent film played much less aggressive. Such result is considered as an argument to support the hypothesis which says that watching violence in media would change the attitudes of children at least in the short term context.

In the case of adolescents, another experimental study was conducted in Belgium, a sample of delinquent boys in a treatment center, was separated in three rooms, the first group watched violent movies each night for five days, within the same time the other two groups were watching non-violent movies.

The observers of the experiment concluded that the group of boys who watched violent movies was reacting more violent than the others, noticed through their physical aggressive behaviors.

Through the numerous experimental studies that were tested on different samples from different countries, the results were often similar in all the cases; the findings in each experiment indicate that watching action movies that has lot of violent scenes by either children or adults, would encourage the physical aggression and violent behaviors in the attitudes of the viewers.

2.4.2 Cross-sectional Studies

It is a type of research that is basically built on observation, of a sample that has similar variables, to see what conditions would change the sample in a specific period of time. This type of studies was part of the researches, which was done in the sake of knowing the relationship between watching violence in media and the behavioral changes in children or adults.

Though the cross-sectional studies are not very common in the area of proving that media violence causes negative behavioral changes in the viewers, some of these researches are still part of the scientific proofs that should be taken into consideration. One of these studies was conducted by Charles K. Atkin et al, in 1971 on 698 adolescents, which were given a number of T.V programs that contain violence and asked to mention how often they watched them; the programs was scored how violent they are by raters, after, the adolescents were given some questions about their behaviors in their daily lives, the results showed that adolescent who watched lot of T.V programs that have violence, are more aggressive and violent than the ones who watch less violent shows. Another study by Belson (1978) on 12 to 17 years' old males and females, showed an increase of 49% of violent aggressive behaviors by heavy T.V violence viewers, in the last six months.

The cross-sectional studies conducted to confirm the causal effect of watching violence in media, on the behavioral changes among children and adolescents, have generated almost similar results between all of the different studies; the cross-sectional findings are all positive and proving that watching media violence causes behavioral changes in the viewers.

2.4.3 Longitudinal Studies

The longitudinal studies are one of the research designs that focus on the observation of the changes in a sample's variables, through a long period of time. The longitudinal studies sometimes can be finished in a short period (few months), but most of these studies often last from one year to more than one decade.

Few of the longitudinal studies were conducted to approve whether watching media violence affects children and adolescents' behaviors or not. One of these studies was done by L.R. Huesmann et al (University of Michigan) in 1977, and lasted to 1992, to see the relations between the children's exposure to T.V violence and their aggressive and violent behavior in young adulthood; the sample was consisted of 557 boys and girls, aged between 6 to 10 year old. The researchers asked the sample in an interview about their media habits and aggressive behaviors, fifteen years later, the children of the sample reached their early twenties and became adolescents, so Huesmann et al, started to gather the sample to see the changes that happened to the sample but could only gather 450 adolescents. He asked them about the same topics from fifteen years older, and found that the aggressive behaviors in adults can be predicted, by knowing the amount of watched media violence in their childhood.

The results found by Huesmann et al, matches the results of other researchers, that used other types of the studies like experimental studies, also, other researchers in other longitudinal studies, found that adolescents, who

stopped watching media violence, could be less aggressive later in their lives (Krahé et al, 2013).

The longitudinal studies are the most time-consuming type of research, which can sometimes extend to more than a decade; yet, its results are considered to be reliable in most of the cases, because of long duration that let the researcher examine the changes in depth and carefully.

All in all, the causal link between watching media violence and the aggressive behaviour among teenagers and children, is confirmed by different researchers from different countries, and all of the findings approved that watching a huge amount of violence on the different media platforms, is one of the main causes that raises the aggressiveness and violence in a child or an adolescent, by several possible psychologies like desensitisation, modelling, or mirroring.

2.5 Parental Guidance of T.V Viewing

In almost every house there is at least one T.V, which the family uses either to cope with the latest political, economic, and other fields' updates, or just for the sake of entertainment; in either case, watching the television programs became one of the daily activities in every family's life. Since not all of the television programs are appropriate for all kind of audiences with different ages, families that have children and even adolescents, usually set guidance for T.V viewing at home; through limiting the hours allowed to watch the television, and selecting the type of the programs and movies that would not affect negatively their children.

The relationship between parents and their adolescent children is characterised by the impact that parents wants to impose on their youngsters. For example, the parents make sure that their children should remain protected from any kind of ideas that may change their attitudes and ideology, so they

make restriction about the most influential thing on their personality which is media, by setting the rules and guidelines for media consuming at least inside the house. Since watching media violence have been approved that it encourages violence in the viewers, parents became selective in terms of choosing what movie to watch in front of the whole family. Also, parents are seen as ideal idols by their children, and the children are known as good imitators; which means that the imitated model who is the parent, should be very careful in every little detail he performs in front of his or her kids. The truth that the children learn by imitation is related to the modelling phenomenon in behavioural psychology; the closest influencer to the children are their parents, because of the long time they spend together, which makes the kids easily convinced by the stories told by the fathers and the deeds done by them, yet, sometimes the children spend more time with television than with their parents. In this case, the children is attached to a character from a cartoon in television rather than one or both of his fathers, but the problematic is that not all the T.V programs dedicated to children are appropriate and suitable to their young ages, some cartoons for examples are full of action and violence like in *Family Guy* (1999) and *Rick and Morty* (2013), this type of violence exposed in a comedic way to the children, would instil in their brains that behaving aggressively with peers is both funny and heroic, that is why the parental guidance of television viewing is one of the best factors that can prevent or at least reduce the aggressive behaviours in children and adolescents.

The involvement and interfering of parents in the daily activities related to media of their children, is one of the factors that structure the norms and the standards of the family connections like the father-son mutual respect. Parents in order to maintain a stable relationship between family members, try to regulate the media consumption for their children. A German study argued that there are three techniques that parents use to guideline the media consumption

for their children: active, restrictive, and co-operative mediation (Violetta K. Schaan; & André Melzer. 2014).

2.5.1 Active Mediation

The active mediation strategy is used by parents who provide all kinds of media that would be appropriate for consuming at home; for example, parents discuss with their children the type of media they should follow (type of news, movies...), by explaining the content of each media program, and not forcing them to follow the suggested media without complaining.

This technique strengthens the children-parent's mutual trust; children expect trusted content from their parents to follow, and parents should provide the kind of content that is both matching the taste of the children and useful for them, which may be a hard task to achieve by parents, since most of the media content does not respect the intelligence level of the young media audiences, and the misrepresenting of reality in the different media sources like movies. Another benefit of following this strategy is the long term positive results, though children at a young age would not accept the suggested media programs by the parents, the increase of intelligence level through time from being a child to being an adolescent, would provide a convincing explanation about why their parents suggested such programs, by engaging in different life experiences that prove the sanity of the parents' decisions.

In contrary to the other strategies, this one is the most accepted by both parents and children, because it satisfies both parts through discussion and agreement rather than obliging or being restricted.

2.5.2 Restrictive Mediation

The restrictive mediation strategy is the most severe option that could be chosen by parents, because of its complete controlling over the children which may negatively harm their behavioural interaction with the society.

This technique relies on giving a set of instructions to the children, and forces them to obey and follow them, without any objection from the children. Through this technique, the parents provide a set of media programs that are allowed to be perceived at home, and any other sort of media that is not approved by the parents is not allowed at home, and consuming such unapproved media programs by the children may cause them harsh punishments from the parents for not committing to the instructions.

This dictatorial control over the children can guarantee that the media consumption by the children is completely examined, and would not negatively influence the thinking and behavioural psychologies of the children, but the gloomy side of this strategy is that the over protection and the harsh treatment of the children, leads to decline in their self-confident, which would cause them serious setbacks in their lives at the long run.

Restrictive mediation has positive results, but can only be effective for short period of time; through time the children would not develop their self-control abilities, thence being independent would sound impossible for them.

2.5.3 Co-operative Mediation

Co-operative or co-use mediation is the collective use of media by both children and parents; which means that parents and children watch television and use other media tools together. This strategy allows parents to interfere in the decisions of parents indirectly, for instance, an adolescent would not dare to watch sexual scenes in front of his parents. That is why parents who are less authoritative and bossy with their children, prefer this kind of techniques to control their children's media viewing habits.

The co-use of media though allows parents to control media viewing activities, this strategy cannot be an absolute solution that would guarantee a good result; because the parents would not be present every time when children

are using media, for example, even if a child does not have a T.V in his room, he still has access to media through the internet in his computer without the presence of the parent.

The parent- child co-use of media is a good solution to implicitly control the media programs that are consumed by the children, yet, it is not so reliable and trusted, because it requires the presence of parents next to their children all the time, which is something impossible to achieve.

As a conclusion, the parents, in order to prevent negative effects of media on their children, set some media consumption instructions for their children, like television viewing guidelines to provide only media programs that would positively influence their children. Several strategies are followed by parents to monitor their children's media consumption habits, such as communicating with them and explaining the bad influence of some media content, and indirectly interfere in the privacy of the children when they watch television, or just by being over protective and order their children not to watch such programs and rather watch what they allow to be watched, yet, some of these strategies are not suitable for all kind of families, because each parents have their own way of educating their children, therefore, controlling the habits of the children is dependent on the way parents act in front of their children, because they are the primary influencers on children and adolescents before the influence of media.

2.6 Conclusion

Media keeps people updated with news, and provides different types of entertainment programs such as action movies; which are most accepted by youth, but these Action movies are easily influencing young and old audiences, by exposing new ideologies and revolutionary ideas, that easily affect the thinking and behavioral psychologies of adolescents in society. This led researchers to run different types of studies to prove that media -most of the

time- influence people negatively, especially children and youth, and parents are therefore responsible for keeping their families safe from the negative media influence.

GENERAL CONCLUSION

Cinematography is the art of using motion picture movements, to create a complete work of art like movies. Developing the tools that can produce artistic presentation of motion picture goes back to 1850s, when scientists attempted to develop the theory of P. M. Roget (1824) in Europe, few years later, Hollywood welcomed this cinematography inventions and boomed a revolution in movie producing.

Hollywood is known as the capital of film industry, thousands of movies have been produced next to other media programs, and the great number of movies' fans, was a reason for founding numerous film genres that helped the audiences to easily choose what to watch freely. The film genres were found based on the similarities between each group of movies, through time, movie genres became interrelated in terms of the similarities between movies, which led to the use of both broad and narrow classification of a movie: Main film genres and sub-film genres; for example Action is a main film genre that has lot of sub-genres like Superhero Action movies.

The Action movie genre is characterised by containing a great amount of graphic violence, which was the main characteristic that attracted adolescents and adults. The violence in movies was considered as mean of entertainment for most audiences, that like energetic events in their lives, yet, for adolescent it was hard for them not to be attached to such interesting way of living exposed in movies. This was the starting point that led researchers to make studies about the impact of media on its audience.

Researchers conducted several studies as an attempt to discuss the hypothesis which argues that media violence is such a bad influence on the society. Since media violence is commonly accepted by teenagers, researchers had to examine samples consisted of adolescents and children, to find the relationship between watching media violence and the changing behaviour among children and adolescents.

GENERAL CONCLUSION

The result deduced from different kind of studies (experimental, cross-sectional, and longitudinal studies) by the researchers, have shown and proved that there is a causality link between the aggressiveness in children and youth's behaviour, and the amount of watched media violence like in action movies. This piece of information pushed people to think about the future of their children, and how to prevent a raise of a violent and aggressive generation.

In order to provide only positive impact from the media to their children, parents have been following a number of strategies that can help them controlling the media viewing habits in their children. One of the steps that parents implied on their children is setting up the media consumption guidelines, which indicate what kind of media is allowed by parent to watch or use.

Researchers found that the techniques that parents use to limit the media consumption habits can be classified in three types of families: active mediation, restrictive mediation, and co-use mediation, each has its own different effect on the children or adolescent.

All in all, the impact of media consumption on people is definitely true; thence it is an impact on the whole society living standards. Controlling what kind of media can be published for people is not a satisfying result; because the audience is unlimited and there is no way that a certain media would be suitable for everybody's interest, the solution is rather in the hands of the audience itself; in the case of adolescent, parents are responsible for the media content consumed by their children.-

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