

# Online Syllabus

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**Course Title:** Race, Class, Gender, and Media

**Course Code:** RTV3411 Section 541535 Fall 2025

**First Session:** 08/21/2025 | **Last Session:** 12/03/2025

## Instructor Information

Name, Title: Uju Aliche, Adjunct Professor

Office: Online

Office Hours: Mondays and Fridays 1-2pm EST via Zoom. The link will be provided upon request.

E-mail address: [ualiche@ufl.edu](mailto:ualiche@ufl.edu)

Please e-mail to arrange appointments outside office hours.

## Course Description

This course analyzes issues confronting the communications industries, professionals and media audiences in relation to the context of global and national diversity. Specifically, it is designed to give students a theoretical, as well as practical, experience with issues of gender, race, class, and sexuality as they manifest in mediated artifacts of popular culture. The course is taught from a cultural studies perspective where students will gain skills in critical analysis and media literacy. Concepts of power, privilege, justice, representations, hegemony, consumption, and resistance will be woven throughout course readings, films, assignments, and discussions.

## Course Objectives

On successful completion of this course, you will be able to:

1. Understand the value and application of cultural studies research to issues of gender, race, class, and sexuality in media images.
2. Utilize a gendered perspective in your analysis of mediated communication situations.
3. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, gender, and nationality.
4. Understand how cultural differences and identities found in such categories as age, race, and sexuality are produced and perpetuated through a variety of social, cultural, and disciplinary discourses.
5. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, and gender and to elucidate broader questions of bias

and discrimination as they relate to the exercise and distribution of material and cultural power and privilege.

### Course Instructional Methods

The course will be taught using multiple online instructional methods. These methods will include group discussion boards, viewing relevant films, critical discussions, and online group activities.

### Course Required Text and Materials

Yousman, B., Bindig Yousman, L., et al. (2021). *Gender, race, and class in media: A critical reader* (6th ed.). Thousand Oaks, CA: SAGE.

### Summary of Assignments

The purpose of the assignments below are to assist students in evaluating the quality of the research and literature in this area, access available resources, think critically about issues of representations in media, and present and summarize complex readings and ideas.

Assignment	Relative Value (%)	Due Date
1. Midterm Research Plan	25	September 21, 2025
2. Online Discussion Forum	15	Weekly
3. Final Research Paper	30	November 28, 2025
4. Final Exams	30	December 5, 2025

#### A. Midterm Research Plan (25% of grade):

As part of your final assignment, you will write an original, evidence-based paper focusing on but not limited to any of the following: *intersectionality, policy or ethical issues, multiculturalism, media representation related to gender, class, or race, imagery and symbolism, the impact of new media technologies*. The RESEARCH PAPER PLAN will outline your preliminary ideas for your final paper.

#### B. Online Discussion Forum (15% of grade):

While you may be accustomed to participating in face-to-face classes by attending and speaking up in class, in an online class your participation will consist of completing weekly activities and posting your thoughts to discussion forums. Reading and responding to others' responses in writing complete the weekly discussions.

As a result of these weekly activities/discussions, you will be reading and writing more in this class than in most courses. These interactive weekly interactions with your classmates and the instructor will offer a rich opportunity to share impressions of the

reading and viewing material. The weekly discussion topic will be posted in the forum for each week; follow the assignment instructions carefully. (See “Guidelines for Student Participation in Online Discussion Forums” below.)

### **C. Final Research Paper (30% of grade):**

For the research paper you will be placed in groups of four or five and should start as soon as possible. This paper should be approximately seven double-spaced, typed pages; it is an APA-style (7th ed.) critical review of the scientific social work literature on the topic of your choice. You should consider a structure consisting of a clear statement of the issue; a critical review of the available literature (noting strengths and limitations of research methodology); conclusions about what is known from the convergent findings, and what is still not conclusively known; and recommendations for future research.

### **D. Final Exam (30% of grade):**

The final exam will cover questions from Parts I to VIII.

## **Grading Scale and Procedures**

Students should note that I do not round grades for this course, but some limited extra credit opportunities are provided. [Please also see UF Grades and Grading Policy.](#)

A	100–93	C	76.9–68
A–	92.9–90	C–	67.9–64
B+	89.9–87	D+	63.9–60
B	86.9–82	D	59.9–53
B–	81.9–80	D–	52.9–50.1
C+	79.9–77	F	50 or below

### **Late Submissions**

Course assignments are typically due by 11:59 p.m. EST on the due dates indicated in the Course Calendar (unless otherwise stated). It is your responsibility to turn in all requirements by the specified due dates and times. Ten percentage-points will be deducted for every day you are late with an assignment or project (e.g., if the total score for the assignment is 10 points, 1 point will be deducted for each day it is late).

Assignments submitted two days after the deadline will not be graded. Exceptions will be made only in situations allowed by [UF’s attendance policies](#). If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date of the assignment and provide relevant supporting

documentation (e.g., doctor's note, note from counselor). An agreement to receive an Incomplete (I) grade may be negotiated if the circumstances do not allow you to finish the course on time.

### Guidelines for Student Participation in Online Discussion Forums

With freedom to voice, your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind when developing your posts:

#### *Netiquette*

- Identify yourself by your real name. Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums.
- Write in the first person (this is your opinion).
- Use humor, jokes, or sarcasm with caution. We often rely on nonverbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- What you write is public--respect your audience and be mindful of proper netiquette. Netiquette, also known as "net etiquette," includes using language free of profanity, proper tone, and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

#### *How to Get Others to Read Your Posts*

- Jot down notes as you read; and before you post, think about the discussion question in the context of the readings. Address the discussion questions as much as possible (don't let the discussion stray).
- Distribute contributions evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Give your post an interesting descriptive subject line to draw attention and invite responses from others.
- Avoid cursory, noncontributory posts, such as "I agree" or "great idea." If you agree (or disagree) with a post, then say why--and support your statement with concepts from the online lecture or assigned readings, or by sharing a related example or experience.
- Avoid using texting abbreviations in your posts.
- Elaborate one single idea and try to keep your message to a couple of paragraphs. Long, multiple-screen "mini-dissertations" are difficult to follow on screen and limit opportunities for the give-and-take essential to effective dialogue.
- Review your comments carefully for grammar and punctuation before you post. Well-formulated, grammatically correct, clear posts attract more attention (from

both instructor and colleagues). Consider developing your initial posts in a word processing program that allows you to edit for spelling and grammar--then copy it into the discussion forum. This not only will improve the quality of your posts but also has the added benefit of preserving your insights and observations in word documents you can access after the online course has been completed. Another advantage of composing "offline" is avoiding a time-out from the online discussion forum while you compose your thoughts--resulting in a loss of your careful composition!

### *Earning Full Credit*

- Keep your posts related to the discussion question.
- Think of the assignment as a collegial dialogue--not a writing exercise. Engage in a discussion about the text and issues of the course materials.
- Cite or reference any part of your posts that aren't your own original thoughts. (Avoid plagiarizing!) Citing your sources is especially important in courses where your instructor offers full credit only when citations support the ideas in your post. When you refer to online resources include a hyperlink directly to the source to add context to your comments.
- After you have posted, check back to see if anybody has responded to you--and whether a return response is desired/expected. Build on others' responses to further develop threads of dialog.
- Respond to a colleague who either supports your own thoughts or lacks supporting evidence or seems to fall short on an important point. Pose questions, offer arguments (distinguish between opinion and argument), or play "devil's advocate." Avoid responses that offer only right or wrong perspectives while ignoring other possible answers; pose open-ended questions that invite dialogue.
- Participation in online forums may be a significant portion of the assessment for your course, so check the course requirements for the weighting of the assessment in your final grade as well as the frequency and requirements for discussion posts to receive full credit.

Rubric for Scoring Participation in Discussion Forums			
Criteria	Excellent	Good	Poor
<b>Timely contributions</b>	Well distributed throughout the week. (2 points)	Somewhat distributed. (1 point)	Not distributed throughout the week. (0 points)
<b>Responsiveness to the assignment. Demonstration of knowledge and understanding gained from assigned readings</b>	Demonstrated readings are very clearly understood and incorporated well into responses. (6 points)	Demonstrated some coverage of readings. Readings are somewhat understood and incorporated into responses. (4 points)	Postings are superficial and have questionable relationships to reading material. (0 points)
<b>Adherence to discussion guidelines</b>	Four or more guidelines followed. (2 points)	Two to three guidelines followed. (1 point)	Guidelines ignored. (0 points)

(Adapted from Joan Van Duzer, Humboldt State University, 9/30/08)

## Course Schedule (Assignments Due on Sundays at 11:59am)

Session & Date		
#1	PREPARATION:	Buy textbook Read Part I: Introduction and Chapters 1 and 5
8/24-9/5	ASSIGNMENTS:	Online Discussion Forum
	TOPICS:	<b>A Cultural Studies Approach to Media: Theory</b>
#2	PREPARATION:	Read Part II: Introduction and Chapters 10 and 11
9/7-9/19	ASSIGNMENTS:	Online Discussion Forum
	TOPICS:	<b>Representations of Gender, Race, and Class</b>
#3	PREPARATION:	Read Part III: Introduction and Chapters 23, and 25
9/21-10/3	ASSIGNMENTS:	Online Discussion Forum
		<b>*MIDTERM OUTLINE DUE*</b>
	TOPICS:	<b>Reading Media Texts Critically</b>
#4	PREPARATION:	Read Part IV: Introduction and Chapters 32, and 33
10/5-10/17	ASSIGNMENTS:	Online Discussion Forum
		<b>Advertising and Consumer Culture</b>
	TOPICS:	
#5	PREPARATION:	Read Part V: Introduction and Chapters 40
10/19-10/31	ASSIGNMENTS:	
	TOPICS:	Online Discussion Forum
		<b>Representing Sexualities</b>
#6	PREPARATION:	Read Part VI: Introduction and Chapters 43, and 44
11/2-11/14	ASSIGNMENTS:	Online Discussion Forum
	TOPICS:	<b>Growing Up with Contemporary Media</b>
#7	PREPARATION:	Read Part VII: Introduction and Chapters 50, and 54
11/16-11/28	ASSIGNMENTS:	Online Discussion Forum
		<b>*RESEARCH PAPERS DUE*</b>
	TOPICS:	<b>Still Watching Television in the Digital Age</b>

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#8	PREPARATION:	Read Part VIII: Introduction and Chapters 59
11/30-12/5	ASSIGNMENTS:	Online Discussion Forum
12/05		<b>*FINAL EXAM* (Parts V–VIII)</b>
	TOPICS:	<b>Social Media, Virtual Community, Fandom, and Activism</b>

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## WRITING STYLE

In order to meet the academic rigor and standards of UF, all students are required to use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing and references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

## ATTENDANCE AND WORK POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

## UNIVERSITY POLICIES

ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

## ACCOMMODATIONS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor.



## **ONLINE COURSE EVALUATION PROCESS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **SYLLABUS DISCLAIMER**

By taking this course, you agree to read the syllabus carefully and abide by its terms. I, too, will adhere to the rules and procedures. I do, however, reserve the right to adjust as needed. Every class is unique, and new challenges often arise; therefore, flexibility might be required. Should there be an alteration that affects grading or course planning, I will announce the change and provide an amended syllabus to you.

## **CAMPUS HEALTH AND WELLNESS RESOURCES**

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

## **ACADEMIC RESOURCES**

4 E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).



Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.