

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

---

### Fall 2017 Syllabus

**Professor:** Annie Sugar, Ph.D.

**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 – send all messages to this address, NOT VIA CANVAS

**Preferred Address:** Dr. Sugar

**Pronouns:** she/her/hers

**Teaching Assistant:** Ms. Sabrina Islam

**Contact:** si13@php.ufl.edu – send all messages to this address, NOT VIA CANVAS

**Pronouns:** she/her/hers

### Instructor's policies

**Dr. Sugar is located in Denver, Colorado, and Ms. Islam is located in Tampa, Florida.** We will do our best to respond to student emails within 24-48 hours during standard business hours (9am-5pm) in our respective time zones Monday-Friday. **Before sending an email, please [read this article](#) and follow its etiquette instructions carefully.** Emails that do not follow this protocol will not receive a reply.

**All messages should be sent to our UFL email addresses, NOT CANVAS.**

Messages sent on Canvas will not receive a reply.

**Read the announcements on Canvas and your syllabus before contacting us with questions.** You are responsible for the content in both, and we will not respond to questions that have already been addressed in either resource.

After the first week, modules are available a minimum of two weeks in advance. We will do our best to post grades within a week of assignment deadlines (but there may be delays). You are responsible for knowing and meeting all the deadlines in this syllabus.

**NO LATE WORK WILL BE ACCEPTED. NO EXTRA CREDIT WILL BE OFFERED.**

## Course overview and goals

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. You will be able to:

- 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

[Dines, G. & Humez, J. M. \(2015\). \*Gender, Race, and Class in Media: A Critical Reader\*. SAGE Publications, Inc. \(4th edition\).](#) (You must buy or rent this edition – first readings are due in week three, and you are required to have your text to meet the deadlines that week.)

[APA Style Guide from Purdue Online Writing Lab](#) (You will be required to use APA style for all your writing, including in-text citations and reference lists for discussion posts and your final Media Analysis Paper).

**Additional readings/media will be posted and linked in each module on Canvas.**

## Course structure

This course is web-only – all work and assignments are available and due online on Canvas. All deadlines are Eastern Time. **This syllabus and schedule are subject to change with notice via course announcements.** 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 (with the exception of Thanksgiving break). Modules 3, 4 and 8 are two weeks in length. It is the student's

responsibility to follow and adhere to this schedule. Modules consist of a PowerPoint lecture (with hyperlinked content you should click and read or watch), readings, media to watch or listen to, and a quiz. Six modules also have discussion assignments. A midterm exam and a final exam will each cover the first and second half of the course. One final Media Analysis paper will also evaluate your mastery and understanding of the material. **Any student repeating this class may not submit the same work or work on the same topic they submitted to the course in past semesters; all assignments must be original to this section.** Final grades will be determined by the average grade calculated in the Canvas grade book and use the UF grading scale below.

**The grade breakdown for this course is as follows:**

Module quizzes: (10 x 10 points) 100 points (10%)  
 Discussions: (6 x 50 points) 300 points (30%)  
 Media analysis paper: (1 x 300 points) 300 points (30%)  
 Midterm and final exams: (2 x 150 points) 300 points (30%)  
**Total: 1000 points (100%)**

**MODULE QUIZZES:** Students will complete an online quiz for each learning module, based on assigned readings, media, and lecture materials. Quizzes are open-book/note and vary in length from 10-20 questions with a 15-30-minute time limit. Quizzes will have true/false, multiple-choice, and matching questions. They will allow you to access one question at a time without revision, so take good notes and be prepared before you start. **Quizzes close Sundays at 11:55pm ET.**

**DISCUSSIONS:** Students are required to write six discussion posts on specifically-assigned Modules. Posts are analytical essays (not opinion) and should address the specific assignment and properly reference a significant amount of the reading/media content for that and previous modules. Discussion posts that do not meaningfully engage and cite any assigned textbook chapters in the module in which the discussion is assigned will receive an automatic zero (for example, at least one text chapters assigned in Module 3 must be used and properly cited in your discussion post for Module 3). Additional outside research is also welcome, but it will not replace significant engagement with the course materials. Such research is additional. These discussion posts are your opportunity to demonstrate understanding and mastery of the concepts taught in this course, so your work here must be excellent, thorough, and properly cited in text and with a list of references using APA style. To receive credit, these responses must follow these instructions (**also see the checklist on p. 11 of this syllabus**):

**Grading Rubric:**

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

- Give your discussion post an interesting title that accurately describes its content. Do not title posts "Discussion 1," etc.
- Responses should include a clear thesis statement, strong synthesis of several course materials and an analysis citing those materials, and use academic style with correct grammar within each post. Do not use first or second person language, unless the assignment explicitly requests a personal perspective.
- **Cite ALL material (in lecture, readings, and media) as appropriate using [APA in-text parenthetical citations AND a reference list](#) at the end.**
- All lecture references must be specific about the lecture slide and the content from the slide being referenced. Just writing "according to our lecture" or "according to the lecture for Module 5" is not acceptable. Lectures are not adequate course material engagement for your discussion posts. You may use them, but you **MUST** cite and apply multiple course readings/media in your discussion posts, including our textbook chapters, when assigned.
- **Discussion posts that do not cite multiple (more than two) course readings/media (including at least one assigned text chapters for that module, if there are any assigned) will receive zero grades.** Strong discussion posts (receiving A and B grades) will generally meaningfully cite at least five module (or other course) materials as part of overall excellent work.
- Outside research is welcome and encouraged in addition to the use of our course readings when writing your discussion posts. All websites/videos/popular press and academic journal articles and other outside references that you include in your discussions must also be cited using proper APA in-text citations and references.
- With very rare exception, work published online by undergraduate and master's students, blog posts, message boards, and other social media are not acceptable academic sources for your assignments in this course unless otherwise noted.
- **Our textbook is an edited collection of essays, so references to text readings must properly cite which chapter you are applying to your analysis using the [APA citation for a chapter in an edited book](#). Use the correct authors, titles, and page numbers of the chapters when discussing and citing them, not just the chapter.**
- Students must meaningfully engage the content they reference and apply it to their analysis. Just citing or repeating the source to tell us what it says is not enough, nor is just stringing together quotes from sources without providing your own context and analysis. You must tell us why what you are citing is significant and how it applies to support your thesis.

**To receive credit, all discussion posts will be due on Sunday nights by 11:55 pm ET, which corresponds with the end of the module to which they are attached. Any posts**

**received after that time will not receive credit.** The assignments are set up to automatically close at the deadline time. Posts will be evaluated using the discussion grading rubric attached to the assignments. Samira Islam, our teaching assistant, will grade your discussion posts. It is your responsibility to ask questions in a timely manner when you have them and to read the feedback on your assignments and apply it to your future work. Please do not make the same errors repeatedly and please contact us for help when you need it.

**MEDIA ANALYSIS PAPER:** This assignment will require you to do a well-researched three-to-five-page intersectional analysis of portrayals in a theatrical, U.S.-produced English-language film of your choice (no documentaries). Specific, in-depth instructions will be posted in the assignment. Your job is to evaluate the content using feminist media criticism and examine the role and significance of an intersection of race/class/gender in it. You will be expected to reference and cite multiple textbook chapters in this paper, and a strong paper will likely have a minimum of seven sources overall. Your paper may also address intersections of disability, sexuality, age, and body size, if they apply. **Paper proposals are due on Sunday, October 22nd as the quiz for Module 6. Final papers are due Wednesday, December 6th before 11:55pm ET**

**MIDTERM AND FINAL EXAMS:** Students will complete midterm and final exams that will cover **all** course materials (including links in the lectures) for the first and second halves of the course, respectively. The final exam is not comprehensive. Exams will be open-book/note and have a two-hour time limit. The exam will consist of 50 true-false and multiple-choice questions and will allow you to view all the questions at once and be able to make revise your answers before you submitting. **The midterm exam will open on Monday, October 9th at 11am ET and close Friday, October 13th at 11:55pm ET. The final exam will open on Monday, December 11th at 11am ET and close Friday, December 15th at 11:55pm ET.**

## 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. Remember that it is much different to communicate thoughts and opinions over discussion boards than in person. 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. Do not use derogatory language in your discussion posts or assignments. Disrespect, 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 work. 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 immediately forward the e-ticket they will send you to the instructor. If the UF HelpDesk cannot resolve your issue, please contact the instructor as soon as possible. Please plan accordingly and work ahead to avoid potential interruptions, as you are responsible for meeting our deadlines. Any technology issues with your own equipment will be your responsibility to repair, replace, or provide substitution for it in order to properly complete your work on time.

## Students with disabilities

Students in need of accommodations must first register with the [Disability Resource Center](#) in the Dean of Students Office. The Disability Resource Center 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! Accommodations cannot be applied retroactively.

# 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. Plagiarism may include a failure to cite sourced material, copying portions of others' work without appropriate citation, and inappropriately reusing your own work from this and other courses. NOTE: quoted or copied language that is not original to you MUST BE IN QUOTES WITH IN-TEXT CITATION. Paraphrased sources also need in-text citations. Of course, cheating is also 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. **I require you to watch this helpful [Avoiding Plagiarism video](#) from the Office Dean of Students at the start of the semester to help you with citations in your research and writing.**

# Online tutoring

The new [Writing Studio](#) is a free service for current UF graduate and undergraduate students. Students can work one-on-one with a consultant on issues specific to their own 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.**

# 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.

# COURSE SCHEDULE

The instructor reserves the right to modify this schedule as necessary for the benefit of the class. Reading assignments are posted in each Module on Canvas.

DATE	TOPIC/ASSIGNMENTS
Week 1 Aug. 21-27	<p><b>Module 1: Introduction &amp; Class Requirements</b></p> <p>Familiarize yourself with our syllabus, the course assignments and schedule, class policies, APA style, and how to succeed in an online course.</p> <p><b>Read the syllabus and the assigned article, watch the <a href="#">Avoiding Plagiarism video</a>, and review <a href="#">APA OWL</a></b></p> <p><b>Quiz 1, Discussion 1</b> <i>(Due 8/27 11:55pm)</i></p>
Week 2 Aug 28-Sept 3	<p><b>Module 2: Media Diversity</b></p> <p>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?</p> <p><b>Quiz 2</b> <i>(Due 9/3 11:55pm)</i></p>
Weeks 3 & 4 Sept 4-17	<p><b>Module 3: Entertainment Media</b></p> <p>How do entertainment media present race, gender and class? What are feminism and feminist media theory?</p> <p><b>Quiz 3, Discussion 2</b> <i>(Due 9/17 11:55pm)</i></p>
Weeks 5 & 6 Sept 18-Oct 1	<p><b>Module 4: Media &amp; Stereotypes</b></p> <p>What is stereotyping? How does stereotyping affect media audience? Do the media treat men and women political candidates equally?</p> <p><b>Quiz 4, Discussion 3</b> <i>(Due 10/1 11:55pm)</i></p>



<p>Week 7 Oct 2-8</p>	<p><b>Module 5: The Blacks, Whites, Pinks &amp; Blues of Media Ownership</b> What is media homogenization? How does ownership of media affect content?</p> <p><b>Quiz 5</b> <i>(Due 10/8 11:55pm)</i></p>
<p>Week 8 Oct 9-15</p>	<p><b>MIDTERM EXAM DUE FRIDAY 10/13 (NOT SUNDAY!)</b> <b>Opens Monday 10/9 @ 11am &amp; closes <u>Friday 10/13 @ 11:55pm</u></b></p>
<p>Week 9 Oct 16-22</p>	<p><b>Module 6: Media Analysis</b> We will learn to research and perform intersectional analysis of a film in preparation for your final paper. Your proposal for your final paper proposal will be your quiz grade and a discussion post is due.</p> <p><b>Media Analysis Paper Proposal Due (Quiz 6) &amp; Discussion 4</b> <i>(Due 10/22 11:55pm)</i></p>
<p>Week 10 Oct 23-29</p>	<p><b>Module 7: Journalism &amp; Difference</b> 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?</p> <p><b>Quiz 7</b> <i>(Due 10/29 11:55pm)</i></p>
<p>Weeks 11 &amp; 12 Oct 30-Nov 12</p>	<p><b>Module 8: Selling &amp; Spinning: Advertising &amp; PR Practices</b> How are men and women represented in advertisement? What is body image?</p> <p><b>Quiz 8, Discussion 5</b> <i>(Due 11/12 11:55pm)</i></p>
<p>Week 13 Nov 13-19</p>	<p><b>Module 9: Online Media</b> What are the outcomes of social networks? What are the consequences of anonymity in online discussions?</p> <p><b>Quiz 9, Discussion post 6</b> <i>(Due 11/19 11:55pm)</i></p>

<b>Thanksgiving Break</b> (No assignments – but don't forget your paper is due 12/6!) Nov 20-26	
Weeks 14 Nov 27-Dec 3	<b>Module 10: Participatory Media Culture</b> What happens when the audiences talk back to the media? What effect does the ability for people to create their own media have on media diversity, representation, and stereotypes?  <b>Quiz 10</b> <i>(Due 12/3 11:55pm)</i>
Week 15 Dec 4-10	<b>Media Analysis Papers Due <u>WED.</u> 12/6 11:55 pm</b>  <b>FINISH YOUR PAPERS AND STUDY FOR YOUR FINAL EXAM</b>
<b>Week 16</b> <b>Dec 11-15</b>	<b>FINAL EXAM DUE FRIDAY 12/15 (NOT SUNDAY!)</b> <b>Opens Monday 12/11 @ 11am &amp; closes <u>Friday 12/15 @ 11:55pm</u></b>

# Discussion Post Checklist

- I have reviewed and understand the grading rubric attached to the assignment.**
- I have an interesting title that accurately describes my post's content.**
- I have a clear and identifiable thesis statement in my introduction.**
- My writing performs strong analysis rather than just repeating what my sources say or listing quotes from them. I explain how my sources support my thesis.**
- I have properly synthesized several course readings/media in my posts, including our textbook chapters, when assigned.**
  - All lecture references specify the lecture slide and the specific content from the slide being referenced.
  - I have meaningfully referenced (not just quoted) and cited at least one textbook chapter from *this* module (if one is assigned).
  - My textbook citations cite the proper authors, chapters, and page numbers using [APA in-text and reference citations for a chapter in an edited book](#).
  - Any outside research is in addition to citing several course readings and not from blogs and other social media (except when necessary on rare occasion).
  - I have cited **ALL** material using the **correct** [APA in-text parenthetical citations AND included an APA style reference list](#) at the end. I have asked the instructor or teaching assistant for help if I have questions about what citation is required.
- My writing is within the required word count and proofread for grammar, spelling, and typos. (Friends can proofread for you, too, and the Writing Studio can help improve your own editing skills.)**
  - Titles of publications, films, and television shows are italicized in my writing.
  - My writing does not use first ("I," "me," "my") or second ("you," "we," "our") person, unless the assignment explicitly requests a personal perspective.
  - My writing has clarity and is free of sentence fragments and run-on sentences.
  - My sentences do not use pronouns or "this," "that," or "those" as subjects.
  - My writing make statements rather than asking/proposing questions.
  - My writing uses no slang (except in quotes or where a point is needed) and is written in academic style
  - My writing has paragraph breaks in the proper places
- I have reviewed the grading rubric and submitted my post before the Sunday 11:55pm ET deadline.**