

Resources and Strategies

1. The uses of images in the presidential campaigns are intended to persuade. Ask students to make associations with the images they see. Do these associations match the candidates' plans for United States? What values are conveyed? For upper-level students, questions could include: What is the intent of the presenter of the image? Was this image conveyed to the public by the entourage of the candidate, or was it intended as a rebuttal of claims or a suggestion of a darker side of the candidate by those who support an opponent? What are the historical and contemporary pictorial referents that subliminally supply additional content and metaphorical associations? How familiar does the viewer have to be with these pictorial devices to "upload" the intended meaning? How does chance play a part in the formation of a powerful photograph—considering light sources, juxtaposition of human forms, prominence in the

composition, subordination of individuals within the picture plane, and other elements and principles of composition in dynamic action.

2. Watch the videos created for the Internet. For example, "Mad As Hell—Media Bias and Sexism Against Hillary Clinton" <http://www.nowpacs.org/2008/hillary/videos/player/index.html?featured=20> is comprised of news media clips that portray Clinton in pejorative ways. Ask students about these portrayals. Are they accurate portrayals of sisters, mothers, and other women they know? Do they represent an individual or a stereotype? What formal means underlie the intended, subliminal, or plausible interpretations?
3. Compare different portrayals on a single issue such as No Child Left Behind. Some sites include:
Hillary Clinton: <http://www.youtube.com/watch?v=pYcsGmP9new>
Barack Obama: <http://www.youtube.com/watch?v=SsVimwm6xQ4>

John McCain: <http://www.youtube.com/watch?v=KGNhQM3PRlQ>

4. There is a constant tension between the desire of campaigns to maintain control over what is available in the media and the inherent decentralized control of Web communication. High school and higher education media arts classrooms can ask students to examine specific strategies by which campaigns negotiate this conflict. Essays in the following books can be useful in helping students to examine production techniques and to analyze how and to whom the content is targeted.

REFERENCES

- Foot, K., & Schneider, S. (2006). *Web campaigning*. Cambridge, MA: MIT Press.
- Howard, P. (2006). *New media campaigns and the managed citizen*. New York: Cambridge University Press.

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