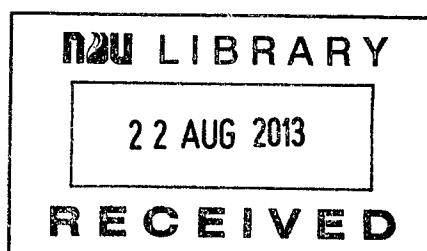Notre Dame University- Louaize
Faculty of Humanities,
A thesis submitted in partial fulfillment of the requirement for the degree of master
of
Arts in Media Studies/ Electronic Media

Cartoons Animation and Its Potential Effects on Children's Social Norms: Parental Perspective

by
Arwa Al-Jardaly

Spring, 2012

APPENDIX I

Department of Mass Communication

The Signature Page Form

TITLE IN ALL CAPS AND CENTERED

by

Your Full Name

Department of Mass Communication
Notre Dame University – Louaize
Lebanon

Semester, Year

Thesis Committee:

Thesis Adviser: _____
      Professor's Full Name, [terminal degree]
      Professor of [discipline]

First Reader: _____
      Professor's Full Name, [terminal degree]
      Professor of [discipline]

Second Reader: _____
      Professor's Full Name, [terminal degree]
      Professor of [discipline]

Chairperson of the Department: _____
      Professor's Full Name, [terminal degree]

APPENDIX A

Department of Mass Communication

Application to Candidacy

Candidate's Name _Arwa Jardaly_ _____Date _____

ID # _082819_ _____ Estimated graduation date _June 2012_ (Semester/Year)

The above student has been officially **ADVANCED TO CANDIDACY**, is in good graduate standing, and is recommended for Thesis assignment.

Student and thesis committee members approve the following proposed Thesis:

_____

_____

_____

Thesis Committee:

Name	Department	Signature of Approval
Jad Ajam (Thesis Advisor)	_Man Com_	_Jad Ajam_
Rouba El Helou (1st Reader)	_Mass Com._	_Rouba_
Sharif Abdelnour (2nd Reader)	_Mass Com._	_Sharif Abdelnour_

Signature Dept. Chair _____ Date _June 10, 2012_

Original copy – Thesis Advisor
One copy – Graduate Advisor
One copy – DMC
One copy – Student

NOTRE DAME
UNIVERSITY

APPENDIX E

Department of Mass Communication

Master's Thesis Defense Evaluation Form

Student Name: Arwa Jardaly   ID Number : 082819

Thesis Title: Cartoons Animation and Its potential Effects on children's Social Norms: Parental Perspective

Defense Date: 23, 6, 2012

Comment (if needed, use additional paper and attach):

_____

_____

_____

_____

Assessment of work: (place a check where modification is needed)

____ Refocus: Original Research Topic   ____ Format: APA Form & Style

____ Content: Abstract   ____ Content: Introduction

____ Content: Literature Review   ____ Content: Statement of Problem

____ Content: Hypothesis (ses)/Research Question(s)   ____ Content: Methodology

____ Content: Result & Analysis   ____ Content: Conclusion

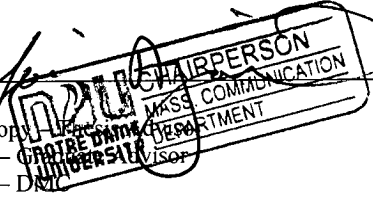____ Content: Appendix (ces)   ____ Content: References

Evaluation: ____ Pass   ____ Fail   ____ Conditional Pass (due date :_____)

Approved by:

1. Thesis Advisor ___ Jad Ajami ___ Signature

2. First Reader ___ Rouba El Helou ___ Signature

3. Second Reader ___ Sharif AbdelNoun ___ Signature

_____ DMC, Chairperson

Original copy – Library
One copy – Chief Advisor
One copy – DMC
One copy – Student

Thesis Release Form

☑ I Arwa Sami Al-Jardaly , authorize Notre Dame University-Louaize to supply copies of my thesis to libraries or individuals on request.

☐ I_____ , do not authorize Notre Dame University-Louaize to supply copies of my thesis to libraries or individuals on request.

_____
Signature

12/11/2012
Date

Acknowledgement

I want to thank God. Special thanks to the University of Notre Dame, and to the Dean of the faculty of humanities Dr. Carol Kfouri, who accepted me as a student in this Masters program. Thanks for the support of my parents, Mr. and Mrs. Jardaly. And special thanks to my teachers, Dr. Joseph Ajami, Dr. Sharif Abdunnur, and Ms. Rouba El Helu, who made this possible to happen, encouraged me, appreciated my job, and supported my endeavor.

Relying on my previous education; Bachelor degree in Communication Arts: Radio and TV, and on my recent Master's program courses in Media Studies: Electronic Media, I have selected a subject that I wanted to know more about and that could leave positive impacts on the studies of media and communication.

What interested me the most is that children represent the future generation, every single thing could affect their social norms, and they are considered the best targets of media.

Index

Theoretical Background

Introduction

There in the world of cartoons and colors, lay many dreams and imaginations, lots of cute chubby characters, heroes, idols, or enemies, assigning the child as a target, affecting his/her emotions, and shaping some of his/her norms.

Cartoons' programs are the sort of stories that are told in forms of adventures, fantasies, themes, and much more. Story telling is based on previous situations that are part of the life experiments of a person, streamlined or restructured in a simple representative conception that connects particular events. Chapters or scenes usually arrange the events in the story. The colorful world of the young people that is created by adults contains amount of their memories, ideas, thoughts, and imaginations that are arranged in a story theme.

Because the human eye catches the movement, the character is the main factor of the cartoons animation. Countless characters were established since the first cartoon's invention, few were widely famous/known, such as "Tom and Jerry," "Mickey Mouse," "Barney" and "Pinocchio," and few others were impressive within certain cultures such as "Zeina w Nahhoul," "Adnan wa Lina," "Tamtoom," and "Grendizer." The question is: what was the main reason that made these cartoons so popular?

Mickey Mouse is an active personality able to live life as it is and to accept the change, he is skilled enough to come up with new ideas when he faces crises. He fails a lot but never gives up; this what makes people excited enough to keep watching him without getting bored. "Though in Fantasia Mickey's dream fails, he is nevertheless captured in our consciousness as the unpromising dreamer." "He always had big dreams, and his dreams had universal audience appeal." (Gilman & Heide, p.9, retrieved from: (Ackerman, 2012, P. 25).

Mickey illustrates passion and freedom of choice through his continuous adventures no matter what. "Mickey, with his self-confident spirit has never been a quitter. Perhaps that's why audiences seem to have an instant rapport with him, feeling sympathetic toward his plight." (Gilman & Heide, p.11, retrieved from: Ackerman, 2012, P. 34).

Pinocchio is the wooden miracle child of a carpenter struggling to keep himself moral and faces many challenging transitions in his body because of performing dishonored acts. Its main bad habit was lying; whenever Pinocchio lies his nose grows longer. At the end, he stops lying and his nose turns back to its normal size.

Pinocchio represents the real situation of lying, when the person lies, the blood increases on the top of his/her nose causing readiness and itchiness within that moment and if the person becomes a liar this could enlarge the top-edge of his/her nose forever. (Collodi, 2010, Chapter1).

Pinocchio transferred to a donkey after he went to what is called "the pleasure island" and became a heavy-drinker and a gambler, this curse left him when he decided to leave this island and he returned to a good boy. (Pinocchio, Lampwick, retrieved from: disney.wikia.com).

So, Pinocchio is a fictional character that represents real and logical facts through real and fake situations. For example: he behaves immorally, transfers into different creatures, gets cursed, changes his actions, and gets back to his normality; The immoral behaviors could happen in real life (even if someone views them as moral), the transformation from human to another creature could not happen in real life and this what is meant by fake situations. (Vellicella, 2010).

The major reason why some cartoons are widely famous is because they contain variety of situations, and could represent a part that might exist in the actual life of almost every individual on earth. For example: the situation of struggling with instinct and trying to stay moral, the situation of achieving a dream and failing at some points, and much more.

Between fantasy and real life, the child learns, imitates, builds some norms and destroys others, grows his/her imagination, adds new perspectives to his/her behavior, and gets lost at some points. This study will search and analyze cartoons and its potential effects as a TV genre on the children's social norms.

Theoretical background

"Cartoons" is a medium that incorporates various methods of learning, interacting, and retention. When the child views a certain cartoon's program and gets exposed to certain information, he/she is considered a passive learner. The amount of information he/she remembers from the presented material is retained. If he/she transmitted what he/she viewed, then he/she is interacting as an active learner.

Under the Social Cognitive Theory, three aspects play main roles in the human learning: the personal experience, the behavior, and the environmental factors. The personal experience is the amount of information that is maintained in the individual's memory from the past; this kind of information forms what is called values. The behavioral performance is the behavior that he/she performs, and the environmental factors are the social and the cultural context. Each aspect is connected to the other, the individual obtains knowledge through the combination of his/her personal characteristics, his/her personal experience, and the environment around him/her. So new experiences develop depending on the past information and guide the person toward the present communication. (Cliffs, 2006). (Piaget1952; In helder and Piaget 1958) retrieved from: (Bjorkqvist & Lagerspetz, 1983, P.78).

For example: if a child who lost his admired grandma was watching a cartoon's program that presents a certain relation between the grandma and her grandson, the effect of that program, whether positive or negative, would be stronger on him than on a child whose grandma died before he was born, this because the first child had gained a past experience about the relationship between the child and his/her grandparent. Also, if we compare a child who used to hate his grandma watching the same program, his behavior would be different than the first one, because the two past

experiences of these boys are different. However, the way that this program presents the information might affect both boys differently too.

Interaction between the values, behaviors and the environment forms the individual's social norms. Values and behaviors are developed and modified by social influences and structures within an environment. Under the Social Cognitive Theory, when the interaction between the individual and their beliefs happens, it affects their thoughts and actions. Another interaction occurs between the individual and the environment, and guides his/her beliefs and cognitive skills. The third interaction stands for the environment and behavior, it shapes the individuals behaviors and the environmental aspects, their behaviors become adopted by their environment. (Davis, 2006), (Calvert & Kotler, 2003, PP.280-281), (Marsh & Brooks, 2005).

Each person performs different behavior than the other, and each condition affects the individual's behavior differently. "Social cognitive theory is helpful for understanding and predicting both individual and group behavior and identifying methods in which behavior can be modified or changed." (Davis, 2006). Behavior has the ability to change variously depending on the situation and the response toward it by the individual. According to Jones (1989) "the fact that behavior varies from situation to situation may not necessarily mean that behavior is controlled by situations but rather that the person is construing the situations differently and thus the same set of stimuli may provoke different responses from different people, or from the same person at different times." (Davis, 2006). For example: if a couple went to dine right after their working hours, they might not talk each other as mush as they would if they have relaxed before they dine.

The role of cognitive factors

"Cognitive factors partly determine **which** environmental events will be observed, **what** meaning will be conferred on them, **whether** they leave any lasting effects, **what** emotional impact and motivating power they will have, and **how** the information they convey will be organized for future use." (Bandura, 2006, P.122). If we measured this on a child watching a certain cartoon's program, the kind of the presented cartoons plays a major role in affecting the child because it creates specific environment. For instance, when the child watches fantasy differs from when he/she watches "Social" cartoons because the atmosphere is different. (*Social cartoons are the ones that present relationships between certain group of people, for example: friendship, the parent-child relationship, children-teacher relation, and much more).

The meaning that the child will get is associated with the past events that he/she had observed within his/her environment. Whether cartoons will leave lasting effects on the child depends on how much the viewed content relates or is related to the child's knowledge; In other words; it depends on how the presented content is common with the viewer's ideas.

The emotional impact of the presented material is related to the presentation method of the content, to their style in stimulating the emotions of the child, and to the degree of awareness that the child has towards that specific emotional content.

The future use of the conveyed information depends on how strong their effect is, and on the amount of harmony between these information and the values of the individual. As Bandura stated: "People gain understanding of casual relationships and expand their knowledge by operating symbolically on the wealth of information derived from personal and vicarious experiences." (Bandura, 1991, P.123). It also depends on the amount of memory the individual have about the given information,

and on the representation style of the content. (Piaget1952; In helder and Piaget 1958)

retrieved from: (Bjorkqvist & Lagerspetz, 1983, P.78). (Collins et al., 1978), (Seeley, 2008, P. 39), (Marsh & Brooks, 2005).

Methods of affecting the viewer's behavior

Most of media channels learned how to spread their messages indirectly, media do not tell people their aim of their message straightforwardly. Instead, they spread messages that guide the viewer to interpret the aim. For example: media do not tell a little girl to go and buy Barbie because they want to sell. Instead, media show the girl how sweet the life of "Barbie" is. "Most external influences affect behavior through cognitive processes rather than directly." (Bandura, 1991, PP.122-124). Media use various styles in attracting the viewer's attention, the direct methods usually appear as a sermon, the indirect methods pass lightly and use creative modes to attract more attention. The media promote information, attract attention, and persuade mentalities, in order to spread their message. The viewer is the one who is responsible for his/her opinion and choice. Media are not responsible for building morality standards; they are wide fields that present various thoughts and actions for a planned purpose that might be viewed differently from different types of people and under different circumstances. People usually adopt their morality standards progressively, facing many influences, across a long time period, from the moment they are born. The judgment for the media's action is measured as controlling the influence, that matches or violates the individual's personal standards (Weber, 2012, PP.19-23), (Calvert & Kotler, 2003, PP.280-281).

Therefore, the level of the viewer's awareness could affect the cognitive method. If we take into consideration the child watching the cartoons, children are not fully capable of deciding whether the information they are getting is right or wrong; they are not mature enough to analyze, and this what makes cognition through cartoons' programs (as well as other programs) stimulate them quickly. The more the cartoons are associated with the child's environment, the more they will leave an emotional

influence and the child could adapt the presented behaviors relying on previous event he/she has faced.

Bandura stated that the Social Cognitive Theory settles a main role to cognition, vicarious/motivation, and self-controlling versus self- reflecting processes.

Self controlling and self reflecting complement one another, the more self controlling exists, the less the self reflecting appear and vise-versa. Self-controlling is the ability to standardize the personal actions, emotions, and desires when facing a situation. People use self-controlling most of the times, especially when dealing with the public. Self-reflecting is the thoughts that affect the character of the person and incorporates their actions and motives. People self-reflect either what they are convinced it is worth adopting or what comes from a trustworthy source. For example: if a girl was watching a social TV program that was talking about dealing with house puppies, if she was convinced by the broadcasted information she will do what she has heard. The more she trusts the TV program, the less she would measure and think about her actions, so her self-reflecting, in this situation, is stronger than her self-controlling. Another example: individuals are usually less conscious about their behaviors near their close friends than near their bosses. So here, self-reflecting tends to exists more than self-controlling with close friends than with bosses and vise-versa.

When measuring the situation on children, they tend to be more self-reflective than self-controlling because the lack of information and experience. Children do not know how to manage things; one of their popular learning methods is reflecting what they view by communicating it. For example: if a child always watches his parents fighting he will definitely adapt aggressive actions as a reflection of what he has viewed. (Plessis, 2005, PP.52-53, 179) (Seeley, 2008, P. 39), (Marsh & Brooks, 2005).

Personal standards and the human behavior

The personal standards guide the behavior of the individuals. "People who are not much committed to personal standards adopt a pragmatic orientation, tailoring their behavior to fit whatever the situation seems to call for" (Synder & Campbeel, 1982)."They become adept at reading social situations and guiding their actions by expediency." (Bandura, 1991, p.130). This method is applicable on children specifically because their personal standards are not built yet. For example: a child whose parents control him firmly will lose balance in his self-controlling and self-reflecting processes. He either might lose self-controlling in public because he does not care for personal standards, or he might reflect blindly what he views because of the lack of personal experience in life and the firm adaption of personal standards.

Cartoons influence the self-development of the child by shaping his/her virtual world. Under the social cognitive theory: "personal agency operates within a broad network of socio-structural influences." "In these agent transactions, people are producers as well as products of society systems." (Bandura, 1991, p.121). Here the adults play the producer's role and the children are considered the products of the society system.

What could work as self-sanction against the cognitive method here is the support from an elder. For example, if the parent was paying attention to what his/her child is watching it will be an opportunity to discuss the content with the child, give him/her some advise, and help him/her analyze some situations. This will make the child more conscious of what he/she is watching, it will definitely raise his/her self-control, and it could stimulate more positive effects and could reduce more negative outcomes. (Marsh & Brooks, 2005).

Motivation and repetition

The Social Cognitive Theory says that media engage people to believe what they present by motivating the norms through effective stimuli. The repetition of an idea using different techniques is one of the most effective stimuli used by the media. Repetition of the idea could help in changing the values gradually, it plays a major role in shaping the behavior of the viewer. For example: it affects the thinking of the person in a way that is like engraving a statue to get it ready for a specific shape. When the inner-structure (the base) is prepared, the shaping process of the exterior phase begins.

Adding a stimulus to the message entices the viewer and strengthens the effect of repetition. For example: it is like adding the final touches to the statue to polish its appearance. The cautious level of the person plays a huge role in deciding to what extent he/she is going to be affected. "Behavior is shaped and controlled either by environmental influences or by internal dispositions." (Bandura, 2006, p.121). Here, the media play the role of the environmental influence that could affect the personal internal dispositions of the viewer. (Seeley, 2008, P. 39), (Marsh & Brooks, 2005).

Cultivation theory says that people who are heavy TV viewers will tend to believe that the real world is consistent with what they see on the screen. Heavy TV viewers are expected to lack message selectivity and to have a naive TV viewing background, and this will lead them to view the world from the televised perspective, considering media messages a reliable source. Baran and Davis stated: "television cultivates or creates a worldview that, although possibly inaccurate, becomes the reality simply because we, as a people, believe it to be the reality and base our

judgments about our own everyday worlds on that reality" (Baran & Davis, 2006, p. 330).

The repetition of media messages, and long-term media exposure will cultivate the viewer's views of the world with what is in common with the TV content they watch. Researches revealed that heavy viewers will adopt TV portrayals and will have identical viewpoints with TV content more than light viewers. (Buerkel-Rothfuss & Mayes, 1981; Greenberg et al., 1980), retrieved from: (Calvert & Wilson, 2008, PP.127-128). (Wilson, 2008, PP.94-96).

Symbols conclude the media messages. Each symbol could carry thousands of meanings of a specific issue, and could lead to variety of methods that lead the viewer to the message. Media rely on coding their messages through symbols beside their repetition techniques. Nowadays, media play a huge influential role, combining and connecting the world through a huge amount of symbols. Bandura, 1991, stated: "Through symbols people give meaning, form, and continuity to their experiences." (P.122). A symbol works as the key to the retained information in the mind. It shortens the path to recall the information from the brain and relate it to the presented material. For example: the $ (sol) symbol is a popular music symbol that concludes the vocal sounds which are, DO RE MI FA SO LA SI DO, for a regular person it might not mean anything, but for a musician it might mean a lot, and might remind him/her of previous situations that are related to it.

Symbols take different shapes and give characterizations of objects. Words are symbols of things that could be visualized, tasted and sensed. "It is with symbols that people process and transform transient experiences into cognitive models that serve as guides for judgment and action." (Bandura, 1991, P.122). Words are the spoken symbols that attract thinking. Visualizations are the illustrated symbols of messages. Media use both words and visuals as codes to their messages. They play on words cleverly. For example: in an advertisement, the use of few strong words is more interesting than the use of weak long sentences. This because strong words affect strongly and less quantity is easier to be memorized. (Plessis, 2005, PP. 52-55, 59).

"An extraordinary capacity for symbolization provides humans with a powerful tool for comprehending their environment and creating and regulating environmental events that touch virtually every aspect of their lives."(Bandura, 1991, P.122). Media spread hints to reach a purposed goal and the viewers are responsible for their understanding, persuading, and behaving manners.

Cartoons' characters conceptualize a good example of symbolization, each character could be a symbol that is unique and different from other symbols. The character has specific personality, faces certain situations, deals in its unique methods, colored in a particular way, and carries unique features. E.g. superman is a famous character that represents heroism. "Superman" became very popular because media coded him by his famous blue and red robe, and symbolized him with the "S" written on his shirt, that became as a famous symbol of heroism. (McLanahan, et al., 2008, PP. 241, 65-67).

The human mind receives the coded information and starts analyzing its codes and translates them internally and externally. When the viewed situations attract the attention of the viewer toward past experience, it repeats the event from the media's viewpoint. This makes the media play the illustrator's role, and the final judgment is maintained for the viewer. If the media concluded the outcomes of the situation from its perspective, it becomes a part participant in the public opinion, because when suggesting conclusions it is highlighting specific information. "They generate solutions to problems, evaluate their likely outcome, and pick suitable options without having to go through a laborious behavioral research." (Bandura, 1991, p.123) (McLanahan, et al., 2008, PP. 40-43).

As an example, social cartoons usually complete the end of their stories by suggesting what is good and what is bad. This could make it easier to their public that consists of youth who need more suggestions to guide them due to the lack of life experience. In some cases it could create distraction because sometimes what is being told in the media as "true" differs from what the parents believe it is. (Edgar & Edgar, 2008, PP.5-11).

Plasticity and observational learning

People are flexible creatures that are able to change depending on circumstances, situations and motivations that affect them. As Bandura stated: "Plasticity, which is intrinsic to the nature of humans, depends on neurophysiological mechanisms and structure that have evolved over time. (Bandura, 1991, P.122)." Observational learning is a motivational method that affects the neurophysiological mechanism of the person. Children are exposed to observational learning more than adults because they have more flexibility in their minds and personalities. " These advanced neural systems specialized for processing, retaining, and using coded information provide the capacity for the very capabilities that are distinctly human-generative symbolization, forethought, evaluative self regulation, reflective self-consciousness, and symbolic communication." (Bandura, 1991, p.122), (Riling, Dagenais, Goldsmith, Glenn, Pagnonib, 2008, PP. 1447-1461), (Plessis, 2005, PP.52-53, 179).

The media help this neural system in processing its job by coding its information in symbols. Symbols establish a short rich path for the media messages, it demonstrate the important significance briefly adding to it some motivations. For example: if the media want to talk about the benefits of agriculture they don't lecture about agriculture, instead, they highlight how agriculture could make beautiful effects by using attractive video-shot about it, and they choose specified and effective words to emphasize the profits of agriculture. (Evans, 2008, PP.185-188).

"People cannot be much influenced by observed events if they do not symbolically code and remember them. (Bandura, 2006, P.127)." "Through the

medium of symbols, people can communicate with others at any distance in time and space. (Bandura, 2006, P. 123)."

Media, including TV, are described here as the mediums of symbols that focus on specific events and connect different cultures together. Symbolization simplifies and shortens the path to retention, this what keep the audience able to remember specific highlighted events more than others. However, at some points it could change the true picture and stereotype it. "Because the symbolic environment occupies a major part of people's everyday lives, much of social construction of reality and shaping of public consciousness occurs through electronic acculturation." (Bandura, 1991, p.127). (Livingstone & Das, 2010, P.69).

Children use imagination as a tool to learn empathy toward others. Empathy is the ability of the individual to recognize and feel the same emotions of the other, and to imagine the self in the other's place. Empathy can be developed and stimulated through media. Cartoons' programs emphasize the character-child empathy relationship. They draw an illusion of abstracted worlds, carrying hypothesized characters that have deep and sensitive moods and feelings. These feelings and moods are reflections of real ones supplied with more intense and concentrated emotions. Researches have revealed that children who are empathic are more sensitive, and have the ability to act more effectively with others, and can easily engage socially desired behaviors toward other people. (Wilson, 2008, PP. 89-95). (Krendl, Ware, Kathy & Warren, 2010, PP.16-18).

Media draw images of reality

Media draw images colored by symbols and people are free to accept or refuse these images. Ball-Rokeach & DeFleur (1976) argue "to a large extent, people act on their images of reality. The more people's images of reality depend on the media's symbolic environment, the greater is its social impact" (p.126). The media dependency varies from person to another, media helps drawing the image of reality and the viewer's reliance on media indicates the degree of its effect on his/her social norms. Being exposed to the same message from different points of view usually emphasize the person's knowledge if he/she knows how to differentiate and how to make his/her decision toward these certain types of communication. In general, it depends on the ability of the person to manage his/her self-reflecting and self-controlling process toward variant opinions. (Thelning & Lawes, 2012, PP.5-7).

Bandura says: " People are self-organizing, proactive, self-reflecting, and self-regulating, not just reactive organisms shaped and shepherd by environmental events or inner forces. Human self-development, adaption, and change are embedded in social systems". (Bandura, 1991, p.121). So, the media remains limited until it is selected, preserved or integrated, and people are responsible for this kind of retention. "If knowledge could be acquired only by response consequences, human development would be greatly retarded." Bandura added (p.126). Different sources such as observing, listening, interacting, and much more usually influence people, if people relied on one source they would not be able to learn and develop.

Human plasticity and media

Each person has his/her unique gene codes that structure his/her shapes and colors, and each person was affected with previous situations when he/she was in the womb of his/her mother. In addition, certain environment surrounded each person the moment he/she was born. Under the social cognitive theory, each human is flexible to be shaped differently from time to time depending on the influences that he/she is getting exposed to. This does not mean that human comes to life without a specific structure, the biological structure is considered one of the most important influences that affects the nature of the person.

"Seen from the cognitive perspective, human nature is a vast potentiality that can be fashioned by direct and observational experience into a variety of forms within biological limits. To say that a major distinguishing mark of humans is their endowed plasticity is not to say that they have no nature or that they come structure-less" (Midley, 1978) retrieved from: (Bandura, 1991, p.121)."

Brain plasticity is the ability of the neural cells in the brain to change depending on the life experience and the activation of them. As Mundkur, a neurologist, stated: "Neuroplasticity refers to structural and functional changes in the brain that are brought about by training and experience. The brain is the organ that is designed to change in response to experience." (Mundkur, 2005, P. 855).

As children grow, their minds grow with them because each day or moment they learn new things, the connections between the neurons of their brain increase depending on the kind of information they are exposed to, the speed of getting these information, the way that these information are presented. (Sigel, 2006), (Mundkur, 2005, PP.855,857). "At birth, each neuron has 7500 connections. These increase rapidly in

the first 2 years of life until the synaptic connections are double that of adult brain."
(Mundkur,2005, P. 855).

Cartoons are getting widely popular in children's daily lives. Children tend to learn from cartoons even if they are using them as a medium of entertainment. "Cartoons" is a medium that trains the mind and activates its cells, it will leave a memory and change some thoughts, and it could affect the social norms positively or negatively.

TRAP ET CPU

Review of Literature

The role of cartoon in developing the child's personality

Children start to communicate from their early days, the first interactions start with their mothers, with other people, and then with their environments. Their personalities develop as they grow up depending on the way their mothers treat them, their relation with their fathers, the way people communicate with them, and the situations they are exposed to, and many other factors. For example: if a mother usually responds quickly to feed her child when he cries, her child will first learn to trust her more than a child whose mother usually responds late.

The personality of the child is usually structured during his/her first two years of age. Each and every single factor of life helps in structuring and nurturing the child's personality. Some children are active, some are talkative, some are reticent, some are selfish, some are extrovert, others are introverts and so on. Social norms, which consist of the values, attitudes, and behaviors, are main factors of the individual's personality and they are connected to each other. Attitude is the impression the person gets toward a certain situation; value is the deeply held thoughts that construct the main rules of the person's actions; behavior is the externally performed action that usually reflects the attitude. The social norms are influenced by communication, situation, culture, and environment.

Media communicate with their viewers, present situations and combine different cultures. Media use symbols as their language, every single factor and step is considered a symbol that must be prepared, analyzed, and disseminated. When the viewer receives the message, the meaning of each symbol is first created internally in the mind, passes through the measurement process, and ends up communicated out through behavior. The viewer becomes interested in the media's presented material when he/she gets motivated or involved with the ideas. There are plenty of motivational techniques used by the media to influence the audience and keep them alerted, connected to the medium, reflected, and more enthused to follow the media's messages. Media treat people as emotional creatures and play on their moods and egos. Children represent a good example of an emotional creature, they lack the ability to perform logical rational thinking independently, and they have a huge ego as well. (Mills, 2000, PP.2-10, 126-130).

Cartoons enter the child's personality through creative colorful world. It triggers the values of the young viewers, imply new beliefs, motivate their behaviors, suggest new attitudes and conceptualize change in their actions. When children are exposed to cartoons, they become observers of certain actions and attitudes. Children receive the message, retain it in their minds and connect it to previous information they have, and perhaps to future situations. They are considered passive receivers of the messages as long as the observing process exists. When children start to communicate, imitate, perform, or represent what they have viewed, this means that children are watching cartoons as active learners, the retention of the information means that the attitudes of the child became affected by the viewed material, so the child adopted a new behavior and the presented material started to affect his/her personality. (2011, Krendl & Warren, P.59).

Research revealed that it is expected from children to remember better over time what they have chosen as their favorite program. (Calvert & Kotler, 2003, PP.281-282). People usually prefer what is common, mutual or suitable to their personalities.

Sometimes cartoons' programs are a reflection of previous children's attitudes, producers and scriptwriters write the cartoonish story based on real life examples. This happens when adults observe children's communication and produce a program that contains characters that exemplify the children's personalities. For example: Zeina w Nahhoul, an Arabic cartoons series that displays the life of two bees, Zeina is an active female bee that works very hard to collect honey, and Nahhoul is a lazy male bee that causes Zeina troubles. Both Zeina and Nahhoul have personalities similar to real kids' personalities in real life. The idea of giving the girl's persona the superiority could be real and could be added by the producer to stand against the idea of the "male superiority" in society or to make viewers think about the superiority idea from another point of view.

Sometimes cartoons' programs are based on or demonstrate concepts of ideas, thoughts, and dreams of the adults (producers) who arrange them in a story theme. Stories could be written out of pain, fear, passion, courage, or fantasies. Many cartoons' programs present these ideas to children early before children could have had the chance to experience these feelings in real life. For example: the Cinderella story is filled with fantasies and dreams, Cinderella becomes a perfectly loved princess who owns everything after experiencing severe torture by her stepmother for a very long time. Concluding the message out of this would be that luck could appear after a long time of sufferings, if the person has good will. Young girls are usually

affected deeply by the legend of Cinderella because it triggers the instinct of being perfect, living perfect, and getting treated perfectly.

Getting deeper into the Cinderella story to the point where the prince chooses her because he saw her as the most beautiful girl in the party, this message promotes the idea that beautiful people have the chance to get attention by others more than ugly ones, it can also indicate that when the person loves the other, he/she sees him/her as the most beautiful person or much more beautiful than he/she is.

Cartoons work as reformers of social attitudes because they give views about certain social issues that activate the background of the viewer. An interaction happens in the child's mind between his/her personal thoughts and the new information he/she is being exposed to. The child would absolutely be affected, especially due to his/her lack of life experiments. (Jolley, 2010, PP.144-149).

Another message occurs in Cinderella illustrating the idea of prearranged marriages and garnishing it in a very sweet way is when Cinderella and the prince dance and quickly fall in love, then Cinderella loses her shoe while suddenly escaping. Next day the prince could not recognize his beloved girl from what her face look like; instead he ended up roaming all over the city to measure feet so he can find his sweetheart.

Cinderella story indicates the period of the 70's and before when people followed the traditions heavily and the prearranged marriage existed in most of the marriages. This because Cinderella story portrays women as victims who wait for their rescuers in order to live and satisfy their needs properly. Some research was done with women aged between 38 and 50 and showed that most women who chose Cinderella as their favorite character lived in a closed or limited cultural atmosphere, did not get the opportunity to get high education, and were married traditionally by a prearranged

marriage. Their only goal in life was to get married and have kids. (Dill, 2009, P.P.125-127).

Cartoons' programs could have a two-way effect on children depending on their sources of the knowledge and on their reliance on them. When children rely on the cartoons' programs as their main source of education without getting knowledge from an elder or from storybooks, the probability to adopt the fantasies and ideas of the producers is high. Children might try to reflect the presented persona in their daily life. For example: if a child loves "Superman" and he watches it everyday, the more he watches it the more he will love it. The more he falls in love with it the more likely perhaps he will tend to reflect its personal factors, imitate the way superman talks looks, or jumps.

"Cartoons" creates a kind of "net contribution" between the personality and the stimuli; it involves continuous interaction between different humanistic elements. No matter what kind of stimuli and its amount, due to the shortage of the child's life skills, the exposures to cartoons will definitely lead to new active influences in the personality of the child. (Ward, 2007, P.7). For example: I know a person who jumped from his house's balcony, trying to fly, pretending he is "Superman" when he was a 2-years-old child. Although this child was warned that "Superman" does not really fly, he was too young to understand. "Superman" was his only source of entertainment, as he said.

Cartoons, like any other medium, could be used as a tool that improves the knowledge and skills of the child. Cartoons affect children's personalities on a personal level, they develops the knowledge of the child about different personalities by showing him/her different kinds of characters. Cartoons help in developing the emotional level of the child by highlighting the emotions basically within the story (script) and

technically through colors, movements and sound effect. Cartoons characters deal with different life situations and hence affect the child's social behavior. Children learn new ways of communication from cartoons, and develop their vocabulary too. (Marsh & Brooks, 2005).

Cartoons' characters provoke values

Children imitate in their own ways, they dance, sing, shout out answers, role-play some stories, and copy the actions of specific characters. (Marsh: Brooks: Huges: Richie: Roberts: Wright, 2005, PP. 1-28)

The cartoons' characters communicate with the mind and the emotions of the child, this type of communication triggers both the logic and the imagination and leaves an influence on the personality of the child.

People tend to like other people who are similar to them and share the same values, this because it creates a common understanding and sharing of the same feelings and thoughts. For example: if a female adult wants to talk about her delivery, she will enjoy her conversation and understand her thoughts better if it was with another woman who have shared similar experience, the more the common things in their stories exist the more they will enjoy the conversation. (Dill, 2009, PP.199, 200).

Humans adopt values from their culture, cartoons' programs that target children build cultures for children from different backgrounds, place them in one united atmosphere, and touch their values through messages and communication.

Most of cartoons' characters that target children are made identical to them. They are chubby, have a circular features and wide eyes like most of children. Cartoons' characters are usually short especially next to an adult, an enemy, a hero, or a stranger. Cartoons' characters wear colorful clothes, act childishly, and speak in soft voices. All these factors are symbols created by media to deliver their messages. The more the child finds common things between him/her and a certain character, the more he/she will tend to trust it and consider its messages reliable. (Dill, 2009, PP.199, 200).

When Walt Disney wanted to expand his business and figured out that he has some young audience, he transferred the facial shape of Mickey Mouse to a character that targets children. The face and ears were given a rounder shape, the cheeks were stuffed and got a chubby look, and the eyes became larger, wider, and rounder too. (Green, 2004, PP.3-5), (Barrier, 2007, PP.56, 63, 64).
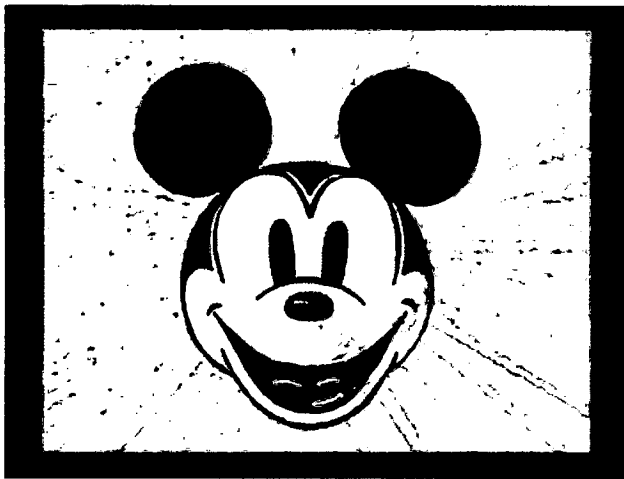
The first version of "Mickey Mouse" in the black & white picture versus the second version of "Mickey Mouse" in the colored picture

Cartoons' characters interact with each other based on what children understand and how they interpret symbols. When the cartoons' characters start to leave meanings and impressions on the child, his/her values may start to change and construct new self-concepts. When the child receives the message from a program (or character) he/she likes, the amount of remembered ideas will take a large place in his/her brain. The more he/she watches the Program the more he/she will tend to interact in relation to it, talks about the persona and perhaps imitate it. The social structure of the child becomes more flexible when the process of interaction starts to work out. When the interaction happens, it works as a motivational technique, the values of the child merge with the new messages and ideas of the program or character, and hence a new influence over the past experience of the child and his/her values and behavior may occur. If the child was mature enough to choose his favorite program or got help from an elder in choosing it, he/she might be more selective and choose what is suitable to his/her structure of values. (Crossman, 2011).

Research revealed that family members have the main influence on the child during his/her early childhood, and he/she forms his/her media images depending on them. (Bryce & Leichter, 1983). Family members represent the environment around the child. There are two main kinds of family's association with children toward media use: the amount of control over the child toward media use, and the communication process with the child concerning the media's content. Research revealed that children from kindergarten and first-grade who get low exposition to television and who have a firm family control over it, were better at recognizing fantasy from reality. (Bryce & Leichter, 1983).

Positive communication between the child and his/her parents and older family members with a control over TV use, showed that children had the chance to get

better knowledge from the television content. Studies concluded that the absence of media control from parents has led children to extensive media use and this resulted in social isolation. This because they will feel that media are taking the parent's place to communicate with their minds and emotions, and that media are filling the void in their lives. Therefor, media will take place in building a virtual reality for them instead of the reality they are living in. their virtual life will lessen their interaction because they will use it as passive learners. In this case, the ability to have a change in values will be much more possible, and so is the potential to get distracted. (Bryce & Leichter, 1983).

Another research showed that family members (parents or elder siblings) who interacted with children and talked to them about the content of media that they use, asked them about their emotions and gave them some impressions, were able to encourage the children to figure their own responses toward media content. In this case, the child becomes more aware of media content and the change in his/her values could appear more consciously. The child will tend to be selective and their method in adopting messages will be more balanced. Consequently, the child's environment will have an important control over media influence, moreover the child will remain aware of media content as long as the collaboration exists with his/her parents. (Corder-Bolz, 1980), (Desmond et al, 1985), (Krendl: Ware: Kathy: Warren, 2010, PP.7-13). Furthermore, the child will feel that he/she is important since someone is giving him/her enough attention. Communication with someone who is older and has more experience will add knowledge and experience to the child. Showing the child acceptance will encourage him/her to seek knowledge out of media content and will motivate his/her conscious level toward media messages (Andersen, 1972).

There is a famous idea in communication that says: if someone wants to talk to other people, he/she must speak with them in their language or in a language they understand. So when adults want to speak with children, they must understand how they think in order know how to deal with them. In their opinion, children like to feel confident as adults. When children are taken seriously, their self-esteem increases. Successful cartoons' programs trigger the child's attention and touch his/her values because they take the child seriously and show characters acting as if they are who they pretend to be. For example: jerry, the mouse in "Tom & Jerry" series, acts in a spontaneous way to the extent that makes children love him because they feel that all the mess he causes reflects his/her real personality. Children forget the idea that Jerry harms Tom. Jerry reflects the children's spontaneity and energy; also he is the tiny character in the program and this gives him additional reason to be loved by children. (Kalliala, 2006, P. 139).

People tend to hate others who affect their social norms negatively. Sometimes cartoons' programs fail in understanding children well, they choose to fake a thin annoying voice level pretending to imitate the children's voice. Children tend to hate these kinds of cartoons because they consider this as if someone is making fun of them.

Media leave influence on the values, they motivate people to interact, fill them with emotions, stimulate the past experience of the individual, and add new information to people's knowledge. Unlike behavioral variation, the change in values could occur after being exposed to certain effective circumstances. A behavior is the reflection of the values, the exposed issue, the emotional status, and the environment. (Dill, 2009, PP.199, 200).

Cartoons might change the children's behaviors

"Exploring a familiar role facilitates the discovery of a new perspective on life." "By enacting an unfamiliar role it is possible to experience a new way of being." (Langley 2006, P.7).

Imitation is a process used by children in order to learn. Children imitate their parents, grandparents, older siblings, and people they find pretty interesting. Cartoons' characters can be imitated due to the charismatic factors they have. Main characters vary from heroes, princes/princesses, smart, attractive, and even losers. Heroes represent the dignity and the courage, children tend to behave like them to saturate the need of being strong and have a good control. For example: Batman is always depicted as the one who saves, he never loses no matter what. Prince/princess represent richness and fantasy, children are astonished by the magic of fulfilling all their needs and fantasies. The idea of satisfying the human needs, doing what the person wishes at any time, and owning the desired material without problems and obstacles, feels good and sounds interesting, it cherishes the human instinct. Children try to behave like the prince/princess illusion sometimes while playing, they try to imitate the pride of the characters they watched in cartoons. Other times, children try to own things that make them believe they are behaving like that perfect characters, such as: owning a crown, a luxurious toy car and much more. Children behave in different ways. For example: Some girls imitate the role of the sleeping beauty while playing and boys imitate the prince who saves her. Some girls try to get a dress like hers and believe that this dress will make them special and appreciated. This kind of behavior might affect the girl's real life behavior and might be reflected on her personality longer than a girl who just imitates for fun.

Cartoons leave good influence on the behavior of the child as long as there is a separation between what could be used in real life, and what could be used during playing time. When the child adapts some of the behaviors of the cartoons' characters he/she is watching, this means that in one way or another he/she is influenced by that persona. And since each character represents a mixture of thoughts, the possibility to adopt the favorite character's thoughts and ideas is high as much as the possibility to refuse the unfavorable character's thoughts is.

Everybody considers him/herself or pretend to be smart and attractive, children fall in love with smart characters and attractive ones too. For example: both adults and children like Conan, a Japanese secret detective that always has the right answers to the toughest mysteries. Conan is a gentleman who had got cursed by a witch long time ago, so he transferred in shape to a kid but kept his experience in his adult's mind. So, Conan is attractive for both adults and kids too.

The losers in cartoons get their charisma from their ability to add humor. When children watch a loser character they attempt to laugh at it and not imitate it in their real life, unless they want to have some clowning. So their behavior takes a different direction. No one wants to be a loser, this does not mean that people are not losers in their own lives. Losers in cartoons usually reflect or abstract real life failures of normal people. For example: Mickey Mouse's failure to sail in the right direction could happen to anybody in real life.

Behaving is a reflection of the values, the current situation, and the current mood of the person. Maria Delago and Paul Heritage, 1996 say: " you don't enter in to a character, the character grows out of you, you cannot ever play a character if it's not inside you." (P.28,29). Children get influenced by the cartoons' characters, play different roles of them, and adopt some of their behavior. The behavior represents the

present time and situation that the person is living in. unlike values, behaviors could vary more and last less in the human's personality. For example: a polite child, who learned to respect others and built his/her values on that idea could behave impolitely if he or she faced something offensive.

So behavior is the quick, direct response that could represent the values of the person or could just be a reaction to current situation and mood that the person is facing. However, the repetition of certain behaviors could leave an impact on the human's values.

" I want to discover new things. I want to discover how the person feels. You should be real but not realistic." (Delago & Heritage, 1996, P.32). Children behave like cartoons' characters because they want to experience a new way of being, they want to draw a clear future concept and direction, they want to test reasons and add meanings to their lives. When the individual gains a prepared perspective and thought about life, he/she will be ready to face new things easily, because past or present cognitive preparation toward a situation creates a balanced behavior toward motivators and actions. (Bandura, 1999, P.124).

The most popular behavior that reflects the cartoons impact on children happens when children play. Through playing and reenacting the characters' roles, children nurture their learning, personalities, and social norms. They learn by combining their ideas and building impressions about the enacted material, build new self-concepts by getting the chance to interact their opinions, and create new culture for themselves and other children by getting exposed to different characters' experiences. (Jones & Reynolds, 1992, P.1).

Children learn the reinforced behaviors from cartoons' programs more than the ones that pass slightly. For example: if superman got rewarded for saving someone, the child will learn that saving people is good, so the possibility that this will affect his/her behaviors positively is high. Another example, if a cartoons' character beat his friend and get punished for that, the child will remember from this action that hitting is immoral and could lead to negative reactions.

Research has shown that media messages have the ability to change the children's interpersonal behavior through reinforcement and emphasizing techniques. Through cartoon's messages, children will learn what is rewarded and what is not and they will have perspectives about the reaction of people toward different actions. (Dill, 2009, PP.52-54).

The effects of cartoons on children's thinking in relation to media's process of

persuasion

Cartoon evolved to become one of the most popular life habits in the children's life; children experience it as one of the most entertaining performances. Cartoons, as any medium spread messages that reach a numerous amount of receivers. The cartoons' media may influence the child's learning without the presentation of an actual teacher; they occupy a message learning system where the child is considered the receiver. They employ thoughts, performances, and actions that lead the child to think about them. The thinking process that is activated by the media affects the social norms of the viewer. The media perform many roles and spread specific attitudes, the child receives these behaviors in both conscious and unconscious ways. He/she measures the given attitudes toward situations with his/her attitude and adds to them from his/her impressions. When both the behaviors and attitudes change, the values of the child unite with new ones.

In relation to thinking influence, there are two main kinds of cartoons' programs, one is designed for preschool children; the period when children process a preoperational thinking method, another one is designed for elder children where children process actual thinking method. The first kind spread its messages by mentioning and repeating every single message they want the child to think about and memorize. For example: baby Einstein program, that teaches colors, says the word yellow slowly while exposing the child to yellow materials. Another example, Dora, teaches children how to count, she repeats every step slowly in order for the child to understand the process of counting. (Blanchard & Moore, 2010, p.7). The second kind

of cartoons' programs spread its messages through series that have a beginning, middle, and an end. These kinds of programs are more complicated than the first kind, it contains a lot of coded messages that influence the child's thinking and nurture brain's plasticity as well.

Media invent messages in order to persuade the audience. People respond to persuasion differently depending on their attitudes toward the message. There are two main kinds of audience, the thoughtful and the mindless. The thoughtful audience is usually conscious about what is being presented, listen well, analyze, investigate, criticize the message, and relate the presented material to what he/she considers reliable. The mindless audience listens blindly to whatever being presented without measuring the positives and negatives of the material and the situations of the message. It is like turning off all the tasks in your mind except the receiving process. So, the brain will automatically receives and acknowledges the information relying on the instinct.

Although children who are older than seven are considered as conscious receivers of media messages, they still have spontaneous flexibility in receiving media's messages without being aware of its purpose. So they tend to respond to media's messages automatically, they don't know how to consciously analyze and relate the intention of the messages to the logical facts. Children rely on their senses and emotions toward the motivations they receive from media. They also tend to learn more and think more about the material that grabbed their attention. Researches have revealed that children choose what interest their attention, and consider what does not interest them as boring. Age, gender, and culture play a main role in classifying what children favor. (Malone, 1981) (Calvert & Kotler, 2003, PP.281-282).

Plenty of techniques are used in persuasion to touch the emotions and instincts of people. Media uses motivation, self-image, and problem versus solution methods in attracting the viewer's attention. Media motivate people by emphasizing the feelings of humor or fear. "Learning from film could go well beyond the specific content and the intended messages." (Cressey, 1934). Researches have revealed that one of the favorite activities of children is watching video films. Reviewing the same film many times might affect the child's thinking positively if the parents want their child to develop their oral skills, aspect of film language and the narrative structure of stories. (Robinson&Turnbull, 2005). (Marsh & Brook, 2005, P.32).

Being aware of the presented material might appear as the right choice, however, this does not mean that the person will not be affected at all by persuasion. Persuaders use smart methods of communication that triggers deep and leave evidence. The best way to play on people's mood is to make them laugh. In order to do that you must have a good sense of humor: "Once you've got people laughing, they're listening and you can tell them almost anything." — Herbert Gardner (Mills, 2000, P.126). Laughs increase likeness, openness, and make good methods to persuasion. "Humor is a powerful tool," writes humor consultant Malcolm Kushner. "It can gain attention, create rapport and make a message more memorable. It can also relieve tension, enhance relationships and motivate people, if it is used appropriately." (Mills, 2000, P. 272).

Cartoons' programs contain a huge amount of humor, one of the most popular cartoons program that lasted successfully and still running on TV's was "Tom &Jerry." The reason for this is because it is filled with humor, individuals are in need of a relief from daily stress, and children love to laugh.

Media's job is to stimulate people by stressing on their sensitive points and offering them solutions to their matters. Whether people already have complicated matters or not, the media's job is to let them think about their messages, adopt some ideas, and respond to media emotionally, logically, or through business.

Media fear people of some circumstances and offer support in case of loss. People are more sensitive to negative stimuli, pain lasts more than pleasure. Persuasion sometimes works as if injecting a person while trying to distract his/her attention from the pain, he/she might feel the pain but willing to benefit from that treatment. For example: if media want to sell "Snow White" dresses, they might convince young girls through their advertisement that they will not enjoy acting "Snow White's" role while playing with their friends if they did not bought her dress.

Media might use cartoons' characters to advertise for their products. For example: Winnie the Pooh might appear in the cornflakes' advertising, children consider him a celebrity, he might easily influence children and others to adopt the habit of eating cornflakes for breakfast because he does so, in the advertisement.

No matter what kind of messages media spread and what kind of goal they want to reach, media drive people by emotions and not by reasons. Persuasion is the process of convincing in-order to make a certain audience adopt certain ideas, and changes or reinforces their attitudes, beliefs, or behaviors. "When dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotion, creatures bristling with prejudice and motivated by pride and vanity." Dale Carnegie, retrieved from: (Mills, 2000, P.1). Children are the best audience that could be driven by emotions. They can easily get introduced to countless types of thoughts and ideas that might easily affect their thinking.

Cartoons might work as educators or as brainwashers

Children experience learning since their first days of life. They start with their senses. First they smell their moms, listen to their voices, and sense their heartbeats. They see shadows at the beginning, then colors, and later features and details. They communicate their moods by crying and afterwards improve their interaction when they learn laughing. After that, they become aware of smells and tastes of food. As they grow up, their facial expressions become clearer. Their verbal skills develop from listening to comprehending to expressing to attempting to speak, till they speak. All these advances are located in the child's brain. The human mind progresses as it performs gaining information, combining and connecting them, and disseminating them through messages and symbols.

Children's minds are considered easy to fill, form, and refill, and reform again and again. Children have the ability to gain cognitive skills and learn social norms faster than adults because their minds are considered flexible and ready to be occupied. The children's brains continue to increase the neural cells number till the age of two, then the connecting process starts to work, and finally, the synapsis between the connected neural cells is invented. The synapsis is the stage where neural cells that have had several connections join together.

Children tend to learn things differently at each age. Cartoons are considered mediums of messages that interact with children in their language or through methods they are able to understand and learn from. For example: social cartoons that target children emphasize the relationships between two or more kids from the same age; a kid and an elder, or a kid and a younger kid, and much more. The presence of the kid's persona is important because it gives the targeted child the relevance between him/her and that persona. Also the spoken language in these kinds of programs is usually simple and clear.

Cartoons use both direct and indirect educating methods. What makes their educating techniques special is that they are collaborated with Joy. Pleasure is highly recommended for the viewers. Through joy media can reach their targets and can disseminate their messages easier. Children learn from cartoons' content before they are exposed to academic programs. The learning process from cartoons varies, as researches have stated: "This experience can be wide or narrow, intentional or incidental, profound or superficial." (Krendl: Ware: Kathy & Warren, 2010, P.16). Plenty of factors work as filters of the child's learning process from media's content such as: the previous amount and kind of education the child has, the culture that the child live within, the social situation of the child and his/her family, the cognitive skills and abilities of the child, and the background and personal experience and thoughts. (Krendl: Ware: Kathy & Warren, 2010, PP.16-18). "Learning occurs as a spectrum of possibilities, filtered by complex factors until it becomes, for each learner, a unique experience." (Krendl, Ware, Kathy & Warren, 2010, P.17).

Cartoons programs become a dangerous tool that might leave negative impressions in the children's minds when they disseminate messages that contain their own judgments and stereotypes. For example: if a white director hates blacks, he might stereotype them through the cartoons' characters by placing a black character in the unpleasant role while portraying whites as the reputable characters. This example might be clear to the viewer and can easily be figured out by children or their parents. What is more dangerous is the mysterious stereotyping process. For example: in "Lion King", the accent of the black people was used as the annoying chimpanzees' language, and the dirty hyenas were given the Native Americans' accent. (Picker & Feng sun, 02 MMM Disney.mp4) "It is equally well established that social attitudes and racial prejudices, at least upon "debatable" issues and type characters, can be affected by photoplays." (Cressy, 1938), Retrieved from: (Ward, 2007, P.1).

Children's plasticity helps cartoons' program to spread their messages effectively. Plasticity is the brain's ability to change by wiring itself in response to the person's thoughts and actions. The brain establishes neural pathways during learning and can change knowledge and apply new skills. One of the dangerous learning habits through media is when children obtain a fixed image of self-perfection that could not be attained in real life. For example: many girls have adopted the image of beautification from Cinderella and Barbie, they imagine that those characters' looks and shapes are the measurement of perfection. Another adopted idea by girls was to be skinny like Olive; Popeye's wife, and many boys wished they were muscled like Popeye.

Media's companies create products that are related to the legendary characters in the Cartoons' programs, in order to keep gaining financial profit. For example: young girls first by a simple "Dora" doll like the one in the TV program. After a while, media's corporations invent a Dora with new objects or new looks, and keep inventing products based on their legendary character as long as they are getting public response through trade.

Media keep people's attention involved by motivating it up and down. This technique is applicable to cartoons' series and films. Each sequence or scene is different than the other, sometimes it is intended to have intense situations and mood effects and other times the moods and situations are slight and calm.

Methodology and Research Question

Research Question

This research was done to examine the attitude of the Lebanese parents toward cartoons programs, and their awareness of the implicit and explicit content of cartoons. The research intended to relate and measure previous social and communication studies with the current cartoons' viewing habits of children. The main question was how might cartoons' programs affect the children's social norms?

Methodology

The thesis content is based on studying written material in books and online articles that contain data of previous research, analysis and investigations, done by specialized institutions and scientists in the fields of communication, child-education, sociology, psychology, and neurology.

The thesis studied how cartoons could affect children's social norms starting from its influence on the behavior, attitudes, and values. The study contains number of examples that express some of "witnessed stories", which were added to support the scientists' points of view.

A quantitative survey was done as an essential source of investigation to examine the potential effects of cartoons programs on the Lebanese children's social norms. It examines the awareness of the Lebanese parents of their children's viewing habits, and of some negative manifestations that exist in cartoons such as stereotypes, sexuality, violence, and racism. This questionnaire was done to discuss the effects of cartoons on the social norms of the Lebanese children from a parental viewpoint. Interviews were done face to face. The parents were reached in different public places that offer the possibility to encounter parents from various backgrounds. The places were: women's accessory shop, a pharmacy, the airport, shopping malls, and supermarkets. Selected subjects from different educational, social and economical backgrounds were given the chance to share their opinion too.

The inquiry examined a sample of Lebanese parents that represent part of the Lebanese society's families. The total number of the interviewees were 100, the majority were women between 26 and 50 years old and who have both males and females children who aged between 4 and 7 years old.

The questions were arranged according to "Likert scale" that include some statements and a scale starting from "totally agree," "agree," "somehow agree," "disagree," to "strongly disagree". Multiple choice, and YES/NO questions were included as well, and additional opinion statements for the interviewed individuals.

Results, analysis, and

Conclusion

Survey Results

One question was asked about what children prefer to watch, the questioned people had the option to select more than one. The choices were: adventure, story telling, social, fantasy, variety, and violent cartoons. The result of 233 choices revealed that children preferred adventure cartoons the most then, story telling, and then social and fantasy cartoons were in the third place.

4.70%
9%
24.40%
19%
22.70%

□ VIOLENT CARTOONS
□ VARIETY
□ FANTASY
□ SOCIAL CARTOONS
□ STORYTELLING
□ ADVENTURE

Graph 1
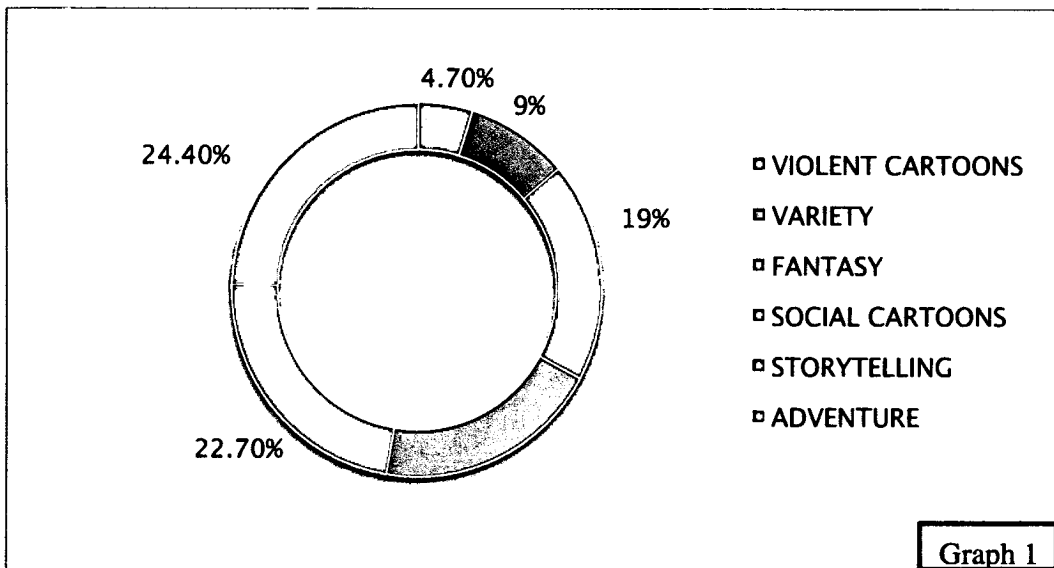
Parents were asked to choose what their children watch from listed cartoons' programs' names as examples of internationally popular programs. "Tom & Jerry" came in the first place, then "Barney" then "SpongeBob" then "Mickey Mouse".

4% 4%
4%
4%
6%
7%
7%
9%
11%
18%
18%
12%

□ TOM&JERRY
□ OTHERS
□ BARNEY
□ SPONGEBOB
□ MICKEY MOUSE
□ LION KING
□ SNOWWHITE
□ TELETUBBIES
□ ROBIN HOOD
□ POCAHONTAS
□ PINOCCHIO

Graph 2
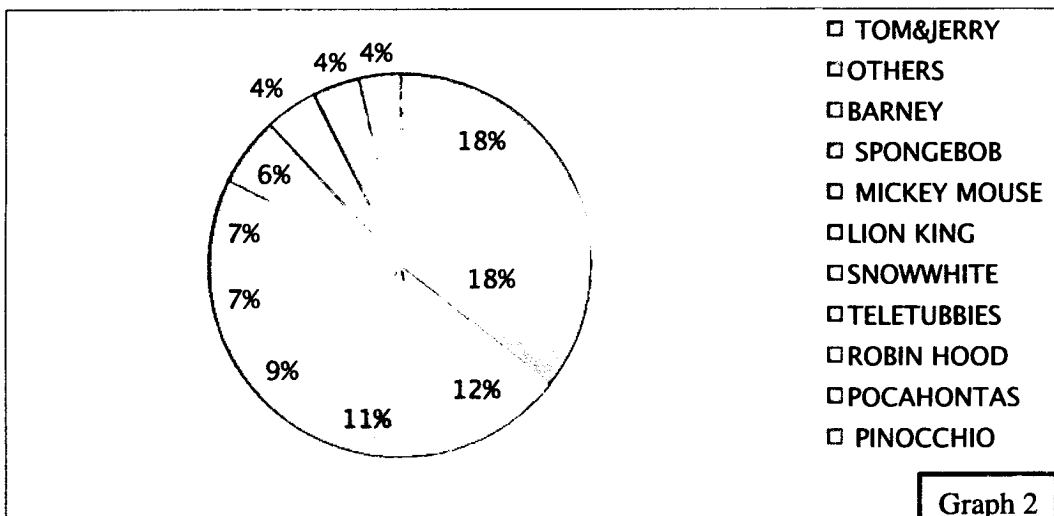
The parents were asked to rate the programs that their children view the most form examples of some popular programs in the Arab world. The research revealed that 23% of the Lebanese children do not watch these kinds of cartoons. 20% chose varied programs, and were rated under "other." "Conan" took the highest rate of the listed programs with 14% watching it, and the "Zeina W Nahhoul" came second at 11%. The majority of parents who picked "Zeina W Nahhoul" have grown-up children. Whereas, The parents whose' children are still young stated that although "Zeina W Nahhoul" is not currently present on the TV channels but they bought DVD's of the series for their children.

Graph 3

- □ NONE
- □ OTHR
- □ CONAN
- □ ZEINA W NAHHOUL
- □ ADNAN WA LINA
- □ KAPTIN MAJED
- □ REEMY
- □ MAROCCO

6% 7% 9% 10% 11% 14% 20% 23%
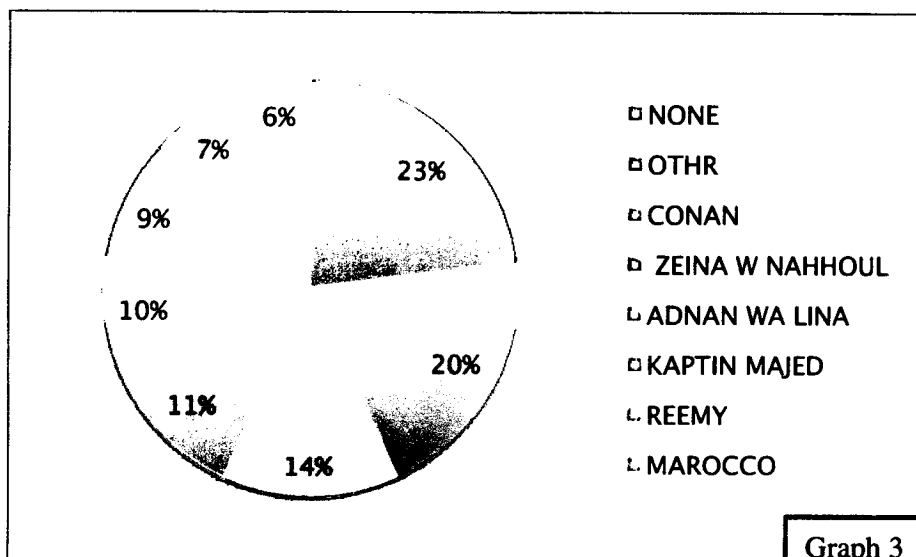
47% of interviewed parents agreed that they approve that their children watch Adventure cartoons, 23% strongly agreed too. One of the parents said: "they strengthens the child's personality," other one stated that " they let them learn the spirit of challenge."

When asked about Fantasy cartoons, 41% of the parents agreed that they approve of their children to watch it, 35% "somehow agreed". The parents stated: "they develop their imagination and does not contain violence" and "they add some relaxation and transparency." One of people who "disagreed" stated that: "they make children so unrealistic." One of people who "agreed" said that fantasy enriches the children's imagination but it is important to explain for them what is true and what is false."

Storytelling cartoons took the highest rank among all listed kinds of cartoons, 51% " totally agreed" that their children watch this kind of cartoons and 36% "agreed", no one disagreed. The positive responses toward storytelling were: "they involve listening and can always teach a lesson," "they improve children's vocabulary and involve their creativity towards inventing new stories and ideas."

48% of the parents "strongly agreed" about their children viewing of Social cartoons and 35% "agreed." When this question was raised, a small definition of "social cartoon" was added, it says: social cartoons are the ones that present the relationships between certain groups of people, for example: friendship, the parent-child relationship, children-teacher relation, and much more. In cartoons, they usually teach the child something about what is right and what is wrong.

The comments were: "social cartoons raise the children's self esteem, confidence, and make them more sociable." " They educate them from social point of view." "They always carry a goal, they are useful." " They explain for the children how to differentiate between right and wrong."

The negative comments of parents who disagreed about their children watching social cartoons were: " the ending might be different from our beliefs" and "it's my job to teach them what is wright and what is wrong."

When asked about their reaction toward their children watching violent cartoons, 67% of the parents "strongly disagreed" and 22% "disagreed." Only 6% agreed and 5% somehow agreed. One of the parents who agreed said " agree to a certain extent," another one said: "you have to present everything for the child because the society demands variety." People who refused the idea stated: "they could increase the children's violence because they imitate," "no need for more violence and torturing," and "no one should allow it, although children can learn some beneficial things from them but they are not healthy."

56% agreed about getting the child exposed to various kinds of cartoons, 18% totally agreed, and 17% somehow agreed. One of the parents stated: " I like them to know everything in order to know how to decide."

Parents were asked to list their children's favorite character, Tom & Jerry, SpongeBob, Dora, Barney, and Conan were chosen as the children's most favorite cartoons' characters. 69% of the parents were familiar with what their children watch and 25% were not. 58% stated "favorable" towards what their children watch, and 11% were "unfavorable."

Yes/No questions were raised to examine the opinion of the parents about the idea that cartoons affect the social norms of the child.

The first question was: Cartoons affect the child's personality, YES or NO?

Cartoons affect the child's personality

Yes
No
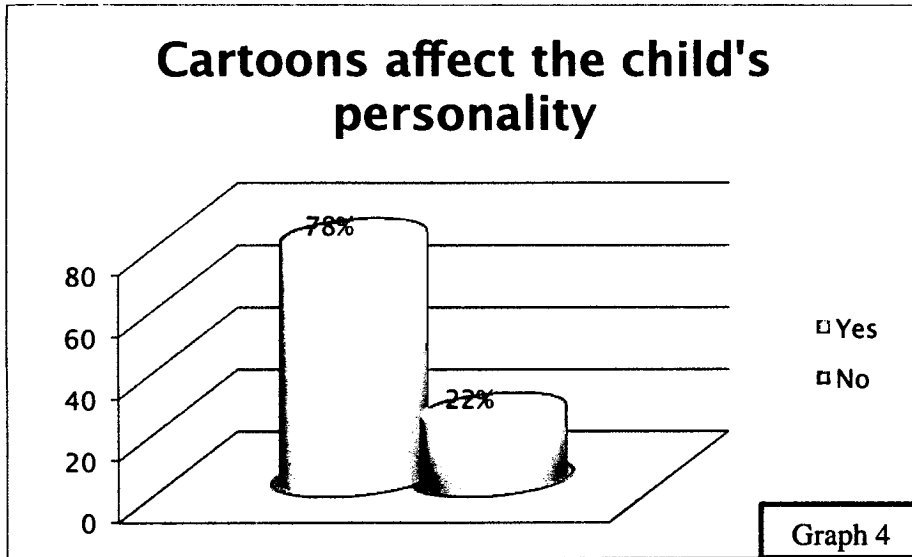
Graph 4

78% of parents supported the idea that cartoons affect the child's personality.

And when asked about whether cartoons nurture the child's imagination, 90% answered with 'Yes' and 10% with 'No.'

Cartoons nurture the child's imagination

Yes
No
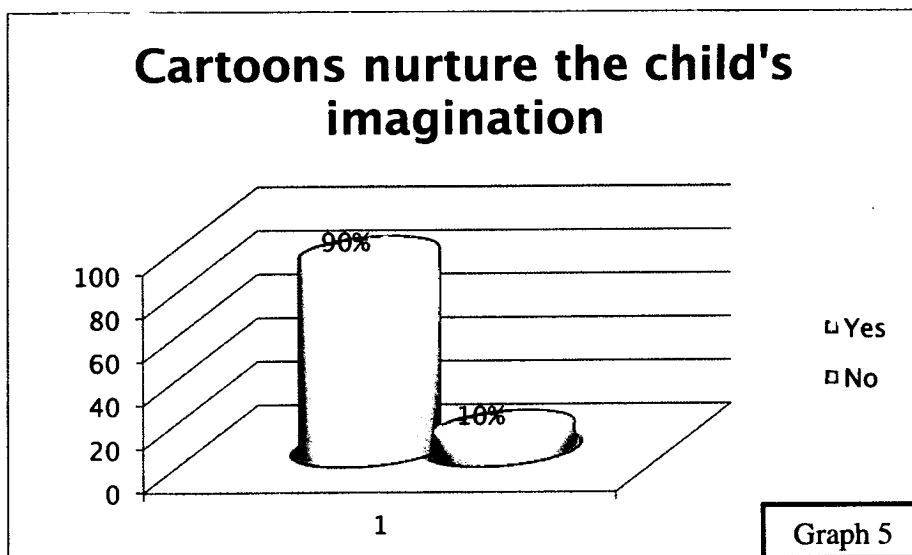
Graph 5

Cartoons teach the child new ways of communication
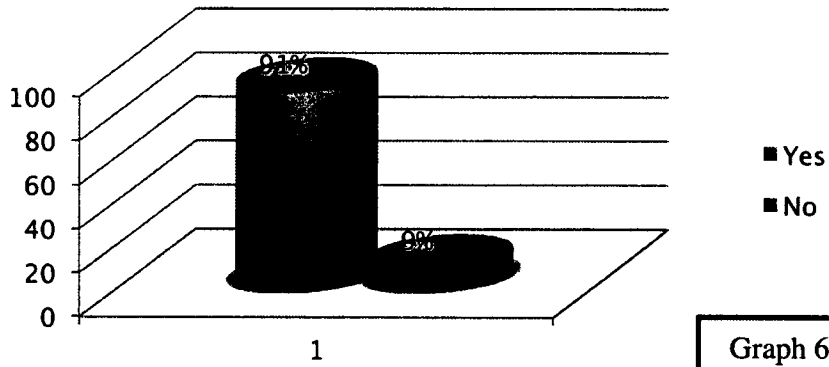
Graph 6

91% confirmed that cartoons teach the child new ways of communication.

The survey raised a multiple choice question asking parents to choose the methods that raises the educational and social level of their child/children when watching cartoons; they were given the choice to select more than one, and the option that says nothing from the above, in addition to the statement that says: it does the opposite (it harms him/her and make him/her lazy and dependable on others). 77% chose that cartoons stimulate the child's verbal skills, 75 individuals indicated that it motivates his/her mental creativity and imagination, and 74 individuals approved that cartoons enable the child express things he/she viewed, with his/her friends.

The cartoons that my child watches raise his/her educational and social level by (you can select more than one):

The cartoon that my child watches raise his/her educational and social level

23% 26%

25% 26%

□ Stimulates his/her verbal skills.

□ Motivates his/her mental creativity and imagination.

ᴗ Makes him/her express things he viewed, with his/her friends.

□ enables him/her to learn new things faster

Graph 7
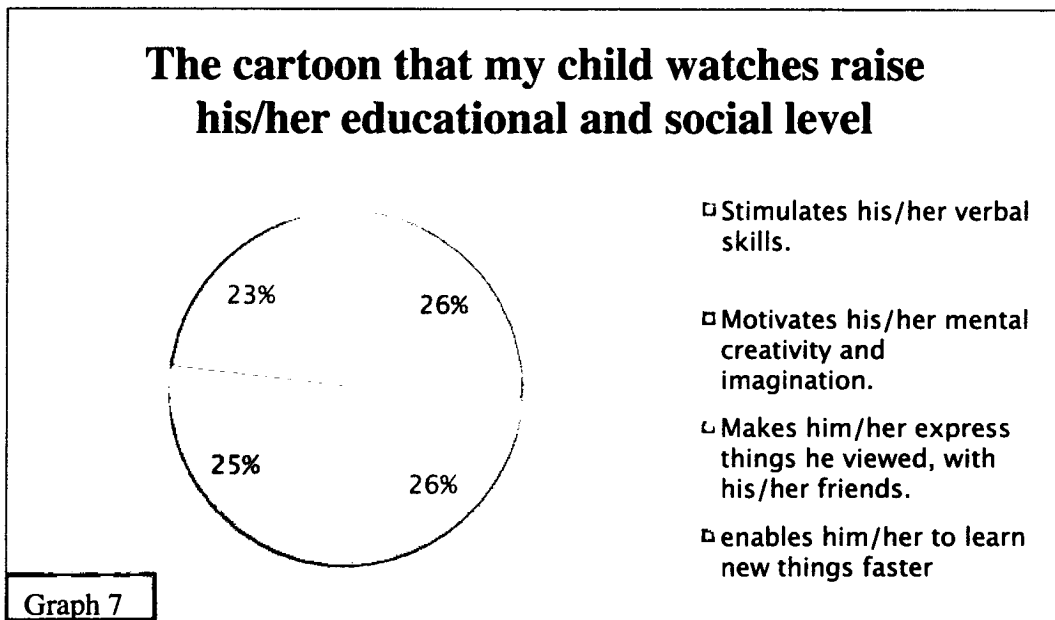
The above chart shows the result after the "all of the above" choice was merged with the other choices.

The cartoons that my child watches raise his/her educational and social level
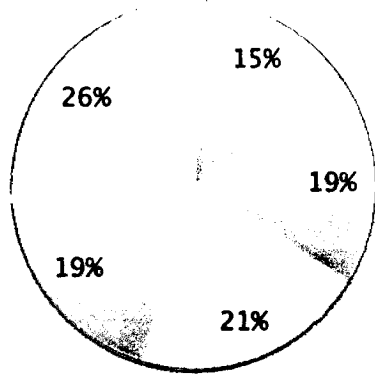
□ Enables him/her to learn new things faster.

□ Makes him/her express things he viewed, with his/her friends.
∟ Stimulates his/her verbal skills.

□ Motivates his/her mental creativity and imagination.
ι. All of the above

15%

26%

19%

19%

21%

Graph 8

This chart separate the "all of the above" choice from the others.

The parents were asked to select the immoral contents they notice in cartoons, if they do so, such as: bad words, violent actions, sexual behaviors, disrespect for the elderly, and racist insinuations. The majority of the parent said that they noticed violent actions in cartoons, after that they noticed sexual behaviors.

Immoral content in cartoons

□ 40%

□ 28.6%

□ 17%

□ 14%

70
60
50
40
30
20
10
0

violent actions | sexual behaviors | Disrespect for the elderly | racist insinuations
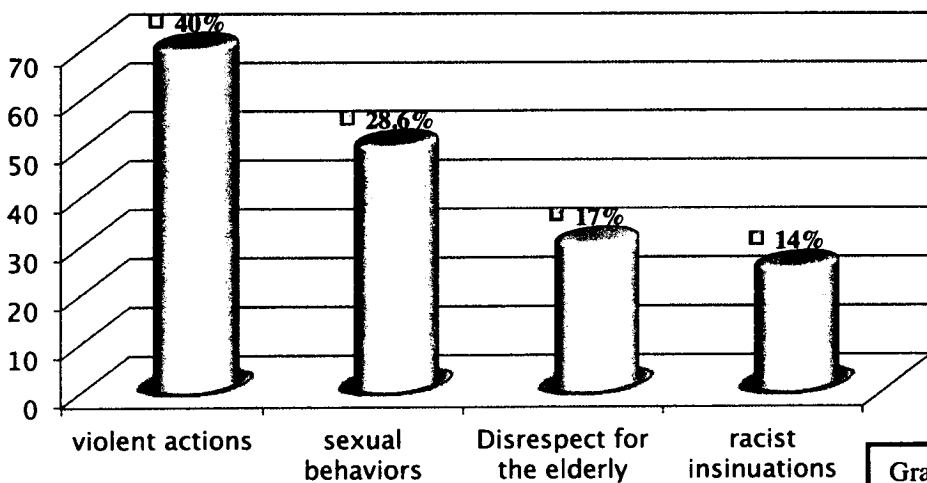
Graph 9

Parents were asked about their favorite program and cartoony character growing up. The results were widely varied since there were no written examples to choose from. The parents chose programs like: The Arabic version of "Sindibad," "Ali baba," "Casper," "Grendizer," "Snowwhite," "Smurfs," "Little mermaid," "Pocahontas," "Cinderella," "Sally," "Sandybelle," "Lulu Isagira," in addition to programs similar to what their children watch, such as: "Tom&Jerry," "Mickey Mouse," "Zeina W Nahhoul," and "Conan."

Parents were asked how their favorite character has affected their personality if it did. Some explained how, many others refused to comment, others left comments about their feeling and opinion toward their favorite character.

The parents stated a lot of statements, the following quotes are selected by the author (due to their strength in expression among others), "Tom &Jerry, both are funny and they both relief stress." "Jerry, he is smart and he makes me laugh," "Sindibad, he is brave, I wish it affected my personality but it did not," "Popeye, affected my personality in eating healthy food, strength, and dynamism." Another one stated: "I like the strength in Popeye," "SpongeBob, affects my imagination positively," "Cinderella, I love stories of love, she was and still beautiful." "Casper, it encouraged me to like helping people, I learned from his good will." "LULU, nurtured my personality," "Zeina, she made me more enthusiastic to work hard and help others, I learned how to continue what I want to do without giving up," "Captain Majed, I liked and still like to play football," and "Conan, it helped me to become more conscious about the events occurring around me."

The interviewed parents were asked to give their opinion about today's cartoons, and most of the answers were negative: "some are good but most of them have bad characters, and transfer wrong messages to the kids, especially violence," "few are very interesting and many are not," "most of today's cartoons are poor and senseless and may teach bad things," "too much illusions," "distracting," "no purpose," "too much senseless material, violence, fantasy, sexuality, and stupidity," "Today the cartoons have more violence and some Hallucinations," and "contain too much of poor imagination."

There were some positive and neutral statements toward current cartoon's programs such as: "more attractive than before but sometimes they contain negative content and immoral things," "they are better than ours as educational and learning tools," "good to watch to a certain extent, the parents must be aware of what their children watch," "fits the modern times, (e.g. Zeina w Nahhoul could not work today) "they are good and nice, they make my children happy."

On another question, the parents were asked to list the difference between the old cartoons and today's cartoons. Individuals who prefer the old ones stated the followings: "old ones were less in number and worldwide famous, today's are many programs but not that interesting," "of course there is difference, the old ones used to have innocence," "yes, today's cartoons include many things that are against our religion and culture," "yes, the old ones were more suitable for children." "yes, the old ones carried messages and themes and were more related to reality," "yes, today's cartoons are meaningless, oldies were rich" "oldies were richer in content and did not contain this amount of violence," "old ones were innocent, now no innocence, no

morals, too much sexual content," and "big difference, it was more appreciate for kids."

People who preferred the new ones stated:

"Today's are more varied than before, more of both good and bad ones," "yes, today's are more conscious of children's problems and try to offer some solutions," "yes: there are plenty of technical evolution and support, and they are more diversified," and "today's are more developed, they tell new stories."

The parents were asked to choose the kind of cartoon they used to prefer the most, Adventure and then storytelling gained the highest support. After that, social and fantasy cartoons were selected.

Kind of Cartoons the parents used to prefer

- 2%
- 11%
- 26%
- 19%
- 23%

□ Violent
□ Variety
□ Fantasy
□ Social cartoons
□ Storytelling
□ Adventure

Graph 10
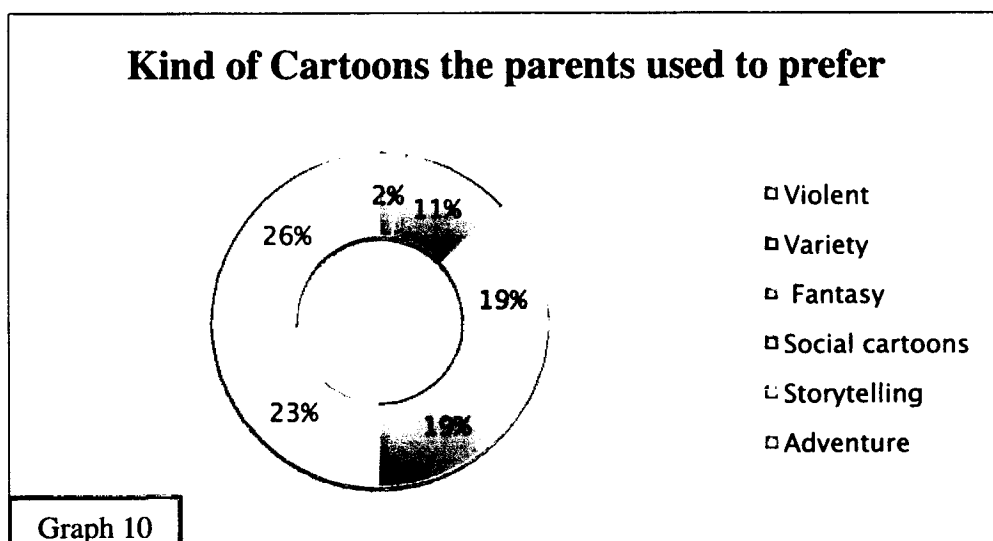
The last question was a list of statements that the interviewed person must either confirm it with "YES" or decline it with "NO

Graph 11
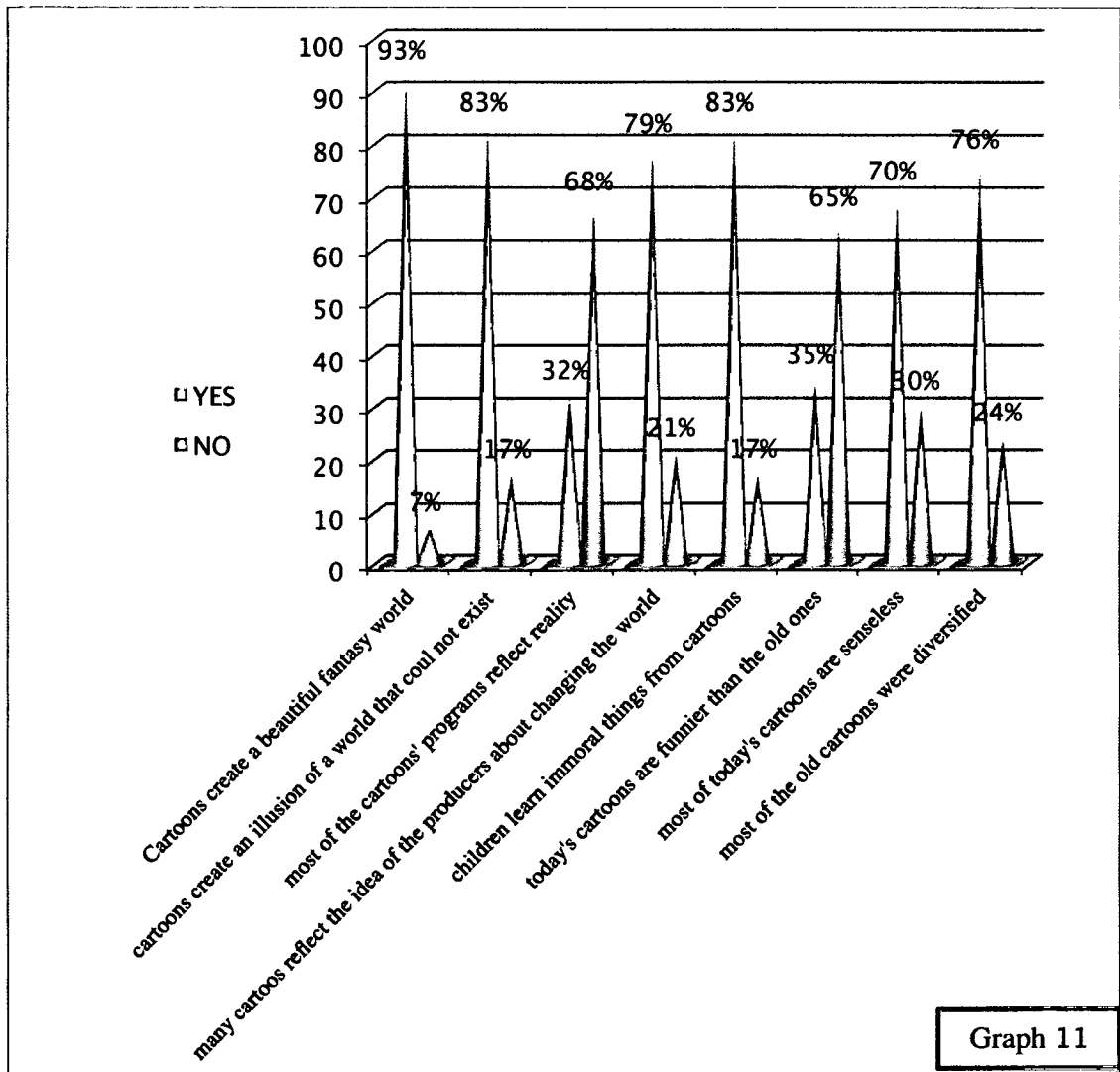
The majority confirmed the idea that cartoons create a beautiful fantasy world, that cartoons create an illusion of a world that could not exist, that children learn immoral things from cartoons, and that many cartoons' programs reflect the idea of the producers about changing the world. In addition to: the confirmation that most of today's cartoons are diversified, and most of today's cartoons are senseless. The majority of the interviewed parents refused the assumption that most of cartoons reflect reality, and the idea that today's cartoons are funnier than the old ones.

Analysis

The research revealed that the majority of the interviewed parents are aware of what their children watch. There are parents, however, who are not and do not know what kind of programs their children prefer or even watch. Being aware of what children watch is important, but the parents displayed lack of awareness towards the content of some cartoons' programs. For example: parents chose "SpongeBob" from the list of the most viewed cartoons' programs; "SpongeBob" is a very controversial personality in terms of its thinking, way of talking, and character. "SpongeBob" does not speak full and clear sentences, and he lacks a lot of thinking abilities and creativity, and acts like a gay person, something that some parents deem inappropriate in our society.

"SpongeBob" is an optimistic sponge living under the see and faces some troubles because of his friends. The program is considered a social cartoon that contains some comedy because of his irrational conduct or behavior. "SpongeBob lives in a two-story pineapple. Instead of taking the logical approach to everyday challenges, SpongeBob approaches life in a wayward and unconventional way." "SpongeBob's good intentions and overzealous approach to life usually create chaos in his underwater world." (Nickelodeon channel, 1999). Nickelodeon channel created "SpongeBob."

"His best buddy is an ebullient pink starfish named Patrick." "SpongeBob" is a controversial program, there is a huge debate onto whether this perceived "gay" personality may teach children homosexuality. "SpongeBob and Patrick are occasionally seen holding hands and enjoy watching a superhero TV show called "The Adventures of Mermaid Man and Barnacle Boy." An article on the Gay Financial Network's website puts it, "you do the math, folks." " (2002, Susman).

The research revealed lack of watching Arabic cartoons' programs due to the lack of Arabic cartoons' production industry which is almost non-existent.

The research revealed that parents are suffering from the purposeless and meaningless content of most recent/modern cartoons' programs. Parents, however, stated that there are few beneficial programs. Such as, "Dora"; a young girl who teaches children how to count and how to interact with animals, "Shaun the Sheep"; a cartoon's program about number of sheep living in a farm, fall in trouble and creatively solve them.

There is a clear rejection of violent content in cartoons from the parents. This is the case for three main reasons: the first one might be because people are observing too much violence in real life due to demonstrations happening all over the Arab world, so they became sensitive about the issue and do not wish that their children suffer from more violence; The second reason would be that because media highlight violence in society especially among children, so the parents became influenced by those messages; The third reason might be that the recent cartoon programs really contain a huge amount of violence.

The parents noticed sexuality in both old and new cartoons programs. Only few parents noticed the racist insinuations within the cartoons' programs although their children watch Disney programs a lot. Disney is allegedly famous for this kind of content. The reason for this would be because racist divisions obviously exist in the United States since a very long time and does not distinctly exist in Lebanon.

Most of the parents gave strong impressions about how they feel toward cartoons in general, old cartoons, and old versus new cartoons.

Conclusion and recommendation

There is a huge gap between the old cartoons and the new ones. This research concludes that current cartoons in general are barren because their content is weak. Furthermore, there is noticeable absence of new Arabic cartoons productions, maybe because the Arabic TV stations are focusing more on producing live programs, songs and video clips to entertain children. Another reason might be that media mean have evolved through different kinds of communicating and entertaining resources. Further studies in the cartoons production fields in the Arab world are recommended.

Although most of the parents stated that they observe what their children watch, they must be more aware of the content, especially to those "immoral messages" that might induce the child to change his/her behavior wickedly as a response to these kind of messages.

This research revealed that the majority of the parents debated the idea that cartoons might be a reflection of reality. This question is tricky, however, the parents gave their opinion relying on the explicit messages and they did not measure it in depth. Because many times the cartoons' programs display their messages from real life situations through fictional ideas, and this is called the make-believe technique. In other words, producers or scriptwriters produce imaginary content that is based on real one (This method connects the distracted real ideas by creating an organized theme).

The 80s and 90s children's generation was more exposed to practical and educational methods through programs that target children, such as: "Sesame Street"; an American puppet show that used to teach children subjects that support their knowledge and social norms positively and that could be applicable to this generation too. This kind of program used to display ideas that target children through the

enactment of the puppets, it used to include short cartoons animations within the performance of the puppets in order to stress on the presented material. Moreover, there is a cartoon's version of the same program too, and Arabic version as well; "Aalam Simsim."

Al Jazeera children TV channel present a puppet program that allow children to discuss their ideas and opinions through phone. This kind of programs is considered beneficial for the social norms of children because it allow the interaction between the child and the puppets, although it is not usually rich in content.

In Lebanon, LBC did an interesting children's TV program in the 90s "Keef W Laysh" that interacts with children through mails and puppet performance, and educates them through TV reports. Future TV did an important educational program in the 90s too, "Sgar kbar" that discussed scientific issues with children and included TV reports as well. No Lebanese TV produced a cartoon's program for children. However, there were Lebanese production which dubbed limited number of cartoons in the 70s, such as "Zeina W Nahhoul." Further research is recommended on these kinds of programs and their effects on children's social norms. Further research is recommended to test which type of programs could reach more young audience, the cartoons, or the puppets? Further research is recommended to discover to what extent children's cartoons can be rich in content?

Further research is recommended on this subject and how cartoons may affect the social norms of children. Future research should include children's focus groups in addition to surveys that give children the chance to express their ideas toward what they view. When parents were asked about the kinds of cartoons their children favor the most, the study found out that they were similar to what the parents favor, this could mean that parents might have selected what they feel it is suitable for their

children rather than what the children may have actually selected. In the final analysis parents could not accurately tell what their children do really watch and how cartoons affect their social norms.

References:

Books:

Barrier M., (2007). The Animated Man: A Life Of Walt Disney. University of California Press Berkeley and Los Angeles, California, University of California Press, Ltd. London, England, & Library of Congress Cataloging-in-Publication Data.

Davis J.J., (1997). Advertising Research: Theory and Practice. School of communication, college of professional studies and fine arts, San Diego State University. Prentic-Hall, Inc. A Simon and Schuster Company, Upper Saddle River, New Jersey 07458.

Dill, K. E. (2009). How Fantasy Becomes Reality: Seeing Through Media Influence. Published by Oxford University Press, Inc. 198 Madison Avenue, New York, New York 10016.

Jolley R. (2010). Children and Pictures: Drawing and Understanding. Willey Blackwell and sons LTD., UK. P.6-36, 144-159.

Langley, Dorothy M. (2006) An Introduction to Drama therapy.
Sage Publications, London. Library of Congress subject headings for this publication.

Mills, H., (2000). Artful persuasion: how to command attention, change minds, and influence people. 1st ed. United States: 1601 Broadway, New York, NY 10019. ISBN 0-8144-7063-7.

Plessis E., Brown, M., (2005). The advertised mind: ground breaking insight into how our brains respond to advertising.120 Pentonville Road, London: N1 9JN, United Kingdom. www.kogan-page.co.uk

Sandra L. Calvert S.L. & Wilson B.J., (2008). The Handbook of children, media, and development. Blackwell Publishing Ltd.

Journals:

Bjorkqvist K. & Lagerspetz K. (1985). Children's Experience Of Three Types Of Cartoon At Two Age Level. International Journal of Psychology 1985, North-Holland. [Online]. Vol.20. No.2, PP. 77-93.

Availabe at: www.vasa.abo.fi/svf/up/articles/childrens_experience_of_cartoons.pdf

Boje, D.M., 1995. Stories Of The Storytelling Organization: A Postmodern Analysis Of Disney As "TAMARA-LAND." Academy of Management Journal 1995: Loyola Marymount University. [Online]. Vol. 38. No. 4., PP.997-1035.

Available at: http://www.peaceaware.com/vita/paper_pdfs/AMJ_Disney.pdf. [Accessed 2012].

Corder-Bolz C.R. (1980). Mediation: the role of significant others. Journal of Communication. Vol. 30. NO. 2, PP. 106—118.

Sarkamo, T., Tervaniemi M.,Laitinen S., Forsblom A., Soinila S., Mikkonen M., Autti T., Silvennoinen H., Erkkila J., Laine M., Peretz I. & Hietanen M., 2008. Music listening enhances cognitive recovery and mood after middle cerebral artery stroke. Brain, a Journal of Neurology, [Online]. 131, PP. 866-876. Available at: http://brain.oxfordjournals.org/ [Accessed March 9, 2012].

Seeley W.W., Matthews B.R., Crawford R.K., Gorno-Tempini M.L., Foti D., Mackenzie, I.R. & Miller B.L . (2007). Unraveling Bolero: progressive aphasia, trans modal creativity and the right posterior neo cortex. Brain, a Journal of Neurology, [Online]. 131 (1), PP. 39-49. Available at:

http://brain.oxfordjournals.org/

The future of children (2008). Children and Electronic Media. Vol.18.No.1

Available at:

http://futureofchildren.org

Websites:

Ackerman J, (2011). The Faces in America's Mirror: A mouse and a frog

Retrieved from http://amstudies.byu.edu/static/documents/org/1184.pdf

Barbaro A. & Earp J., Consuming Kids: the Commercialization of Childhood. Media

Education Foundation Study Guid. Available at:

www.mediaed.org/assets/products/134/studyguide_134.pdf

Bandura A. (2001). Social Cognitive Theory Of Mass Communication. Stanford

University. Chapter 6, PP.121- 140.

Retrieved from: www.des.emory.edu/mfp/Bandura2001.pdf

Beall J. (2011) Dialetheists against Pinocchio. University of Connecticut &

University of Otago.

Available at: http://homepages.uconn.edu/~jcb02005/papers/pinocchio.pdf

Blanchard J. & Moore T. 2010. The Digital World Of Young Children: Impact On

Emergent Literacy, Arizona State University College of Teacher Education and

Leadership. [ONLINE] Available at:

http://www.pearsonfoundation.org/downloads/EmergentLiteracy-WhitePaper.pdf.

[Accessed 2012].

Calvert, S. L., Kotler, J. A. (2003). Lessons From Children's Television: The Impact

Of The Children's Television Act On Children's Learning. Applied Developmental

Psychology. Children's Digital Media Center, Department of Psychology,

Georgetown University.

Available at:

www.cdmc.georgetown.edu/papers/lessons_from_children's_television.pdf.

Collodi (2010). Disney Stuff: Pinocchio

Retrieved from: www.angelfire.com:movies:disneystuff:pinocchio.html

Collodi (Lorenzini) C., (2010). The Adventures of Pinocchio: Chapter 1: How it

happened that Mastro Cherry, carpenter, found a piece of wood that wept and laughed

like a child, Chapter 36: Pinocchio finally ceases to be a Marionette and becomes a

boy. Blackdog Media.

Available at: www.classicreader.com:book:129:36

www.classicreader.com:book:129:1

Crossman A., (2011). Symbolic Interaction Theory

Available   at: http://sociology.about.com/od/Sociological-Theory/a/Symbolic-

Interaction-Theory.htm

Developmental Pediatrics Bangalore Children Hospital Bangalore, India.

Availabe at: www.Medind.nic.in/icb/t05/i10/icbt05i10p855.pdf

Disney Stuff, (2012). Pinocchio

Available at: www.angelfire.com:movies:disneystuff:pinocchio.html

Disney.Wikia: Lampwick, (2012).

Retrieved from: www.Disney.wikia.com

Edgar P. & Edgar D. (2008). Television, Digital Media And Children's Learning.

Available: http://www.vcaa.vic.edu.au/earlyyears/edgar_paper_20081223.pdf.

Last accessed 2012.

Encyclopedia on Early Childhood Development, Glossary-Brain, (2009). Neuronal

plasticity: Mechanism enabling a neuron to modify its own properties and/or its

connections with other neurons to adapt its responses in different contexts.

Available at:

http://www.child-encyclopedia.com/Pages/PDF/Glossary_Brain_NP.pdf

Englewood Cliffs, (June, 2006). Social Cognitive Theory

Retrieved from: www.idea.org:blog:2006:06:01:social-cognitive-theory-sct

Furniss M. (2008). TV For Babies: Programming For The Very Young.

Available at:

www.depts.washington.edu:tvhealth:training_materials:ClicKit_Booklet.pdf

Gaynor borade G. (2011). History of Mickey Mouse.

Available at: http://www.buzzle.com/articles/history-of-mickey-mouse.html

GREEN J. (2004). Can Disney Build a Better Mickey Mouse? . [ONLINE] Available

at: http://jrichardstevens.com/articles/green-newmickey.pdf. [Accessed 2012].

Hewes J. (2011). Let The Children Play: Nature's Answer To Early Learning. Early

childhood   learning   knowledge   centre.   [ONLINE]   Available   at:

http://cclcca.ca/pdfs/ECLKC/lessons/Originalversion_LessonsinLearning.pdf.

[Accessed 2012].

Kernel, K.A., Ware, W.H., Reid, K.A., Warren, R. (2004). Learning by any other name: communication research traditions in learning and media. Available: http://www.aect.org/edtech/ed1/pdf/04.pdf

Last accessed 2012.

Marsh J., Brooks G., Hughes J., Ritchie L., Roberts S. & Wright K. (2005) Digital beginnings: Young children's use of popular culture, media and new technologies, Study, funded by BBC Worldwide and the Esmée Fairbairn Foundation

Available at: http://www.digitalbeginnings.shef.ac.uk/DigitalBeginningsReport.pdf

Mundkur (2005). Neuroplasticity in Children, P.855-87. Department of

Vallicella B., (2010). Pinocchio paradox

Available at: http://maverickphilosopher.typepad.com

Montes S. (2007) Walt Disney Co: Presentation.

Available at:

http://classes.soe.ucsc.edu/ism050/Spring07/presentation/6_5_BC_Disney_StevenMo
ntes.pdf

Pryor M.E. (2004, October), Evolution of cartoons, Purdue University

Available at: http://www.maryelizabethpryor.com/evolution_cartoons.pdf

Rilling, J.K., Dagenais J., Goldsmith D.R., Glenn A.L., & Pagnonib G. (2007, 2008).

Social Cognitive Neural Networks During In-Group And Out-Group Interactions. A

Department of Anthropology: Emory University.

Available at: www.anthropology.emory.edu/FACULTY/Rilling/ANTJR/pdf

Sherwood C. (2011) Magical Cartoonist, Super Teacher worksheet.

Available at: http://www.superteacherworksheets.com/reading-comp/4th-disney.pdf

. Siegel, D. (April/May, 2006). An Interpersonal Neurobiology Approach to Psychotherapy: Awareness, Mirror Neurons, and Neural Plasticity in the Development of Well-Being.

Available at: www.lifespanlearn.org/documents/Siegel-IPApproachtoPTdraft2.pdf

Siegel, D.J. (1999): The Developing Mind: Toward a Neurobiology of Interpersonal

Availabe at: www.lifespanlearn.org

University of Washington, Washington State Department of Health & Washington State ECEAP. (2012). Clickit! To Reduce Television In Early Childhood. Available at: http://depts.washington.edu/tvhealth/training_materials/ClicKit_Booklet.pdf. Last accessed 2012.

VC. (2009) The Esoteric Interpretation of Pinocchio

Available at: http://vigilantcitizen.com/moviesandtv/the-esoteric-interpretation-of-pinocchio/

Ward L.G. (2007, November), The Mead Project, Toronto. A Mead Project source page: Originally published as: Paul G. Cressey. "The Motion Picture Experience as

Modified by Social Background and Personality." (1938): (P.230-244), American

Sociological Review 3

Available at: http://www.brocku.ca/MeadProject/Cressey/Cressey_1938a.html

Wartella E., O'Keefe B., Scantlin R. (May, 2000). Children and Interactive Media: A

compendium of current research and directions for the future. A Report to the Markle

Foundation.

Available at: http://mcom.cit.ie/staff/computing/prothwell/hci/papers/DigitalKids.pdf

Wilson, B.J., (2008). Media and Children's Aggression, Fear, and Altruism.

Available at: www.futureofchildren.org

Video Sources:

Producer: Chyng Feng Sun, Director: Miguel Picker, 02 MMM Disney.mp4

Questionnaire

Gender:

A. Male

B. Female

How old are you?

A. 18-25

C. 26-34

D. 35-50

E. Over 50

How many children do you have? Gender/s (specify the number of each gender):

Female/s:

Male/s:

How old is/are your child/children?

Female/s: .../.../.../...

Male/s: .../.../.../...

What kind of cartoons does your child prefer (you can select more than one)?

A. Adventure
B. Fantasy
C. Storytelling
D. Social cartoons
E. Violent

F. Variety
G. Don't know
H. Other
   (specify).......................

From the above INTERNATIONALY popular cartoon programs, what cartoon (animation) program/s does your child watch?

A. SpongeBob
B. Lion King
C. Snow-white
D. Mickey Mouse
E. Tom and Jerry
F. Pinocchio
G. Teletubbies

H. Barney
I. Pocahontas
J. Robin hood
K. Bouncy Balls
L. Pockemon
M. Other(specify)

   ....

From the above NATIONALY/ARABIC Popular cartoon programs, what cartoon (animation) program/s does your child watch?

A. Zeina W Nahhoul
B. Adnan wa Lina
C. Kaptin Majid
D. Reemy
E. Conan
F. Grendizer
G. Tamtoom wa Rawda LKhadra

H. Sayida Milaka
I. Marocco
J. LULU isagira
K. Other
   (specify)..........................

   ....

Select the answer that signifies your impression (one answer only),

(you have the option to specify why :))

Do you approve of your child watching ADVENTURE Cartoons?

A. Totally Agree   B. Somehow Agree   C. Agree

    D. Disagree   E. Totally Disagree

Why:(optional):..

....

Do you approve of your child watching FANTASY Cartoons?

*The faculty or activity of imagining things, especially things that are impossible or improbable,

for example: Barbie world, Fulla, Aladdin, Sindibad and much more.

A. Totally Agree   B. Somehow Agree   C. Agree

    D. Disagree   E. Totally Disagree

    Why:(optional):..

....

Do you approve of your child watching STORYTELLING Cartoons?

* "*Storytelling* may be broadly defined as an ancient method of conveying ideas, intimations, and

emotions in a narrative form with or without the accompaniment of music or visual art."

(International Encyclopedia of the Social Sciences, 2008)

A. Totally Agree   B. Somehow Agree   C. Agree

    D. Disagree   E. Totally Disagree

    Why:(optional):..

....

Do you approve of your child watching SOCIAL Cartoons?

*(Social cartoons are the ones that present relationships between certain groups of people, for example: friendship, the parent-child relationship, children-teacher relation, and more.

* In cartoons they usually teach the child something by concluding the story with what's right and what's wrong).

A. Totally Agree   B. Somehow Agree   C. Agree

      D. Disagree   E. Totally Disagree

Why:(optional):..

....

Do you approve of your child watching VIOLENT Cartoons?

A. Totally Agree   B. Somehow Agree   C. Agree

      D. Disagree   E. Totally Disagree

Why:(optional):..

....

Do you approve of your child watching VARIETY OF Cartoons?

A. Totally Agree   B. Somehow Agree   C. Agree

      D. Disagree   E. Totally Disagree

Why:(optional):..

....

What is/are your children's favorite character/s (you may list more than

one)?

....

....

Are you familiar with these characters?

Yes

No

Somehow

What is your impression about these character/s (favorable, unfavorable,

Neutral)?

....

....

Answer with a Yes or No:

The cartoon that my child watches affects his/her personality:

A. YES   B. No

The cartoon that my child watches nurtures his/her imagination:

A. YES   B. No

The cartoon that my child watches teaches him/her new ways of

communication:

A. YES   B. No

The cartoon that my child watches raises his/her educational and social level by (you can select more than one):

A. Making him/her more enthusiastic to learn.

B. Enabling him/her to learn new things faster.

C. Making him/her express things he viewed, with his/her friends.

D. Stimulating his/her verbal skills.

E. Motivating his/her mental creativity and imagination.

F. All of the above.

G. It does the opposite (it harms him/her and makes him/her lazy and dependent on others).

H. None of the above.

Do you notice some immoral content in cartoons (you can select more than one)?

A. Bad Words

B. Violent actions (hitting, kicking, deception)

C. Sexual behaviors

D. Racist insinuation

E. Disrespect for the elderly

F. Other (specify)....................

....

G. All of the above

H. None

What was your favorite cartoon program/s growing up?

....

....

What was your favorite cartoon character/s? (you can have a look on P.2)

....

....

How did it affect your personality? (If it did)

....

....

What is you opinion and impression about today's cartoons?

....

....

What kind/s of cartoons you used to like the most?

I. Adventure   N. Variety

J. Fantasy   O. Don't know

K. Storytelling   P. Other

L. Social cartoons   (specify).....................

M. Violent   ……………………......

Why?……………………………………………………………………

        ……………………………………………………………………...

Is there any difference between today's cartoons and the ones of when you were young? If yes so what is it?

    …………………………………………………………………………

    …………………………………………………………………………

Yes or No:

Cartoons create a beautiful fantasy world   A. Yes   B. No

Cartoons create an illusion of a world that could not exist

                                                 A. Yes   B. No

Most of the cartoon programs reflect reality   A. Yes   B. No

Many cartoon programs reflect the opinions of the producers about

changing the world/society   A. Yes   B. No

Children learn immoral things from cartoons   A. Yes   B. No

Today's cartoons are funnier than the old ones   A. Yes   B. No

Most of Today's cartoons are senseless   A. Yes   B. No

Most of the old cartoon were diversified   A. Yes   B. No