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Media/Culture/Identity

Final Cut Reflection

  In choosing my final project I wanted to do a topic that was relatively current in media while I also wanted it to apply to myself and my personal life. Therefore I chose the topic of the NCAA. I am currently a student-athlete under what seems to be a flawed system. I knew I was going to pick this topic as soon as this project was assigned. I knew due to the way the video triggered my emotions the first time I saw it. I passionately disagreed along with a lot of my teammates, and after completing the assignment I can confidently say along with the rest of the athletes. The reason that this video touched so many people in a negative way is that the NCAA has been under scrutiny lately for the treatment of their student-athletes, and this seemed to be a direct form of disrespect to them. With people questioning the management, and care that the NCAA has for the athletes this commercial looks as if they are attempting to mask what really goes on an make the process seem much more trouble free then it is in reality. I chose to use the keywords representation, power, and censorship. Reading through all the keywords I feel as if these three best convey the emotion I felt from watching the video. In this reflection, I will go into detail about each one explicitly explaining how this particular vocab word relates.

 The NCAA video “Life of a Student-Athlete” is fabricated to protect the NCAA. The first keyword I used to show this is a representation. Representation is relevant to this subject in the way of how they presented the video to the public. There are a variety of student-athletes that they could pick to do this video, yet they were not able to pick one to do this commercial although it would have resulted in even more publicity due to the rules they have. Also, I can’t imagine that any division one athlete would carry out this advertisement knowing that it misrepresents their true day to day life. A big factor in representation is said in this quote from the book Keywords For Media Studies stating “The stakes are especially high for groups whose worlds are largely excluded from media repertories and whose members are largely excluded from the ranks of producers.” (Henderson, 56) This quote specifically caught my attention. It specifically fits the NCAA in how they can misrepresent athletes because they are in control.

 The nex keyword I used was censorship. I chose to apply censorship by putting a second video in by Emmanuel Acho that conflicted against the original video the NCAA put out. The NCAA video was censored while the second video was the real experience of a former student-athlete unfiltered. Censorship is used in media to shield the viewers of eyes and to shape a different perception of reality for the audience. The one that producer and director of the media want you to see. The use of censorship is another form of governance of what we can, and can not see. What we repeatedly see on television forms as norms in our society, and this is another way how a group of people can be misrepresented by those in power.

 The last keyword is the most important one in my opinion because it is what everything in society revolves around and that is power. Both of my prior keywords are useless without the power of the people behind who is enforcing the representation or censorship. In my final assignment, I believe it is according to power to and power over. The NCAA has the power to speak on behalf of athletes and has the power over with the control that they have as well. I believe that power and representation go with one and other. Once you gain power you can represent yourself, business, or employees however you see fit. The NCAA displays this in the video by choosing to use a black collegiate athlete who plays basketball because that is who makes up the majority of the college athletes. They attempted to make the main character of the video relatable although they gave him unrealistic representation.

 A keyword that I could not decide if I wanted to use or not was surveillance. I was going to propose that the NCAA does not use surveillance well if they were to believe that the video is an accurate representation of the life of a student-athlete. Although they do use surveillance right in different aspects. The NCAA does a great job “monitoring, tracking, observing, examining, regulating, controlling, gathering data, and invading privacy.” (Gates, 61) As accurate as this is I did not use it in my video because I know it is a fact, yet I could not prove it with the film that I have selected to use to the extent where it was obvious.

 Making an argumentative piece throughout media was a different experience to me. I learned during the rough draft that the film will speak for itself. That as the creator of the video you do not have to explain every part as you may do in an essay. Yet if you properly select the correct forms of media then they will do all of the explainings of your argument for you. Going perfectly along with that is to make the screen clear and concise rather than attempting to fit too much in each section.

 The process of making this video helped me understand media, culture, and identity by giving a relevant example of how media can build beliefs and norms to those ignorant of the real-life experience of these situations. This happens every day in the media whether it is television, films, or even literature. The media paints false images of different associations, and we accept these because we know no better. Doing my project on The Life of a Student-Athlete spoke on the culture of the NCAA. Where athletes are heavily policed by the authority figures and must abide by the rules in trade for free school and the opportunity to play at the next level. Lastly, this process shaped my understanding of identity by it cast a false identity in the media. Identity is what you do rather than who you are. When you belong to an organization you do not have much control over your identity. Overall you are just another player on a team that will be categorized by what you do in the overall scheme of things.

**Work Cited**

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