

RTV 3411 – Race, Gender, & Class in the Media

Spring 2017 Syllabus

Professor: Dr. Annie Sugar

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

Office Hours: Email to arrange for an email, phone, or virtual conference

Contact: amsugar@ufl.edu – messages should be sent to this address, not via Canvas

Preferred Address: Dr. Sugar

Pronouns: she/her/hers

Teaching Assistant: Ms. Taylor Burtch

Contact: tburtch@ufl.edu – messages should be sent to this address, not via Canvas

Pronouns: she/her/hers

Instructor's policies

Dr. Sugar is located in Denver, CO, and Ms. Burtch is located in Gainesville, FL. We will do our best to respond to student emails within 24 hours during standard business hours in our respective time zone hours Monday-Friday. If you email us within 24 hours of an assignment deadline, we will do my best to get back to you, but cannot promise to respond in time, so plan ahead.

Please note that all deadlines for quizzes and discussions are on Sundays at 11:55pm ET. Your two exams and Media Analysis paper have different deadlines. Modules are available a minimum of two weeks in advance. You are responsible for knowing and following the course schedule on p. 8-11 of this syllabus, please add all deadlines to your personal calendar during the first week of class. Not knowing or forgetting something is due is not an excuse for missing a deadline.

Dr. Sugar will also regularly post information to the announcements section of the course. **Read the announcements and your syllabus before contacting us with questions to see if your answers are there, as we will not respond to questions that have been addressed in either resource.** You are responsible for the content in both. It is our goal to post grades within a week of assignment deadlines.

Before sending an email, please [read this article](#) and follow its etiquette instructions carefully. Emails that do not follow this protocol – including specifying which course you are emailing us about -- will not receive a reply. **Questions or other messages for us should be sent to our UFL email addresses above to ensure receipt and reply.** Canvas has too many places for messages to get lost or missed. Ms. Burtch is a busy graduate student in her own right, and Dr. Sugar has a heavy teaching load of over 100 students in five classes at two universities. The need to streamline our communications is crucial to running this course efficiently and effectively helping you in a timely manner. Any messages sent on Canvas will not receive a reply. Again, we thank you for your cooperation.

Course overview

This course will help you identify, observe, understand, and analyze issues of race, gender, and class present in traditional as well as social media. These issues need scrutiny from the communications industries, their professionals, as well as media audiences in their relevance for national and global diversity.

Course goals

- Identify how cultural, social, and economic privilege can influence the media and media products.
- Learn about the media's influence over culture and stereotypes.
- Challenge various assumptions about barriers to diverse audience reach.
- Adapt professional practices and personal views to fit the needs of a diverse population
- Develop sensitivity towards embracing differences in media coverage
- Become an informed media consumer

Required texts

[Gail Dines and Jean M. Humez \(2014\). *Gender, Race, and Class in Media: A Critical Reader*. SAGE Publications, Inc. \(4th edition\).](#) (You must buy or rent this edition.)

Additional readings may be included within each module

Course structure

This course is web-only – all work and assignments are available and due online on Canvas. All deadlines are Eastern Time. A learning module has been set up for each section of the class. **Each module will run from Monday at 11:00 am to Sunday at 11:55 pm ET** of a given week, including holidays. It is the student's responsibility to follow and adhere to this schedule. Modules consist of a PowerPoint lecture each, readings, discussion topics, and a quiz. Two exams and one Media Analysis paper will also evaluate your knowledge and understanding of the material. Final grades will be calculated based on the average grade calculated in the Canvas grade book and according to the UF grading scale that follows.

The grade breakdown for this course is as follows:

Module quizzes: (9) 100 points (10%)
Discussions: (9) 250 points (25%)
Media analysis paper: (1) 250 points (25%)
Midterm exam: (1) 200 points (20%)
Final exam: (1) 200 points (20%)

Total: 1000 points (100%)

Module Quizzes: Students will complete an online quiz for each learning module, based on assigned readings and lecture materials. Quizzes are open-book vary in length from 10-20 questions with a 30-40-minute time limit. **Quizzes close Sundays at 11:55pm ET.**

Discussions: Each student is required to write one post in the discussion board for each Module on Canvas that follows the instructions for that week and responds to the specific assignment and discusses and directly and properly references a significant amount of the reading and lecture content. Additionally, each student is required to respond to two classmates' discussion posts and include the names of the students to whom they are responding at the bottom of their own discussion posts. To receive credit, these responses must follow these instructions:

- Use attention-grabbing, descriptive subject lines in all posts. Do not title posts "Module/ Discussion 1, Module/ Discussion 2" etc. Instead, label the post in a way that accurately describes its content. Points will be deducted for non-compliance.
- Responses should include a clear thesis statement, strong synthesis of the course materials and analysis using those materials, and correct grammar within each post. Slang will not be accepted. Write in academic style.

- Cite any material (in lecture or readings) as appropriate using [APA in-text parenthetical citations with a reference list](#) at the end or hyperlinks (see below). All lecture references must be specific about the lecture slide and its content being referenced. Just
- writing “according to our lecture” or “according to the Lecture for Module 5” is not acceptable. Students must meaningfully engage the content they reference and apply it to their analysis. References to readings in the textbook must also specify exactly which chapter you are applying to your analysis using the [APA citation for a chapter in an edited book](#). Use the authors and titles of the chapters when discussing them, not just the chapter numbers.
- All websites/videos/articles and other linkable materials for our course or outside references that you include in your assignments, discussions and media analysis must be [hyperlinked \(clickable links\) within the text](#). Cut-and-pasted URLs or links under “here” or “read more” will not be acceptable. The use of embedded hyperlinks in this syllabus, as well as the article linked in this bullet point, serve as a guide for you to pattern your hyperlink use after in your work for this course.
- Meet the assignment deadline on Sunday at 11:55pm – no late work accepted.

Grading Rubric:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	59 or lower

Do not use derogatory language in your discussion posts or assignments. Everyone deserves a safe environment in which to participate in class discussions. Therefore, while expressing what you feel about a particular issue, be respectful in your discussion posts and peer interactions. **Disrespect towards other students, direct or covert, will not be tolerated under any circumstances.** If you have questions about the use of specific words or language that may be deemed derogatory, obscene, or biased in some way, clarify with the instructor via email before including such words/phrases in your post.

To receive credit, all discussion posts and replies will be due on Sunday nights by 11:55 pm ET, which corresponds with the end of the module. Any posts received after that time will not receive credit. No exceptions. Since the assignments are set up to automatically close by the deadline time, please attempt them well in advance during the week. Each student will be evaluated individually on his/her posts AND meaningful responses to two of his/her classmates’ posts according to the discussion grading rubric. Taylor Burtch, our teaching assistant, will moderate these discussions.

Media Analysis Paper: Each student will compare and contrast content from two media products of the same or different media formats (it may be a combination of radio and TV programs, print and online newspapers, magazines, etc). The media products must not be parodies/spoofs/comedy as these genres will not give you relevant material to evaluate. Watch/read one week (for dailies) or two weeks (for weeklies) of content for the analysis. Specific instructions will be made available when the assignment opens at the midterm. Your job is to evaluate the content using a diversity perspective and examine the role and significance of race/class/gender in them. Your paper may also address the roles of disability and sexuality. **Due Wednesday, April 24th at 11:55pm ET**

Midterm and Final Exams: Students will complete exams based on course material. The midterm will be based on portions covered during the first half of the course, and the final exam will cover all the modules and readings after the midterm. The final exam is not cumulative. **Each exam will consist of 50 true-false and multiple-choice questions and one essay and will be open on the Monday of exam week at 11am ET and close Friday of exam week at 11:55pm ET. Note that this is different from the usual Sunday night deadline.** The exams are open-book and have a two-hour time limit.

Class environment

This course will cover sensitive topics. While all students are entitled to their opinions and strong feelings about one or more of the topics, each student should be mindful about expressing them. Give your classmates the utmost respect when interacting with them in this course. Remember that it is much different to communicate thoughts and opinions over discussion boards than in person. Be respectful to your classmates' ideas, and give criticism with professionalism. Both students and faculty each have a responsibility to maintain an appropriate learning environment online. It is expected that we will all show professional courtesy and good netiquette in our discussions. Per university policy, we will all give due respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity, and gender expression, age, disability, political affiliation, and nationalities. **If there is a pronoun or name everyone involved in the class should use in our discussions with you, please let us know. Instructors and students will gladly honor your identity.**

Deadlines

Deadlines must be met to receive credit for work, and assignments and exams close at their deadlines. No late work will be accepted and no extra credit is offered in this class.

If you encounter technical issues in submitting an assignment or taking a quiz or exam, you **MUST** call the UF HelpDesk at 352-392-HELP and submit a ticket to them outlining your technical issue in a timely manner and send it to the instructor. If the UF HelpDesk cannot resolve your issue, please contact the instructor or teaching assistant as soon as possible. **Please plan accordingly to negotiate and avoid these potential interruptions, as it is your responsibility to turn assignments in on time.**

Fact errors

Fact errors on an assignment, which includes, but is not limited to, inaccurate facts and statistics, misspellings of proper names, and misquotes – will result in a full letter grade deduction for that assignment. Please proofread and fact check your writing carefully.

Academic honesty

As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. The instructor of this class is bound to take that commitment seriously and encourages you to contact her with specific questions regarding the Honor Code and your responsibilities within this course.

Specifically, plagiarism will be grounds for significant penalty, including potentially failing the course and being reported to student judicial board. Plagiarism may include a failure to cite sourced material, copying portions of others' work without appropriate citation, and inappropriately reusing your own work from other courses. Cheating on exams also is a violation of the honor code.

University of Florida students are expected to read, understand, and follow the [Student Conduct & Honor Code](#). Violations of this code are taken very seriously and can result in your failure of this course and additional sanctions up to and including academic probation and expulsion. Please make sure we do not have to go down that road together.

Online tutoring

The new [Writing Studio](#) is a free service for current UF graduate and undergraduate students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because their aim is to help students become more effective writers, they do not simply proofread or edit documents. They can, however, assist students to become better proofreaders and editors of their own work. **Their main office is 302 Tigert Hall, and their office phone is 352-846-1138. They also offer online tutorials from 11am-4pm ET on Wednesdays. You must [register in advance](#) for all tutorials.**

Students with disabilities

Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructor when making a request for accommodations. Please contact the professor within first two weeks of class with documentation to request accommodations. I will most happily (and legally) comply!

Instructor evaluation

Students are highly encouraged to provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu> and are typically open during the last two or three weeks of the semester. Thank you for taking the time to complete this process.

TENTATIVE COURSE SCHEDULE

Please note: The instructor reserves the right to modify this schedule and readings as necessary for the benefit of the class.

DATE	TOPIC/ASSIGNMENTS	READINGS
Week 1 Jan 4-8	<p>Module 1: Introduction and Class Requirements Quiz 1, Discussion 1 <i>(Due 1/8 11:55pm)</i></p>	<p>Access the "Home" tool in Canvas, which will take you to the "Welcome" and "Course Materials (Module 1)" pages.</p> <p>Read the Syllabus</p>
Week 2 Jan 9-15	<p>Module 2: Media diversity: What are we doing here? What is media diversity? What is gender? How do the media handle race in acts of terrorism or violence? How do media consumers respond? What is media literacy? Quiz 2, Discussion 2 <i>(Due 1/15 11:55pm)</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • Breaking through the binary: Gender explained using continuums • Census Bureau proposes changes • How blogs, Twitter and mainstream media have handled the Trayvon Martin case • In Zimmerman trial, it's a jury of millions • The iconic photos of Trayvon Martin & George Zimmerman & why you may not see the others • Are the Tsarnaevs White?
Week 3 Jan 16-22	<p>Module 3: Media and stereotypes What is stereotyping? How does stereotyping affect media audience? Do the media treat men and women political candidates equally? Quiz 3, Discussion 3 <i>(Due 1/22 11:55pm)</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • Gorham: <i>Considerations of Media Effects: The Social Psychology of Stereotypes: Implications for Media Audiences</i> • Bystrom et.al., (2004). <i>Gender and Candidate Communication</i>. New York: Routledge. Chapter 10. • <i>NewsStyle: Media Coverage of Candidate Presentation</i> pp. 173-187.

<p>Week 4 Jan 23-29</p>	<p>Module 4: The Blacks, Whites, Pinks and Blues of Media Ownership What is media homogenization? How does ownership of media affect content? Quiz 4, Discussion post 4 <i>(Due 1/29 11:55pm)</i></p>	<p>Dines & Humez Ch. 3, 17 Additional readings:</p> <ul style="list-style-type: none"> • Diversity in newsroom pays off • Women on boards of directors: the case study of Norway (optional reading) • The spread of gender quotas for company boards (optional reading)
<p>Week 5 Jan 30-Feb 5</p>	<p>Module 5a: Journalism and difference. How informed are the media? How do media content creators determine what to put out there? What is real? Do media content producers affect the presentation of reality? No assignment due</p>	<p>Dines & Humez Ch. 13 Additional reading:</p> <ul style="list-style-type: none"> • Where are the female athletes in <i>Sports Illustrated</i>? A content analysis of covers (2000–2011)
<p>Week 6 Feb 6-Feb 12</p>	<p>Module 5b: Journalism and difference (continued) How informed are the media? Discussion post 5, Quiz 5 <i>(Due 2/12 11:55pm)</i></p>	<p>Readings</p> <ul style="list-style-type: none"> • <i>Rim of the New World Series</i> • Woods: <i>The Essence of Excellence</i> • How war of images in George Zimmerman trial will shape future media coverage of race • Cable, Twitter picked up Ferguson story at a similar clip • Ferguson media get into the story • From Michael Brown to the Central Park Five, race changes how victims are portrayed

<p>Week 7 Feb 13-19</p>	<p>Module 6: Hate speech or free speech? What is hate speech? How do we identify hate speech in media content? How do journalists cover stories that involve hate speech? Discussion post 6, Quiz 6 (Due 2/19 11:55pm)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>How to report on Quran burning and other hate speech</i> • <i>Florida pastor Terry Jones and the far reach of free speech</i>
<p>WEEK 8 Feb 20-26</p>	<p>MID TERM EXAM DUE 2/24</p>	<p>Opens Monday 2/20 @ 11am & closes Friday 2/24 @ 11:55pm ET</p>
<p>Week 9 Feb 27-Mar 5</p>	<p>Module 7a: Entertainment Media What are the various types of racism? How do entertainment media present race, gender and class? What is feminism? No assignment due</p>	<p>Dines & Humez Ch. 18, 55, 56 Additional readings:</p> <ul style="list-style-type: none"> • <i>Race/Ethnicity in 600 Popular Films: Examining On Screen Portrayals and Behind the Camera Diversity</i> • <i>Hollywood Takes Spanish Lessons as Latinos Stream to the Movies</i> • <i>Films with Black Actors, Directors Go to 11 in 2013</i>
<p>Spring Break Mar 6-12</p>		
<p>Week 10 Mar 13-19</p>	<p>Module 7b: Entertainment Media (continued) Quiz 7, Discussion post 7 (Due 3/19 11:55pm)</p>	<p>Dines & Humez Ch. 16, 19, 28, 58 Additional reading: <i>Gender Inequality in Popular Films: Examining On Screen Portrayals and Behind-the-Scenes Employment Patterns in Motion Pictures Released between 2007-2013</i></p>

<p>Week 11 Mar 20-26</p>	<p>Module 8: Selling and Spinning: Advertising and PR practices How are men and women represented in advertisement? What is body image? Quiz 8, Discussion post 8 (Due 3/26 11:55pm)</p>	<p>Dines & Humez Ch. 29, 30, 31, 32 Watch videos in the module: http://www.youtube.com/watch?v=wJPrhJty7TM&feature=related http://abcnews.go.com/GMA/video/girl-worries-fat-13883429</p>
<p>Week 12 Mar 27-Apr 2</p>	<p>Module 9: Is online media color blind? What are the outcomes of social networks? What are the consequences of anonymity in online discussions? Quiz 9, Discussion post 9 (Due 4/2 11:55pm)</p>	<p>Dines & Humez Ch. 33, 69, 70 Additional reading: <i>Black Twitter: A virtual community ready to hashtag out a response to cultural issues</i></p>
<p>Week 13 Apr 3-9</p>	<p>Module 10: Race, gender, class, and media in an international perspective/globalization How do media outside of the U.S. present race, gender and class? What are some of the cultural differences in media issues? No assignment due</p>	<p>Dines & Humez Ch. 44, 61 Additional readings: • <i>Miller, J. Ugly Betty goes global: Global networks of localized content in the telenovela industry</i> • <i>Films with Black Stars Seek to Break International Barriers</i> • <i>Save my blockbuster!</i> Watch: videos in the module</p>
<p>Weeks 14-15 Apr 10-19</p>	<p>Work on your Media Analysis Papers (Due <u>WED.</u> 4/19 11:55 pm)</p>	<p>NO READINGS</p>
<p>Week 16 Apr 24-28</p>	<p>FINAL EXAM DUE 4/28</p>	<p>Opens Monday 4/24 @ 11am & closes <u>Friday</u> 4/28 @ 11:55pm ET</p>