

Race, Gender, Class and Media

MMC6615, Section 0150

Tuesday 9:30-1:45

Friday 9:30- 12-15

Location: G030 Weimer Hall

First Session: May 12.

Last Session: June 19

Instructor information

Michael Leslie, Associate Professor

Office: 3060 Weimer Hall

Office Hours: TBA

Phone: 352-392-2904

Email: mleslie@jou.ufl.edu

Please email me to arrange appointments outside office hours.

Course description

This course 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 instructional methods. These methods will include lecture, group discussion, small group exercises and oral presentations. Typically, course topics will be introduced via lecture format incorporating interpretive discussions and examples from relevant texts of popular culture.

Course required text and materials

Dines, G., and Humez, J.M. (2014). *Gender, Race and Class in Media: A Critical Reader*. Thousand Oaks, CA: SAGE Publications, Inc.

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC.

Recommended resources for additional exploration

Dean, J.J. (2014). *Straights: Heterosexuality in Post-Closeted Culture*. New York, NY: NYU Press.

Griffin, P. (2014). *Death of Feminism?: Is Popular & Commercial Culture Undermining Women's Rights?* New York, NY: Routledge.

Howell, A. (2014). *Popular Music and Masculinity in Action Films*. New York, NY: Routledge.

Rodríguez, J.M. (2014). *Sexual Futures, Queer Gestures, and Other Latina Longings*. New York, NY: NYU Press.

Vigil, A. (2014). *War Echoes: Gender and Militarization in U.S. Latina/o Cultural Production*. New Brunswick, NJ: Rutgers University Press.

Attendance and participation expectations

Each student will be allowed to miss two class sessions without penalty. However, each class missed thereafter will result in a one grade point deduction from the student's final grade. Your attendance can make the difference between an A- and a B+, a B- and a C+, for example. Students are expected to attend each class for the full period. If you are continually late or leave early this will affect your participation grade. If you know of an expected absence or an expected need to arrive late or leave early, please inform the instructor as soon as possible.

ACTION	RESULT
One class missed	No effect on grade
Two classes missed	No effect on grade
Three or more classes missed	1 grade point per class missed deducted from total grade

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 mediated representations and present and summarize complex readings and ideas.

ASSIGNMENT	OBJECTIVES RELATED TO ASSIGNMENT	RELATIVE VALUE	DUE DATE
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1. Midterm Exam	1,3,4,5	20%
2. Final Exam	1,3,4,5	20%
3. SAGE Journal Articles	1,3,4,5	20%
4. Class Leadership	1,2	20%
5. Research Paper	1,2,3,4,5	20%

A. SAGE Journal Articles (20% of grade):

Students will read and complete questions for the SAGE journal articles assigned to each part. These will be due by class time and due dates are outlined in the course schedule portion of this syllabus.

B. Class Leadership (20% of grade):

For one class period, you (you may have a partner) will co-lead class with the instructor. In most instances, you will be responsible for about a 45- to 60-minute segment of the class. If necessary, you may ask us all to read some materials in our preparation for that class (please disseminate in class the previous week or earlier). Please coordinate the class with the instructor no later than one week *before* you lead class. In most cases, you should plan on:

- some lecture/dissemination of the research findings, cases, policies, and issues
- a discussion that you co-facilitate (with instructor)
- perhaps some role play, case, or other activity which helps to involve the class and convey an important point.

C. Midterm Exam (20% of grade):

The midterm exam will cover questions from Parts I-IV.

D. Final Exam (20% of grade):

The final exam will cover questions from Parts V-VIII.

E. Critical Discussion Paper (20% of grade):

This paper should be approximately 7 double-spaced, typed pages; it is an APA or MLA style critical review of a popular media text. It should consist of a clear statement of the issue; a critical review of the available literature (noting strengths and weaknesses; conclusions about what can be deduced from the convergent findings, and what is still not conclusively known; and, recommendations for future research.

Grading scale and procedures

A	100-95	C	69-65
A-	94-90	C-	64-60
B+	89-85	D+	59-55
B	85-80	D	54-50
B-	79-75	D-	49-46
C+	74-70	F	45 or below

Assignments must be submitted by the deadlines set and will typically be returned within 5 business days. 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).

Support for students with disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services. This instructor will be as flexible as possible to accommodate the needed services. Any student who has a concern or needs to make special arrangements for meeting the requirements of the course is encouraged to speak with the instructor.

Academic honesty policy

Be sure that you understand the university's Academic Honesty Policy. It is important that you refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. You should also be aware that as a member of the academic community, it is your responsibility to turn in all suspected violators of the honor system. Plagiarism will not be tolerated. This includes but is not limited to: inappropriate citations of sources, "padding" your references, purchasing/copying a paper from the internet or friend, copying and pasting from a resource etc. Plagiarism of assignments will result in a grade of 0 and will be reported

Grading grievance: Procedure for challenging course grade

The Grading Grievance Policy of the university is available on the university website.

Course schedule

SESSION & DATE	
Session #1 May 12	PREPARATION: Buy textbook(s), Read Part I: Introduction & Chapters 1, 2, 3, ASSIGNMENTS: TBA TOPICS: Orientation to the Course: A Cultural Studies Approach
Session #2 May 15	PREPARATION: Read Part I: Chapters 4, 5, 6, 10 ASSIGNMENTS: Learning from Sage Articles Part I TOPICS: The Complexities of Consumption and Resistance
Session #3 May 19	PREPARATION: Read Part II: Introduction & Chapters 11, 12, 14, 17 ASSIGNMENTS: Learning from Sage Articles Part II TOPICS: Gendered, Raced and Classed Representations
Session #4 May 22	PREPARATION: Read Part III: Introduction & Chapters 18, 19, 21, 22 ASSIGNMENTS: Learning from Sage Articles Part III TOPICS: Reading Critically

Session #5 May 26	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part IV: Introduction & Chapters 26, 27, 29, 31, 34 Learning from Sage Articles Part IV The Culture of Advertising
Session #6 Date 29	PREPARATION: ASSIGNMENTS: TOPICS:	Study Parts I-IV TBA *MIDTERM EXAM*
Session #7 June 2	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part V: Introduction & Chapters 36, 39, 41, 42 Learning from Sage Articles Part V Representations of Sexualities
Session #8 June 5	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part VI: Introduction & Chapters 44, 45, 46, 47, 50 Learning from Sage Articles Part VI Learning to Play: Images from Childhood
Session #9 June 9	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part VII: Introduction & Chapters 54, 59, 60 Learning from Sage Articles Part VII; Research Papers Due Is it Real?
Session #10 June 12	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part VII: Chapters 53, 55, 56, 58 Learning from Sage Articles Part VII Who is Represented in "Reality"?
Session #11 June 16	PREPARATION: ASSIGNMENTS: TOPICS:	Read Part VIII: Introduction and Chapters 61, 62, 64, 65, 68 Learning from Sage Articles Part VIII Being a Fan in a Virtual World
Session #12 June 19	PREPARATION: ASSIGNMENTS: TOPICS:	Study Parts V-VIII TBA *FINAL EXAM*