

## **RTV3411: Race, Class, Gender and Media SUMMER A 2015**

**Instructor:** Dr. Nataliya Roman

**Lecture:** Online Only

**Virtual Office Hours:** Monday, Tuesday, and Wednesday 10 a.m.-11 a.m. via email.

**E-mail:** [natatv777@ufl.edu](mailto:natatv777@ufl.edu)

### **Course Description**

Analysis of issues confronting the communications industries, professionals and media audiences in relation to the context of global and national diversity.

### **Course Goals**

- Identify how cultural and social privilege can influence the media.
- Learn about media's influence over culture and stereotypes
- Challenge various assumptions about the difficulties in reaching diverse audiences
- Adapt our professional practices and personal views to fit the needs of a diverse population
- Develop sensitivity toward how to embrace difference in media coverage
- Become an informed media consumer

### **Required text**

**Gail Dines and Jean M. Humez (2014). Gender, Race, and Class in Media: A Critical Reader. SAGE Publications, Inc (4<sup>th</sup> edition).**

**Additional Readings:** Included within each module

### **Course structure**

This course is web-only. A learning module has been set up for each section of the class. Each module will run from Monday 1:00 a.m. to Thursday 11.59 a.m. (noon) and Thursday 12 p.m. (noon) to Sunday 11:59 p.m. of a given week—including any holidays. It is the student's responsibility to follow and adhere to this schedule. Each module contains a lecture, readings, discussion topics, and a quiz. One exam and one essay (media analysis) will also evaluate your knowledge and understanding of the material. Final grades will be developed from a mixture of quizzes, discussions, assignments and final exam. It is the student's responsibility to follow and adhere to this schedule.

## Assignments

### ***Module Quizzes:***

Students will complete an online quiz for each learning module in the class, based on readings and lecture materials. You will be allowed **two attempts** at each quiz.

### ***Group discussions:***

Each student is required to write **one** post (300 words) and upload it to a discussion board, discussing the reading. Specifically, this will include responding to the specific discussion questions and thoughts put forth by the instructor within the learning module. Then, each student is required to respond **to two** group members' discussion posts (roughly 150 words each). These responses should also have a clear thesis and correct grammar to receive credit (*Please see below for more guidelines*).

### ***Media Analysis:***

Each student will compare and contrast **one week** of content from two media products of same or different media formats (it can be a combination of radio and TV programs, print and online newspapers, magazines, etc). Your job is to evaluate the content using a diversity perspective, examining role and significance of race/class/gender in media content. Discuss your findings in three-four page paper (double-spaced, 12-font size). For specific requirements see "Canvas – Assignments."

### ***Final Exam:***

Students will complete the exam based on course material. Portions will consist of true/false/multiple choice questions and 1 essay (200-400 words).

### **\* Extra Credit:**

*Students can receive up-to-two percentage points of extra credit by attending a diversity-related event on campus. A two-page report should be submitted to receive the credits. Specific suggestions and parameters see Canvas - Assignments.*

## Grading:

<b>Module quizzes (9)</b>	<b>90 points</b>	<b>9%</b>
<b>Group discussions (9)</b>	<b>270 points</b>	<b>27%</b>
<b>Media analysis (1)</b>	<b>300 points</b>	<b>30%</b>
<b>Final exam</b>	<b>340 points</b>	<b>34%</b>
<b>Total</b>	<b>1000 points</b>	

## Grading Scale:

930-1000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
Below 600	F

## Course Policies

### *Deadlines*

No late assignments or quizzes will be allowed. However, under an extreme circumstance, if you have an excused absence AND the professor was notified in advance, an exception may be made.

### *Technical assistance*

If you encounter technical issues in submitting an assignment or taking a quiz or exam, you MUST call the UF HelpDesk at 392-HELP and submit a ticket to them outlining your technical issue. That is the only way that I will know a technical issue has prevented you from finishing an assignment on time. Without this information, I cannot consider the issue. If UF HelpDesk cannot resolve your issues, please contact your instructor. Please plan accordingly to negotiate these potential interruptions, as it is your responsibility to turn in assignments by the deadlines.

### *Discussion board*

- To receive credit, all posts and replies should be submitted on time: one by Thursday afternoon and one by Sunday midnight each week. Any posts received after the deadline will not receive credit.
- Each student will be randomly assigned to one of the groups of 8-10 for the discussion posts. The student will remain in the same group for the entire semester. The purpose of assigning groups is only to allow for small group discussion, no group work will be assigned. Each student will be evaluated individually on his/her posts and replies.
- We will be covering sensitive topics in this class and students may have strong feelings about particular issues discussed in class. Everyone deserves a safe environment in which to participate in class discussions. Therefore, be respectful in all of your discussion posts and student interaction.
- Use attention-getting subject lines in all posts. **Do not** title each post with “Module 1, Module 2” etc. Instead, label the subject in a way that accurately describes its content.
- Responses should include a clear thesis statement and correct grammar within each post and cite any material (in lecture or readings) as appropriate.

- No derogatory language will be tolerated. If you have questions about the use of specific words or language that may be deemed derogatory, obscene, or biased in some way, you should speak with the instructor before including this language in your post.
- ONLY thoughtful posts that adhere to these policies (including due dates and times) will receive full credit.
- Proper grammar and word usage is expected.
- Posts that have “0” response will be deducted 1 point automatically.

### **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. As an instructor at this university, I am charged with its enforcement and take that responsibility very seriously.

The Honor Code’s Preamble reads: “...the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.”

I encourage you to talk with me about 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.

### **Accommodations for Special Needs**

I am interested in working with you to accommodate documented special needs in the classroom. According to University policy, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide appropriate documentation to you and you should provide this documentation to me when requesting specific accommodation. It is your responsibility to initiate this conversation early in the semester.

### **Course Evaluation:**

You will be expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## Tentative course schedule

The instructor reserves the right to modify this schedule as necessary for the betterment of the class.

DATE	TOPIC/ASSIGNMENTS	READINGS
May 11-14	<b>Module 1:</b> <b>Introduction and Class Requirements</b> <u>Quiz 1, Discussion 1</u> (Due 5/14 11:59am)	Start by clicking “Home” tool in Canvas and then “Welcome” and “Course Materials (Module 1)” pages <b>Watch instructor’s welcome video</b> <b>Read Syllabus</b>
May 14-17	<b>Module 2:</b> <b>Defining media diversity: What are we doing here?</b> <u>Quiz 2, Discussion post 2</u> (Due 5/17 11:59pm)	<b>All readings contained within module:</b> <ul style="list-style-type: none"> <li>• <i>Breaking through the binary: Gender explained using continuums</i></li> <li>• <i>Census Bureau proposes changes</i></li> <li>• <i>How blogs, Twitter and mainstream media have handled the Trayvon Martin case</i></li> <li>• <i>In Zimmerman trial, it's a jury of millions</i></li> <li>• <i>The iconic photos of Trayvon Martin &amp; George Zimmerman &amp; why you may not see the others</i></li> <li>• <i>Are the Tsarnaevs White?</i></li> </ul>
May 18-21	<b>Module 3:</b> <b>Media and stereotypes</b> <u>Quiz 3, Discussion post 3</u> (Due 5/21 11:59am)	<b>All readings contained within module:</b> <ul style="list-style-type: none"> <li>• <i>Lind 2.1. The Social Psychology of Stereotypes</i></li> <li>• <i>Bystrom et al. Newstyle: Media coverage of Candidate Presentation.</i></li> </ul>
May 21-May 24	<b>Module 4:</b> <b>The Blacks, Whites, Pinks and Blues of Media Ownership</b> <u>Quiz 4, Discussion post 4</u> (Due 5/24 11:59pm)	<b>Dines &amp; Humez Ch. 3, 17</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• Diversity in newsroom pays off</li> <li>• Women on boards of directors: the case study of Norway (optional)</li> <li>• The spread of gender quotas for company boards (optional)</li> </ul>
May 25-28	<b>Module 5a:</b> <b>Journalism and difference. How informed are the media?</b>	<ul style="list-style-type: none"> <li>• <b>Dines &amp; Humez Ch. 13</b></li> </ul> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• <i>Where are the female athletes in Sports Illustrated? A content analysis of covers (2000–2011)</i></li> </ul>
	<b>Module 5b:</b> <b>Journalism and difference. How to improve coverage.</b> <u>Discussion post 5, Quiz 5</u> (Due 5/28 11:59am)	<b>All readings contained within module:</b> <ul style="list-style-type: none"> <li>• <i>“Rim of the New World Series”</i></li> <li>• <i>Woods, “The Essence of Excellence”</i></li> <li>• <i>How war of images in George Zimmerman trial will shape future media coverage of race</i></li> <li>• <i>Cable, Twitter picked up Ferguson story at a similar clip</i></li> <li>• <i>Ferguson media get into the story</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>From Michael Brown to the Central Park Five, race changes how victims are portrayed</i></li> </ul>
May 28-31	<b>Module 6:</b> <b>Hate speech or free speech?</b> <u>Discussion post 6, Quiz 6</u> <i>(Due 5/31 11:59pm)</i>	<b>All readings contained within module:</b> <ul style="list-style-type: none"> <li>• <i>How to report on Quran burning and other hate speech</i></li> <li>• <i>Florida pastor Terry Jones and the far reach of free speech</i></li> </ul>
June 1-4	<b>Module 7a:</b> <b>Entertainment Media</b> <u>(No assignment due)</u>	<b>Dines &amp; Humez Ch. 18, 55, 56</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• <i>Race/Ethnicity in 600 Popular Films: Examining On Screen Portrayals and Behind the Camera Diversity</i></li> <li>• <i>Hollywood Takes Spanish Lessons As Latinos Stream to the Movies</i></li> <li>• <i>Films with Black Actors, Directors Go To 11 in 2013</i></li> </ul>
June 4-7	<b>Module 7b:</b> <b>Entertainment Media</b> <u>Quiz 7, Discussion post 7</u> <u>Media Analysis Due</u> <i>(Due 6/7 11:59pm)</i>	<b>Dines &amp; Humez Ch. 16, 19, 28, 58</b> <ul style="list-style-type: none"> <li>• <i>Gender Inequality in Popular Films: Examining On Screen Portrayals and Behind-the-Scenes Employment Patterns in Motion Pictures Released between 2007-2013</i></li> </ul>
June 8-11	<b>Module 8:</b> <b>Selling and Spinning: Advertising and PR practices</b> <u>Quiz 8, Discussion post 8</u> <i>(Due 6/11 11:59am)</i>	<b>Dines &amp; Humez Ch. 29, 30, 31, 32</b> <b>Watch videos in the module:</b> <a href="http://www.youtube.com/watch?v=wJPrhJty7TM&amp;feature=related">http://www.youtube.com/watch?v=wJPrhJty7TM&amp;feature=related</a> <a href="http://abcnews.go.com/GMA/video/girl-worries-fat-13883429">http://abcnews.go.com/GMA/video/girl-worries-fat-13883429</a>
June 11-14	<b>Module 9a:</b> <b>Online media = colorblind?</b>	<b>Dines &amp; Humez Ch.33, 69, 70</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• <i>Black Twitter: A virtual community ready to hashtag out a response to cultural issues</i></li> </ul>
	<b>Module 10a:</b> <b>Race, gender, class, and media in International perspective/Globalization</b> <u>Quiz 9, Discussion post 9</u> <i>(Due 6/14 11:59pm)</i>	<b>Dines &amp; Humez Ch. 44, 61</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• <i>Miller, J. Ugly Betty goes global: Global networks of localized content in the telenovela industry</i></li> <li>• <i>Films with Black Stars Seek to Break International Barriers</i></li> <li>• <i>Save my blockbuster!</i></li> </ul> <b>Watch: videos in the module</b>
June 15-17	<b>Final exam</b>	