

RTV3411: RACE, CLASS, GENDER AND MEDIA

Professor: Imani J. Jackson, JD, LL.M

Meeting Times: Online, class week runs from Monday-Sunday

Office Hours: Email to arrange for phone or e-meetings.

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Course overview and goals: Race, Class, Gender and Media is an asynchronous seminar writing course. This course is designed to teach students about social identity formation and strategies for sensitive analyses of social identities and media impacts in a global world. Our primary lenses will be media portrayals, records and regulations. This course will help students observe, appreciate, research and write about diverse groups of people, including people from Black, Indigenous and People of Color (BIPOC) backgrounds and people from diverse socio-economic backgrounds. Given the increasing ethno-cultural and racial diversity of both the United States and world, this course surveys broad peoples and topics. A limited amount of personal narrative and identity exploration is also expected. The primary focus of this course is on strong, sensitive writing about diverse topics. However, we will also have a multimedia and public speaking (online) component. The legal readings that are assigned are designed to broaden student exposure and understanding of how identities are created, especially in the US. *Do not panic if you do not understand every word.* These readings offer another disciplinary lens for race, class, gender and media issues.

Required readings: All readings are listed below. No textbook is required.

Wellness resources: Students who experience mental, emotional, psychological and/or other mental health related struggles should reach out to the (professional and discreet) professionals at the UF Counseling and [Wellness Center](#).

Short responsive papers: Students are required to write and submit 8 short papers (4 pages in length). These papers should include proper academic formatting, fact-checked statements and grammatical harmony in standard US English. Please submit these papers by 11:59 PM EST on the Sunday of each academic week to Canvas. Early

submissions are also welcomed. You will receive points for clear, quality writing, sound reasoning and timeliness. Students who write exemplary papers may be contacted for permission to publish their work on our Canvas page as sample essays. If so, these students will receive additional grade-based consideration (favorable marks) for setting such a standard.

In these papers, students shall: state a *central tenet* of each reading or video; cite the specific passage(s) relied upon in their analysis; and introspectively apply this self-selected tenet to a lived experience of the student's **OR** deploy a "hard news" lens connecting the tenet with a relevant current event.

Final paper: The final paper shall be 10 pages, not including the reference page. Students shall research a race, class and/or gender media topic of interest, document the historical roots of this issue and apply this issue to a modern context. Examples could include but are not limited to: how soon US American students should learn about the Trans-Atlantic slave trade; whether ethnic studies bans affect the cultural knowledge of Chicano children in the US Southwest; how gender stereotypes affect mass media portrayals of female start-up creators; whether political crises (such as the tensions in Afghanistan) affect how US audiences consume news about the Middle East etc.

Ground rules and reminders: We may encounter readings, multimedia content, news events, shared lived experiences and/or other expressions of controversial matters. As Florida Gators, in a communications course, we will respectfully and sensitively engage these matters. While robust discourse, dissenting perspectives and subaltern understandings are welcomed in this space (particularly when based on sound evidence), we will remain respectful and academic.

Canvas Discourses: Each student shall post a 2-page blog-style writing introducing themselves, sharing their academic background, detailing why they chose this class and expressing their communications-based goals for this course. Every student should comment on at least one other student's introduction on Canvas by no later than 11:59 PM EST on September 5, 2021.

Pandemic note: Although deadlines should be honored in communications fields, we cannot ignore the effects of the COVID-19 pandemic, in addition to other

considerations. With so many changing dynamics, we should all practice patience with each other and I will do the same via e-classroom expectations. If you submit a timely and substantiated form of documentary evidence about exigent circumstances, I will consider (and most likely honor) student requests for additional time. Likewise, if you are neuro-divergent (ADHD, autistic or have another exceptionality), you are not alone. If you need special accommodations, please let me know as soon as possible. While I reserve the right to reasonably modify, replace or supplement this syllabus, any meaningful changes will yield notice to you, as students, of said changes. Of course, use good judgment, be respectful and be kind (to yourself, your colleagues and me as your professor).

Presentation requirements: In lieu of a traditional midterm, each student will record and upload a newsworthy, contemporary, research-based media talk exploring an aspect of how race, class and/or gender affects the media issue that the student chose to research. You will give this talk. Be thinking about what you are passionate about, what you are curious about as a scholar and/or which topics can contribute to your professional opportunities. It is totally fine to tailor your talk to a topic that will increase your internship, job and/or graduate school prospects. The talk shall be 10 - 15 minutes long and posted on Canvas (or an alternative online platform if needed). Professional and respectful peer critiques are welcomed. Students who submit creative, logical, well-researched talks will receive high marks.

GRADES

This course contains 1,000 possible points (the highest possible grade) and does not reflect reliance on a course “curve.” The grade that each student earns shall be the grade that each student receives -- based on the quality of their written words, verbalized speech and sound analysis. Each assignment shall be uploaded to Canvas.

The grade breakdown follows:

- The introduction and commenting exercise is worth 100 points. (10% of course grade)
- The short papers are worth 50 points apiece. Students will write 8 short papers for a total of 400 points during the first 8 weeks of class. (40% of course grade)

- The mid-term recorded presentation is worth 200 points and shall be uploaded no later than week 10. (20% of course grade)
- The final paper is worth 300 possible points and is due by 11:59 PM EST on Thursday, December 16, 2021. (30% of course grade)

Grades: An “A” student shall earn between 900 - 1,000 points. A “B” student shall earn between 800 - 899 points. A “C” student shall earn between 700 - 799 points. A “D” student shall earn between 600 - 699 points. Any student who earns less than 600 points shall fail the course. Exceptional students who earn a grade on the cusp of the higher letter grade may receive a slight grade bump. Academic dishonesty of any sort (refer to the graduate student handbook) entitles the offending student to a failing grade.

ASSIGNMENTS

WEEK 1: INTRODUCTION TO RACE, CLASS, GENDER AND MEDIA

- Syllabus
- *Introduction to Critical Race Theory.* Available at <https://cyber.harvard.edu/bridge/CriticalTheory/critical4.htm>.
- *Legal storytelling.* Available at <https://www.rutgers.edu/news/legal-storytelling-innovative-approach-law-education-rutgers-camden>.
- *Most Americans say the declining share of White people in the U.S. is neither good nor bad for society.* Available at <https://www.pewresearch.org/fact-tank/2021/08/23/most-americans-say-the-declining-share-of-white-people-in-the-u-s-is-neither-good-nor-bad-for-society/>.
- *Deep Divisions in Americans' Views of Nation's Racial History - and How to Address It.* Available at <https://www.pewresearch.org/politics/2021/08/12/deep-divisions-in-americans-views-of-nations-racial-history-and-how-to-address-it/>.

WEEK 2: RACIALIZATION

- *Plessy v. Ferguson*. Available at <https://www.law.cornell.edu/supremecourt/text/163/537>.
- Kimberlé Crenshaw on Intersectionality, More than Two Decades Later. Available at <https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>.
- *Video: Is it Time to Say RIP to POC?* Available at <https://www.youtube.com/watch?v=vDvWdn2sc8k>.
- *2019 Diversity Survey Results*. Available at <https://www.newsleaders.org/2019-diversity-survey-results>.

WEEK 3: SOCIO-ECONOMIC STATUS

- *White Trash: The Social Origins of a Stigmatype*. Available at <https://thesocietypages.org/specials/white-trash/>.
- *How Living Abroad Helps You Develop a Clearer Sense of Self*. Available at <https://hbr.org/2018/05/how-living-abroad-helps-you-develop-a-clearer-sense-of-self>.
- *Whiteness as Property*. Available at <https://harvardlawreview.org/1993/06/whiteness-as-property/>. (Read the first half of this law review article for Week 3.)
- American Factory documentary. Available on Netflix.

WEEK 4: CULTURAL AND HISTORICAL CONCERNS

- *What Is Critical Race Theory, and Why Is It Under Attack?* Available at <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>.

- *Whiteness as Property*. Available at <https://harvardlawreview.org/1993/06/whiteness-as-property/>. (Read the second half of this law review article for Week 4.)
- *What is meant by cultural heritage?* [UNESCO](#)
- Hartwell, et. al, *Breaking Down Silos: Teaching for Equity, Diversity, and Inclusion Across Disciplines*, *Humboldt Journal of Social Relations*, Vol. 39, Special Issue 39: Diversity & Social Justice in Higher Education (2017). pp. 143- 162.

WEEK 5: GENDER CONSIDERATIONS

- *Buck v. Bell*. Available at <https://www.law.cornell.edu/supremecourt/text/274/200>.
- 'Hispanic,' 'Latino,' Or 'Latinx'? *Survey Says ...* Available at <https://www.npr.org/sections/codeswitch/2020/08/11/901398248/hispanic-latin-or-latinx-survey-says>.
- *On V. Stiviano, Donald Sterling 's Companion: Exploring Whiteness as Property*. Available at <https://commons.law.famu.edu/cgi/viewcontent.cgi?article=1134&context=famulawreview>.

WEEK 6: PERSONAL AND PSYCHOLOGICAL CONSIDERATIONS

- Good Hair documentary. Available on Netflix.
- Blue eyes v. Brown eyes experiment. Available at <https://www.youtube.com/watch?v=MnBqKhGQr-4>.

WEEK 7: INTERGROUP DYNAMICS

- Watch Moko Jumbie film. Available on Amazon Prime.
- Watch Hidden Figures film.
- *Tignon Laws*. Available at <https://www.nps.gov/ethnography/aah/AAheritage/FrenchAmA.htm>.

WEEK 8: CRITICAL THINKING & SEMANTICS

- In many BIPOC and allied scholarly circles, scholars encourage others to use the framing “enslaved African”, “enslaved Irish” etc. in lieu of “African slaves” or “Irish slaves.” How and why do the former two framings describe the people more humanely than the latter two framings? How may similar analyses apply for journalists and communications scholars writing about people who grew up in economically impoverished settings? This paper will be more reflective and can be two pages instead of the usual four.

WEEK 9 - 10: STUDENT E-PRESENTATIONS AND E-FEEDBACK

WEEK 11: CULTURAL CONSIDERATIONS

- *Women Who Dressed as Men and Made History*. Available at <https://blogs.loc.gov/headlinesandheroes/2021/03/women-who-dressed-as-men-and-made-history/>.
- *These Indigenous Reindeer Herders Are Fighting For The Right To Their Ancestral Lands*. Available at <https://www.marieclaire.com/politics/a34977366/sami-women-reindeer-herders-ancestral-lands/>.
- *Appalachian Dialect is Getting Some Respect*. Available at <https://www.youtube.com/watch?v=Zk3Uhw6kYVo>.
- Why Are There So Many Iranians In Los Angeles?, video, [AJ+](#).
- *Inside Japan’s Chicano Sub-culture*. Available at <https://www.youtube.com/watch?v=r8bMLcCxxAA>.
- The Gullah/Geechee Nation, [YouTube](#).

WEEK 12: LINGUISTICS

- Lareau, Annette. “Cultural Knowledge and Social Inequality.” *American Sociological Review*, vol. 80, no. 1, 2015, pp. 1–27.
- *Philly judges discuss language access following study of court reporters article*. Available at

<https://www.inquirer.com/news/aae-aave-african-american-english-black-dialect-court-reporters-accuracy-justice-equal-access-20190605.html>.

- *Spanish Words That Are Anti-Black & Anti-Indigenous* (YouTube), Pero Like. Available at <https://www.youtube.com/watch?v=VwR0zeT1qPc>.
- *Filipino nurses win language discrimination settlement*, Los Angeles Times. Available at <https://www.latimes.com/health/la-xpm-2012-sep-18-la-me-english-only-20120918-story.h>
- Accent Expert Explains Why Different Accents Can Sound the Same | [WIRED](#)

WEEK 13: MISCELLANEOUS: CULTURE TOPICS

- Lareau, Annette. “Cultural Knowledge and Social Inequality.” *American Sociological Review*, vol. 80, no. 1, 2015, pp. 1–27.
- Implicit Association [Test](#). Take one of these tests (about implicit biases for people. Record your results for yourself and reflect).
- *Netherlands returns smuggled 600-year-old Ife terracotta to Nigeria*. [The Guardian](#).
- *Bangladeshi garment workers fired over wage protests*, [Union of Catholic Asian News](#)
- *The lost history of New Orleans' two Chinatowns*, [Nola.com](#)

WEEK 14: CREOLIZATION

- *Introduction: Creolization and Folklore: Cultural Creativity in Process*. *The Journal of American Folklore*/ [Vol. 116, No. 459, Creolization \(Winter, 2003\)](#), pp. 4-8.
- *Bad Bunny in Captivity*. Available at <https://www.rollingstone.com/music/music-features/bad-bunny-cover-story-lookdown-puerto-rico-new-albums-996871/>.
- Cape Verdean Americans [Documentary](#).