

## **RTV3411: Race, Class, Gender and Media Fall 2013**

**Instructor:** Ms. Nataliya Dmytrochenko

**Lecture:** Online Only

**Office:** Weimer 042

**Physical Office Hours:** by appointment only

See Syllabus weeks for virtual chat times.

**E-mail:** [natav777@ufl.edu](mailto:natav777@ufl.edu) or through "Mail" tool in Sakai

### **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**

**Lind, Rebecca Ann (2013). *Race/Gender/Class/Media 3.0. Considering diversity across audiences, content, and producers* (3<sup>rd</sup> edition). Boston: Pearson**

**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 at 12:00 a.m. to Sunday at 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. Two exams 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 exams. 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 **five attempts** at each quiz.

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

Each student is required to write **one** post (300-500 words) and upload it to a discussion board, discussing the reading and lecture content. 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 200-300 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 "Sakai – Assignments."

### ***Midterm and Final Exams:***

Students will complete exams 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 Sakai - Assignments.*

## Grading:

<b>Module quizzes (10)</b>	<b>100 points</b>	<b>10%</b>
<b>Group discussions (10)</b>	<b>250 points</b>	<b>25%</b>
<b>Media analysis (1)</b>	<b>250 points</b>	<b>25%</b>
<b>Midterm exam</b>	<b>200 points</b>	<b>20%</b>
<b>Final exam</b>	<b>200 points</b>	<b>20%</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

Information on current University of Florida grading policies can be found at:  
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

## 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 will be due on **Sunday nights by 11:59 p.m.**, which correspond to the end of the module. Any posts received after that time 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. You must post **only** in your assigned group. Credit will not be given if you post in the group other than the group in which you were assigned. 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.

### **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.

### **Student Evaluations**

Students are 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
Week 1 Aug 21-25	<b>Module 1:</b> <b>Introduction and Class Requirements</b> <b>Quiz 1, Discussion 1</b> (Due 8/25 11:59pm)	<i>“Start Here” in Sakai</i> <b>Watch instructor’s welcome video</b> <b>Read Syllabus</b>
Week 2 Aug 26 – Sept 1	<b>Module 2:</b> <b>Defining media diversity: What are we doing here?</b> <b>Quiz 2, Discussion post 2</b> (Due 9/1 11:59pm)	<b>Lind Ch. 1 (pp. 1-12)</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <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>Are the Tsarnaevs White?</i></li> <li>• <i>Ethnicity, religion and the Tsarnaev brothers</i></li> </ul>
Week 3 Sept 2 – 8	<b>Module 3:</b> <b>Media and stereotypes</b> <b>Quiz 3, Discussion post 3</b> (Due 9/8 11:59pm)	<b>Lind 2.1, 2.2, 3.7, 5.4</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• Bystrom et al. <i>Newsstyle: Media coverage of Candidate Presentation.</i></li> </ul>
Week 4 Sept 9-15	<b>Module 4:</b> <b>The Blacks, Whites, Pinks and Blues of Media Ownership</b> <b>Quiz 4, Discussion post 4</b> (Due 9/15 11:59pm)	<b>All readings contained within module:</b> <ul style="list-style-type: none"> <li>• Dines, G., and Humez J. (2003). <i>The new media giants: Changing industry structure</i>, pp. 21-39</li> <li>• Diversity in newsroom pays off</li> </ul>
Week 5 Sept 16-22	<b>Module 5a:</b> <b>Journalism and difference. How informed are the media?</b> <b>(No assignment due)</b>	<b>Lind Ch. 3.4, 5.2, 5.5</b>
Week 6 Sept 23-29	<b>Module 5b:</b> <b>Journalism and difference. How to improve coverage.</b> <b>Discussion post 5, Quiz 5</b>	<b>Lind Ch. 8.1</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• <i>“Rim of the New World Series”</i></li> <li>• Woods, <i>“The Essence of Excellence”</i></li> </ul>

	(Due 9/29 11:59pm)	
<b>Week 7</b> Sept 30 – Oct 6	<b>Module 6:</b> <b>Hate speech or free speech?</b> <b>Discussion post 6, Quiz 6</b> <b>Media Analysis Due</b> (Due 10/6 11:59pm)	<b>Lind Ch. 2.5, 7.1</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• How to report on Quran burning and other hate speech</li> <li>• Florida pastor Terry Jones and the far reach of free speech</li> </ul>
<b>Week 8</b> Oct 7-13	<b>Midterm exam</b>	
<b>Week 9</b> Oct 14-20	<b>Module 7a:</b> <b>Entertainment Media</b> <b>(No assignment due)</b>	<b>Lind Ch. 6.1, 6.2, 6.4, 7.6</b>
<b>Week 10</b> Oct 21-27	<b>Module 7b:</b> <b>Entertainment Media</b> <b>Quiz 7, Discussion post 7</b> (Due 10/27 11:59pm)	<b>Lind Ch. 6.5, 6.6, 6.7, 6.8, 6.9, 6.10</b> <b>Watch: additional videos in the module</b>
<b>Week 11</b> Oct 28-Nov 3	<b>Module 8:</b> <b>Selling and Spinning:</b> <b>Advertising and PR practices</b> <b>Quiz 8, Discussion post 8</b> (Due 11/3 11:59pm)	<b>Lind Ch. 2.3; 3.3; 5.8; 5.9</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>
<b>Week 12</b> Nov 4 -10	<b>Module 9a:</b> <b>Online media = colorblind?</b> <b>(No assignment due)</b>	<b>Lind Ch. 2.4; 4.2; 4.3; 5.6; 7.5</b>
<b>Week 13</b> Nov 11-17	<b>Module 9b:</b> <b>Alternative media and community journalism.</b> <b>Quiz 9, Discussion post 9</b> (Due 11/17 11:59pm)	<b>Lind Ch. 8.3; 9.1</b> <ul style="list-style-type: none"> <li>• Matsaganis M., Katz, V., Ball-Rokeach. (2011) <i>Ethnic minorities and their media</i>, pp. 69-89</li> </ul>
<b>Week 14</b> Nov 18-24	<b>Module 10a:</b> <b>Race, gender, class, and media in International perspective. Globalization.</b> <b>(No assignment due)</b>	<b>Lind 3.5</b> <b>Additional reading in module:</b> <ul style="list-style-type: none"> <li>• Miller, J. <i>Ugly Betty goes global: Global networks of localized content in the telenovela industry</i></li> </ul> <b>Watch: videos in the module</b> <ul style="list-style-type: none"> <li>• <i>Ouch! Western Beauty Norms Head East</i></li> <li>• <i>Plastic surgery boom as Asians seek “western” look</i></li> <li>• <i>PSY Gangnam style</i></li> </ul>
<b>Week 15</b> Nov 25 –Dec 1	<b>Module 10b:</b> <b>Community journalism. Advocacy.</b> <b>Quiz 10, Discussion post 10</b>	<b>Lind 8.2, review websites mentioned in the lecture</b>

	<i>(Due 12/1 11:59pm)</i>	
<b>Dec 8-11</b>	<b>Final exam</b>	