**Race, Gender & Media Spring 2018**

**Section Information:** Comm 4393-001 Communication Topics

/ WOMS 4392-002 Special Topics

**Time & Place of Class Meetings:** MWF 11-11:50 a.m. in FA 122

**Professor**: Dr. Dustin Harp

**Office Number:** Fine Arts (FA) Building 272

**Email Address:** dustinh@uta.edu

**Faculty Profile:** https://www.uta.edu/profiles/dustin-harp  
**Office Hours:** Monday & Wednesday 1-2 p.m. and by appointment

**Description**:

This course introduces students to a variety of issues related to race, gender and media. It is designed to teach students to recognize how people’s differences in identity produce different representations in and experiences with media. Students will learn how to think critically about media patterns of representation, ways they become interwoven in media structures, and how journalists, advertisers and other media workers produce identities. For those students who have and will produce media content, it is especially important to think about how content influences our cultural understandings of the people and world around us.

The course is comprised largely of class discussions based on readings and viewings of various materials. My hope is that through participation, students will learn from each other and learn to understand and appreciate different perspectives. I believe learning is a collaborative and social experience and therefore you owe it to everyone in the class to come and make your contribution to our learning. While your opinions and personal experiences with media are relevant, they should not serve as the sole basis for the views you express throughout the course. A higher quality of discussions will result when students ground their observations in the readings and course materials. Students will be expected to be familiar with readings and course content in such a manner that they can engage in intelligent and critical course discussions. While many of the course readings focus on specific case studies, they are intended to provoke thoughtfulness in each student such that they can be applied to a variety of media. You are encouraged to discuss, debate and dissect the topics we study in a **civil and intellectual manner**.

**Student Learning Outcomes**

* Obtain a deeper understanding of the connections between media and society
* Exhibit understanding of the complex relationship of our current media system in relation to gender, race, class, sexualities and abilities.
* Understand that media content is produced and consumed within particular social, political and cultural contexts.
* Prove the ability to trace and critically assess the structures of news media and other mass media forms that create or enforce stereotypes of gender, race, class, sexualities or abilities.
* Understand the complex relationships among audiences and media content.
* Illustrate an understanding of the personal and critical dimensions of images and stereotypes in news and mass media.
* Demonstrate an understanding of the history and role of professionals and institutions in shaping communication.
* Exhibit an understanding of the consequences of our current media system in relation to race and gender.

**Required Materials**

* Rebecca Ann Lind. (2013). *Race/Gender/Class/Media 3.0: Considering diversity across audiences, content and producers*, 3rd edition, Allyn & Bacon.
* DVDs, websites, online videos and articles. Links or full texts will be provided in class, on Blackboard, or will be available at the UTA library.

**Course Requirements & Grading:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including me) if their performance drops below satisfactory levels.

The course will be graded out of 1,000 points.

250 points Exam 1

250 points Exam 2

200 points Media Diary (10 @ 20 points each)

100 points Participation Exercises (5 @ 20 points each)

200 points Final project & presentation

Final grades will be based on completion of two exams, a media diary, participation exercises and a final group project and presentation.

Exams: A midterm and final exam, each worth 250 points, will be a combination of multiple choice and short answer questions.

Participation Exercises: Throughout the semester 5 assignments each worth 20 points will be given for a total of 100 points. These may include, but are not limited to, in-class and out of class writing exercises, active class participation, before-and-after class preparation and assigned readings. These will be announced in class and/or posted on Blackboard along with due dates.

Media Diary: You will keep a diary related to your views on media. You will be given 10 prompts and deadlines for each (each worth 20 points). You will be expected to write a minimum of 250 words for each prompt. Twice during the semester I will collect and grade the diary. This can be handwritten or in electronic form.

Final Project & Presentation: Students will complete group projects that they will present during the last week of the semester. See handout for detailed explanation and instructions, including a grade breakdown.

**Grade Calculation: Total Points Earned Letter Grade**

900-1000 A

800-899 B

700-799 C

600-699 D

599 or below F

Work Expectations:I expect you to come to class prepared. Please read the materials and complete your in-class and diary entries by the deadlines. This will ensure that you are prepared for discussions when you are in class.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials and completing assignments.

**Attendance:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy.

*Expectations:* You are expected to be present for every class, unless otherwise instructed. If you have a religious holiday, please let me know beforehand. You are responsible for all material covered if you do not attend class.

*Punctuality***:** Please be on time. If you come in after a participation exercises has been completed you will not be allowed to make it up.

*Attention during class***:** If I see you surfing the web, checking email, working on an assignment for another class, or otherwise distracted from the class, I will ask you to leave.

*Excused absence*: You are responsible for learning about and completing missed assignments. **All make-up work is due within a week of the absence**, unless I agree otherwise. An excused absence involves verifiable illness, a death or severe illness in the family, or participation in an official university-sponsored/affiliated event.

*Unexcused absence***:** You may make up everything, however, the work must be turned in at the start of the next class period, will be considered late, and will receive 20 percent automatic deduction.

NO WORK BEYOND A WEEK LATE WILL BE ACCEPTED

**Blackboard:**

Some course assignments will be submitted on Blackboard (<http://elearn.uta.edu>).

I will also post course Power Points and other course materials to Blackboard in advance of each class, but students are encouraged to take notes in class as well.

All grades for course assignments will be posted to Blackboard. Please log in regularly to check grades and announcements. No grade information will be emailed. Students are expected to keep track of their performance throughout the semester on Blackboard and seek guidance if their grade drops below satisfactory levels.

**Prerequisite**: JOUR 2346 with a grade of C or better.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

**Department, College, and University Policies**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right and down the hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Library & Research Assistance:** University-level research requires university-level sources. Contact the Library for personalized help in navigating research resources and locating the sources you need.

Your librarian is **Diane Shepelwich**, [dianec@uta.edu](mailto:dianec@uta.edu). If you need help getting started with your research or have questions along the way, contact Diane for personalized assistance.

Research Coach: Research Coaches are UTA students trained to help you frame your research questions, develop search strategies, understand citation styles, and select and evaluate relevant resources, <http://libguides.uta.edu/researchcoach>

Library Staff: Find library staff at the Service Zone, Central Library first floor, or at the branch libraries, by phone at (817) 272-3395, by text at (817) 727-8395, email at [AskUs@uta.edu](mailto:AskUs@uta.edu), or chat on the library’s homepage, <http://library.uta.edu/>

Research Consultation:To set an appointment to meet with your librarian or research coach, <http://library.uta.edu/form/appointment-request-form>

Research Guides: For a list of useful guides to help you start your research, visit: <http://libguides.uta.edu/>

**Course schedule**

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.” Dustin Harp, Ph.D.*

|  |  |  |
| --- | --- | --- |
| **Date** | **Read & Do Before Class** | **In Class** |
| ***Week 1 – Introduction, Media Effects & Criticism*** |  |  |
| Weds. Jan. 17 |  | Introduction to syllabus & course materials |
| Fri. Jan. 19 | **Read: p. 1-16**  Laying a Foundation for Studying Race, Gender, Class, and the Media | Discuss: Why media matters, cultural formations of identity & media literacy |
| ***Week 2 – Images of Race, Ethnicity & Gender in News & Media*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Jan. 22 | **Read: 2.1 (p. 17-24)**  The Social Psychology of Stereotypes  **2.2 (p. 24-31)**  "He Was A Black Guy": How The News Continues To Create Fear Of Blacks | Discuss: Social psychology, media and stereotypes |
| Weds. Jan. 24 | **Read: 5.1 (p. 128-133)**  Why Are Some Bullying Victims More Newsworthy Than Others?  **5.5 (155-159)**  The Unchanging Face Of The News: A Content Analysis Of Online News Sites | Discuss: Stereotypes in news content |
| Fri. Jan. 26 | **Read: 3.4 (p. 68-74)**  How TV Makes Arabs and Muslims Feel about Themselves  **5.2 (p. 134-139)**  What's in A Name?: Framing The Immigration Story | Discuss: Muslims and immigration in news |
| ***Week 3 – Images of Race, Ethnicity & Gender in News & Media*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Jan. 29 | **Read: 3.2 (p. 56-62)**  Negotiating The Mediascape: Asian American Men And American Mass Media  **5.4 (p. 148-154)**  "Outwhiting The Whites": An Examination Of The Persistence Of Asian American Model Minority Discourse  **7.5 (p. 269-273)**  Audreymagazine.Com: Portrayals Of Asian American Women Online By Asian American Women | Discuss: Asian Americans in the news & media |
| Weds. Jan. 31 | **Read: 3.7 (p. 87-94)**  Arguing Over Images: Native American Mascots and Race  **6.4 (p. 203-207)**  Mass Media, Mass Media Indians And American Indians | Discuss: Native Americans, news & the names and words we choose |
| Fri. Feb. 2 | **Read: 7.1 (p. 244-250)**  Anti-Gay Speech on The Internet and The Movement to Counteract Cyber-Hate  **8.1 (p. 293-300)**  Exploring Gay/Straight Relationships on Local Television News | Discuss: Gays, lesbians, bisexual and transgender representation in media |
| ***Week 4 –***  ***Advertising & Stereotypes*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Feb. 5 |  | Discuss: Advertising  **VIEW:** Killing Us Softly 4  (45 minutes) |
| Weds. Feb. 7 |  | Discuss: Advertising  **VIEW:** Killing Us Softly 4  (45 minutes) continued |
| Fri. Feb. 9 | **Read: 5.8 (p. 172-178)**  Advertising And Hispanic Culture  **3.3 (p. 63-68)**  Man Up: Viewer Responses to Images of Less Than Ideal Males in Advertising | Discuss: Advertising, stereotypes and social consequences  Create ads that do not use sex to sell |
| ***Week 5 – Sports, Video Games & Media Violence*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Feb. 12 |  | Discuss: Women & sports  **VIEW:** Playing Unfair  (30 minutes) |
| Weds. Feb. 14 |  | Discuss: Social Media & Violence  **VIEW:** One Hitta Quitta  (11 minutes) |
| Fri. Feb. 16 | **Read:** **7.8 (p. 285-290)**  Resident Racist: Embodiment And Game Controller Mechanics  **2.5 (p. 44-50)**  Video Game Design and Acceptance of Hate Speech in Online Gaming | Discuss: Video games, gender & violence |
| ***Week 6 – Misogyny in Media Culture*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Feb. 19 | **2.4 (p. 37-44)**  Believing Blogs: Does A Blogger's Gender Influence Credibility? | Discuss: Misogyny & media |
| Weds. Feb. 21 |  | Discuss: Misogyny & media  Create anti-misogyny media |
| Fri. Feb. 23 | **Read: 7.4 (p. 263-268)**  Eminem's Love The Way You Lie And The Normalization Of Violence Against Women | Discuss: Misogyny & media |
| ***Week 7 – Race, Gender & Identity in Music Culture*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. Feb. 26 |  | Discuss: Identities in music  **VIEW:** Dreamworlds 3  (54 minutes) |
| Weds. Feb. 28 | **Read: 7.6 (p. 274-279)**  Gender And Race As Meaning Systems: Understanding Theoretical, Historical, And Institutional Implications Of Sexualized Imagery In Rap Music | Discuss: Identities in music  **VIEW:** Dreamworlds 3  (54 minutes) continued |
| Fri. March 2 |  | Discuss: Identities in music  **VIEW:** Dreamworlds 3  (54 minutes) continued |
| ***Week 8 – Fairy Tales, Wicked Step Mothers and Racial Stereotypes*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. March 5 | **Read: 6.9 (p. 231-235)**  Mothers in Media  **6.10 (p. 236-243)**  Wicked Stepmothers Wear  Dior: Hollywood's Modern Fairy Tales | Discuss: Mothers in media |
| Weds. March 7 | **Read: 6.2 (p. 192-917)**  Race, Hierarchy, And Hyenaphobia In The Lion King | Discuss: Race & Gender in Disney movies |
| Fri. March 9 |  | **Exam 1** |
| **Week 9**  Description: springbreak | March 12-16 | **SPRING BREAK – NO CLASSES** |
| ***Week 10 – Bitches, Princesses, Fairy Tales & Reality TV*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. March 19 |  | **Introduce Group Projects** |
| Weds. March 21 | **Read: 6.3 (p. 198-203)**  Bella's Choice: Deconstructing Ideology And Power In The Twilight Saga  **6.5 (p. 207-212)**  It's Okay That We Backstab Each Other: Cultural Myths That Fuel The Battling Female In The Bachelor  **6.6 (p. 213-218)**  Is Daddy's Little Girl A Bitch Or A Princess?: Narratives Of Female Identity On My Super Sweet 16 | Discuss: Female stereotypes |
| Fri. March 23 |  | Group Projects Workshop |
| ***Week 11 – Masculinity in American Culture*** | ***Read & Do Before Class*** | ***In Class*** |
| Mon. March 26 |  | Discuss: Masculinity in American culture  **VIEW:** Tough Guise  (56 minutes) |
| Weds. March 27 |  | Discuss: Masculinity in American culture  **VIEW:** Tough Guise  (56 minutes) continued |
| Fri. March 30  **Last day to drop** |  | Group Projects Workshop  **Proposals DUE** |
| **Week 12 – Representations of women in media** | **Read & Do Before Class** | **In Class** |
| Mon. April 2 |  | Discuss: Masculinity in American culture  **VIEW:** Tough Guise  (56 minutes) continued |
| Weds. April 4 | **Read:** 5.3 (p. 140-147)  Framing Feminism | Create anti-sexual violence or anti-homophobia PSAs |
| Fri. April 6 |  | Group Project Workshop |
| **Week 13 – Comedy as Social Commentary** | **Read & Do Before Class** | **In Class** |
| Mon. April 9 | **Read:**  6.1 (p. 186-191)  "People Tell Me I'm White": Stephen Colbert And Comic Deconstruction Of Colorblindness | Discuss: Comedy as social commentary |
| Weds. April 11 |  | Create comedy with a social message |
| Fri. April 13 |  | Group Project Workshops |
| **Week 14 – Using Media for Good** | **Read & Do Before Class** | **In Class** |
| Mon. April 16 | **Read:** **4.2 (p. 101-106)**  Crank Dat Barack Obama! Social Media And The 2008 Presidential Election  **7.7 (p. 280-284)**  Conflict Diamonds, Globalization, And Consumption: An Examination Of Kanye West's Diamonds From Sierra Leone | Discuss: Can we use media to change the world? |
| Weds. April 18 | **Read: 9.2 (p. 322-328)**  Women in TV & Radio News  **9.3 (p. 328-334)**  Planning To Succeed: Role Models Of Women Working in Mediated Message  **8.2 (p. 300-307)**  The Tomjoyner Morning Show: Activist Urban Radio In The Age Of Consolidation | Discuss: Civic Responsibility & Community Journalism |
| Fri. April 20 |  | Group Project Workshops |
| **Week 15 – Media Literacy & Our Mediated World** | **Read & Do Before Class** | **In Class** |
| Mon. April 23 |  | Reflection: What we know and what we think |
| Weds. April 25 |  | Group Project Workshops |
| Fri. April 27 |  | Group Project Workshops |
| **Week 16 – Presentations** | **Read & Do Before Class** | **In Class** |
| Mon. April 30 | **Projects Due**  Sun. April 29 by midnight  \*All presentations must be ready Monday | Student presentations |
| Weds. May 3 |  | Student presentations |
| Fri. May 5 |  | Student presentations & closing remarks |
| **Final Exam** | **CHECK** | **Check** |