

# **RTV3411: Race, Class, Gender and the Media** **FALL 2015**

**INSTRUCTOR:** Dr. Ananya Roy

**LECTURE:** Online Only

**VIRTUAL OFFICE HOURS:** Monday, Wednesday and Friday 11 a.m. to 12 noon via email.

**E-MAIL:** [ananyaroy69@ufl.edu](mailto:ananyaroy69@ufl.edu) or through Canvas mail

## **COURSE DESCRIPTION**

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

## **COURSE GOALS**

- Identify how cultural and social privilege can influence the media.
- Learn about the 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 towards embracing differences 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. (4th 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 at 11:00 a.m. to Sunday at 11:55 p.m.** of a given week—including holidays. It is the student's responsibility to follow and adhere to this schedule. Each module consists of 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 calculated based on the grading rubric that follows.

## **ASSIGNMENTS**

### ***Quizzes***

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

### ***Discussions***

Each student is required to write **one** post (300-350 words) in the Discussion

board on Canvas, 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 100-150 words each). These responses should also have a clear thesis and correct grammar to receive credit. Refer to the Module Slides for more information.

**Media Analysis**

Each student will compare and contrast **one week** of content from two media products of same or different media formats (it may 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 the role and significance of race/class/gender in the media content. Discuss your findings in a 3-4 (three to four) page paper (Arial font, double-spaced, 12-font size). For specific requirements, refer to the Canvas tab on 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).

**GRADING**

- Module quizzes (10) 100 points 10%
- Group discussions (10) 250 points 25%
- Media analysis (1) 250 points 25%
- Midterm exam 200 points 20%
- Final exam 200 points 20%
- Total 1000 points**

**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: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#grades>

**COURSE POLICIES**

**Deadlines**

**No late assignments or quizzes will be accepted or accommodated**

**except for medical emergencies.** If you are unable to complete your work on time for a particular module due to a family emergency, email me in advance citing the reason. Write to me at least two days in advance unless it's a medical emergency. Final decision on accommodation will be made based on advance notice, AND the Instructor's discretion.

### ***Discussions***

To receive credit, all posts and replies will be due on **Sunday nights by 11:55 p.m.**, which correspond to the end of the module. Any posts received after that time will not receive credit.

Each student will be evaluated individually on his/her posts **AND** meaningful responses to 2 of his/her classmates' posts.

***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. **DO NOT** use derogatory or slang language in your discussion posts or assignments. Everyone deserves a safe environment in which to participate in class discussions. Therefore, while expressing what you feel about a particular issue, be respectful in your discussion posts and peer interactions. Disrespect towards other students, direct or covert, will NOT be tolerated under ANY CIRCUMSTANCE. 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 me via email before including such words/phrases in your post.

- Use attention-grabbing subject lines in all posts. **DO NOT** title posts "Module 1, Module 2" etc. Instead, label the post 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. Write clearly and purposefully; check for spellings. **DO NOT** use SMS/text or slang language.
- **ONLY** thoughtful posts that adhere to these policies (including due dates and times) will receive full credit.
- All websites/URLs that you include in your assignments, discussions and media analysis **MUST** be hyperlinked (clickable links).

### ***Technical assistance***

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 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 late/unattempted assignments that cite technical issues as the reason.* If the UF HelpDesk cannot resolve your issue, please contact me as soon as possible. Please

plan accordingly to negotiate these potential interruptions, as it is your responsibility to turn in assignments by the deadlines.

### **STUDENT HONOR CODE**

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.

### **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### **COURSE EVALUATION**

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**

Please note: The Instructor reserves the right to modify this schedule as necessary for the benefit of the class.

DATE	TOPIC/ASSIGNMENTS	READINGS
Week 1 Aug 24-30	<b>Module 1: Introduction and Class Requirements Quiz 1, Discussion 1</b>	Access the "Home" tool in Canvas, which will take you to the "Welcome" and "Course Materials (Module

	( <i>Due 8/30 11:55pm</i> )	1)" pages.  <b>Read the Syllabus</b>
Week 2 Aug 31-Sep 6	<b>Module 2:</b> <b>Defining media diversity: What are we doing here?</b> 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? <b>Quiz 2, Discussion 2</b> ( <i>Due 9/6 11:55pm</i> )	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Breaking through the binary: Gender explained using continuums</li> <li>• Census Bureau proposes changes</li> <li>• How blogs, Twitter and mainstream media have handled the Trayvon Martin case</li> <li>• In Zimmerman trial, it's a jury of millions</li> <li>• The iconic photos of Trayvon Martin &amp; George Zimmerman &amp; why you may not see the others</li> <li>• Are the Tsarnaevs White?</li> </ul>
Week 3 Sep 7-13	<b>Module 3:</b> <b>Media and stereotypes</b> What is stereotyping? How does stereotyping affect media audience? Do the media treat men and women political candidates equally? <b>Quiz 3, Discussion 3</b> ( <i>Due 9/13 11:55am</i> )	<ul style="list-style-type: none"> <li>• Gorham: <i>Considerations of Media Effects: The Social Psychology of Stereotypes: Implications for Media Audiences</i></li> <li>• Bystrom et.al., (2004). Gender and Candidate Communication. New York: Routledge. Chapter 10. <i>NewsStyle: Media Coverage of Candidate Presentation</i> pp. 173-187.</li> </ul>
Week 4 Sep 14-20	<b>Module 4:</b> <b>The Blacks, Whites, Pinks and Blues of Media Ownership</b> What is media	<b>Dines &amp; Humez Ch. 3, 17</b> <b>Additional readings:</b> <ul style="list-style-type: none"> <li>• Diversity in newsroom pays off</li> <li>• Women on boards</li> </ul>

	<p>homogenization? How does ownership of media affect content?</p> <p><b>Quiz 4, Discussion post 4</b> (<i>Due 9/20 11:55pm</i>)</p>	<p>of directors: the case study of Norway (optional reading)</p> <ul style="list-style-type: none"> <li>The spread of gender quotas for company boards (optional reading)</li> </ul>
<p>Week 5 Sep 21-27</p>	<p><b>Module 5a: Journalism and difference.</b> <b>How informed are the media?</b> 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>No assignment due</b></p>	<p><b>Dines &amp; Humez Ch. 13</b> <b>Additional reading:</b></p> <ul style="list-style-type: none"> <li>Where are the female athletes in Sports Illustrated? A content analysis of covers (2000–2011)</li> </ul>
<p>Week 6 Sep 28-Oct 4</p>	<p><b>Module 5b: Journalism and difference continued.</b> How informed are the media? <b>Discussion post 5, Quiz 5</b> (<i>Due 10/4 11:55pm</i>)</p>	<p><b>Readings</b></p> <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> <li>How war of images in George Zimmerman trial will shape future media coverage of race</li> <li>Cable, Twitter picked up Ferguson story at a similar clip</li> <li>Ferguson media get into the story</li> <li>From Michael Brown to the Central Park Five, race changes how victims are portrayed</li> </ul>
<p>Week 7 Oct 5-Oct 11</p>	<p><b>Module 6: Hate speech or free speech?</b> What is hate speech? How</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li><i>How to report on Quran burning and other hate speech</i></li> </ul>

	do we identify hate speech in media content? How do journalists cover stories that involve hate speech? <b>Discussion post 6, Quiz 6</b> <i>(Due 10/11 11:55pm)</i>	<ul style="list-style-type: none"> <li>Florida pastor Terry Jones and the far reach of free speech</li> </ul>
<b>WEEK 8 Oct 12-18</b>	<b>MID TERM EXAM</b>	<b>MID TERM EXAM</b>
Week 9 Oct 19-25	<b>Module 7a: Entertainment Media</b> What are the various types of racism? How do entertainment media present race, gender and class? What is feminism?  <b>No assignment due</b>	<b>Dines &amp; Humez Ch. 18, 55, 56</b> <b>Additional reading:</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>
Week 10 Oct 26- Nov 1	<b>Module 7b: Entertainment Media Continued</b> <b>Quiz 7, Discussion post 7</b> <i>(Due 11/1 11:55pm)</i>	<b>Dines &amp; Humez Ch. 16, 19, 28, 58</b> <i>Gender Inequality in Popular Films: Examining On Screen Portrayals and Behind-the-Scenes Employment Patterns in Motion Pictures Released between 2007-2013</i>
Week 11 Nov 2-8	<b>Module 8: Selling and Spinning: Advertising and PR practices</b> How are men and women represented in advertisement? What is body image? <b>Quiz 8, Discussion post 8</b> <i>(Due 11/8 11:55pm)</i>	<b>Dines &amp; Humez Ch. 29, 30, 31, 32</b> <b>Watch videos in the module:</b> 1. <a href="http://www.youtube.com/watch?v=wJPrhJty7TM&amp;feature=related">http://www.youtube.com/watch?v=wJPrhJty7TM&amp;feature=related</a> 2. <a href="http://abcnews.go.com/GMA/video/girl-worries-fat-13883429">http://abcnews.go.com/GMA/video/girl-worries-fat-13883429</a>
Week 12 Nov 9-15	<b>Module 9: Is online media colorblind?</b> What are the outcomes of social networks? What are the consequences of	<b>Dines &amp; Humez Ch.33, 69, 70</b> <b>Additional reading:</b> <i>Black Twitter: A virtual community ready to hashtag out a response to</i>

	anonymity in online discussions?  <b>No assignment due</b>	<i>cultural issues</i>
Week 13 Nov 14-22	<b>Module 10:</b> <b>Race, gender, class, and media in International perspective/Globalization</b> <b>How do media outside of the U.S. present race, gender and class? What are some of the cultural differences in media issues?</b> <b>Quiz 9, Discussion post 9</b> <b>(Due 11/22 11:55pm)</b>	<b>Dines &amp; Humez Ch. 44, 61</b> <b>Additional reading:</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>
Week 14 Nov 23-29	Media Analysis Week <b>(Due 11/29 11:55 pm)</b>	
Week 15 Nov 30-Dec 6	<b>Final Exam</b>	<b>Final Exam</b>