# JOMC 442/WMST 442 Gender, Class, Race and Mass Media SUMMER 2015

Professor: Dr. Anne Johnston

Office: 356 Carroll Hall Phone: 919-962-4286

Email: amjohnst@email.unc.edu

## **Course Description and Purpose**

The purpose of this course is to explore the relationship between gender and media. Topics to be discussed will include: theories of media and the process of studying gender in media; representations of gender in media; and how gender influences production and consumption of media. In addition, we will be discussing media's role in covering and portraying issues such as sexual violence, harassment and sex trafficking. Students should read my instructor comments and the assigned readings before answering the questions or doing the assignments in the Discussion Board. Also, students are expected to hand in assignments and papers on designated due dates. **Late papers are not accepted.** 

## **Learning Objectives**

Following completion of the course, you should be able:

- To articulate some of the ways in which gender may influence media production and consumption
- · To analyze media representations of gender using theoretical or conceptual principles
- To understand stereotyping, framing and other processes that shape the way media depict and represent gender
- To make connections between your personal experience, and your formal and mediated learning.

# Contacting me and turning in assignments

If you have questions, please email me at the address listed above. If I don't respond to you within 24 hours during weekdays, please assume that I didn't receive your email, and email me again or call me at 919-962-4286. That's my office phone, and I check messages there frequently during weekdays. I would also be happy to set up an appointment to speak with you by phone, in person, or via Skype. I will check email daily from Monday morning until Friday afternoon. On weekends, (Internet service allowing!) I check my work email once...typically sometime Saturday morning or Sunday afternoon.

You will use the Assignments tool/area on the Sakai site to turn in the papers for the class. Anything you turn in should be in .doc or .docx format so that I can use the review/comment functions.

#### **Honor Code**

Students must adhere to the letter <u>and</u> spirit of the <u>university honor system</u>. Academic dishonesty will not be tolerated – this includes plagiarism, cheating or any false means of obtaining a grade – and may result in failure of the course, and suspension or expulsion from the university. If I suspect academic dishonesty, I have a duty to report it to the J-School's senior associate dean for undergraduate studies, the Student Attorney General, or the judicial programs officer in the Dean of Students' office for further action. For information on how to avoid plagiarism, go to The Writing Center's <u>plagiarism</u> site.

#### Title IX

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here <a href="http://campusconversation.web.unc.edu/resources/">http://campusconversation.web.unc.edu/resources/</a>

### **AEJMC values**

The School of Journalism and Mass Communication's accrediting body outlines a number of values that our majors should be aware of and competencies our majors should be able to demonstrate by the time they graduate from our program. You can learn more about them here under the heading "Professional values and competencies" <a href="http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps">http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps</a>

# **Required Reading**

Textbook: Dines, G. & Humez, J. M. (Eds.). (2015). <u>Gender, race and class in media: A critical reader</u> (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

In addition to the textbook, I will assign readings from other sources. These articles or book chapters will be available from the course Sakai site, or from a link to the source.

As you look at the Schedule at a Glance, you'll notice under Readings/Links/Video three types of sources:

- 1. Dines & Humez (D&H) (chapters in your textbook). Most of the chapters in here are very short...2-3 pages long;
- 2. Sakai readings & resources (.pdfs of chapters, articles, or documents and copies of PowerPoint slides located in Day-by-Day folders);
- 3. Websites/Links (articles or readings available directly from a particular website. Just click on the link to get to the material.)

Note: There will be some material that you will be exposed to via the readings and videos that may be upsetting because of the topics dealt with. Please let me know if you have any questions about the material or if you need to talk with me about any of the assigned readings, videos or Discussion Board assignments.

Remember for each day of class to:

- ➤ Look at your Schedule at a Glance for your readings/links
- > Go to that day's folder in the Day-by-Day section of the Sakai site
- > Read my comments and do the readings for that day.
- ➤ Check the "To Do" column on the Schedule at a Glance. For most days, your "To Do" assignment will be in the Discussion Board where you will be replying/posting/commenting. Remember to read the instructions for that particular Discussion Board day and post between 7 a.m. and 9 p.m. On some days when you're not posting in the Discussion Board, you may be watching a video or doing some research on a topic.
- Note: Although you are welcome to read ahead, please remember to re-read the daily comments and the Discussion Board assignments on that particular day of class. I may update or add material, so be sure to check back and look at that day's materials before you go into the Discussion Board or start any daily assignment.

### **Grades**

Scale for grades:

A 95-100	C+ 77-79
<b>A-</b> 90-94	<b>C</b> 74-76
<b>B</b> + 87-89	<b>C-</b> 70-73
<b>B</b> 84-86	<b>D</b> + 67-69
<b>B-</b> 80-83	<b>D</b> 60-66
	<b>F</b> 59 and below

*Note*: For an understanding of what the various grades mean, see the UNC Faculty Council's statement here.

I don't negotiate grades, but I will hear your concerns and talk with you about them. If you want to discuss any

assignment, exam or paper grade, I ask that you take **24 hours** before emailing me about the grade and provide information in the email about your questions. Also, you will need to contact me about any concerns you have about a grade within **two days** of receiving the grade.

Your grades will be based on the following. I've included the percent that each one will count toward the final grade and the due dates and times. Following the table, I've included additional information and guidelines for each of the course requirements.

Course Requirements	% of grade	Date Due	Time Due
Discussion Board/Daily Assigments	20%	Monday through Friday	7 a.m. until 9 p.m.
Midterm Exam	20%	Tues., May 26	Due by 9 p.m.
Final Exam	25%	Wed., June 17	Due by 9 p.m.
Paper I (Textual analysis)	15%	Thurs., June 4	Due by noon (12 p.m.)
Paper II (Analysis of media consumption)	20%	Fri., June 12	Due by noon (12 p.m.)

# **Discussion Board (20%):**

For most days of the course, you'll be posting in The Discussion Board. It will serve as our virtual classroom. That means that the online discussion in the Discussion Board is analogous to class time. A summer course meets for 1.5 hours every day so an online course requires about 1.5 hours of online time each day that we 'meet' as a class (Monday through Friday). These 1.5 hours would include watching videos, reading the Discussion Board topics for that day, reading comments, posting comments and responding to comments. Although you will be able to read in advance any of the materials in the Day-by-Day folders for the class as well at the topics or assignments for the Discussion Board, you should not post comments or reply to the topics before the scheduled day for those Discussion Board topics. ONLY comments made between 7 a.m. and 9 p.m. for that day will be considered for grading. For example, you will be able to see what the Discussion Board topics will be on May 21st, but I won't grade any posts in there except those made between 7 a.m. and 9 p.m. on May 21st.

The Discussion Board is where you'll apply what we're reading to your understanding of materials, gather additional material to share or reflect on your own experiences with some of the topics. You may also be expressing opinions about topics. You should always feel free to disagree with any opinion (including mine) expressed in comments. But I will also require that we all be respectful of others' opinions and have civil conversations in our virtual classroom. By the way, I won't be replying to everyone's comments or posts every day. Some days I may respond to several comments from several students, other days I may respond to individual students. If you ever have a question about anything, please send me an email and ask.

One piece of advice about commenting in the Discussion Board: for any longer posts/comments, I strongly encourage you to write your comments in some type of word/text document and then copy your comments into the Sakai site. The Sakai Discussion Board can sometimes 'eat' comments/posts...and you'll lose your work. I've had it happen to me...so just a caution from my experiences. So when you click on the topic and "Post Reply" just copy your comments from your word documents and then click

Paste from Word ... and put in any comments you've made.

Here's how I will grade Discussion Board participation: You'll be graded on a o-5 point scale for each day's participation. Those points will be added up for your final participation grade in the Discussion Board (which counts for 20% of your total course grade.) **Generally**, your participation will be evaluated in terms of the quality of your comments/posts (that is, how they reveal your critical thinking and ability to apply course content), the substantive nature of your comments (they are complete and substantive, not brief statements of "I agree or disagree" and in them you answer all of the required topics) and the timely nature of your posts (you will lose points if you are always responding to all topics at the last minute, making it very difficult for anyone to respond to your comments), and of course, the basic quality of your writing and expression of ideas.

More specifically, here's how I'll apply the points:

4-5 points - the comments meet the expectations. Excellent writing and expression. Posts are substantive, arguments or points are completely expressed and defended. There's clear evidence that material from the readings are applied to the responses to the topics. Responses to other posts are substantive and provide new ideas and information or opinions about the post. They move the discussion along and contribute new information to the discussion.

3 points - comments are average and meet the minimum requirements, but nothing beyond that. The language and writing is generally free of errors, and expression of ideas and opinions is clear. Most of the points are supported with personal examples and evidence or application of reading and course materials. Responses to other posts are mostly substantive, and some provide new ideas and information or opinions about the post.

1-2 point—posts are not substantive; they are incomplete. They don't reflect an understanding of the material or course content, they don't apply that material to the comments, the quality of the writing and expression of ideas needs improvement.

o points – given to a student who does not post at all on any given day (this will include posting outside of the scheduled time for the Discussion Board).

## Midterm Exam (20%) & Final Exam (25%) (Submit by 9 p.m. on the days they are scheduled)

You are expected to know any and all material that is listed on your syllabus and schedule. Yes, I do expect you to know material even if we have not covered it in the Discussion Board topics. Exams may be comprised of multiple choice, identifications, short answers and essays. The Final Exam is not cumulative but it will cover more material than the Midterm Exam. More details about the exams will follow.

## Paper I (15%) and Paper II (20%) (Submit by noon on the days they are due)

You will have two short papers due in the course. Papers are due and should be submitted using the Assignment Tool in Sakai by 12 p.m. (noon) on the day that they are due. To see a more complete description of and guidelines for the papers, check the Paper Guidelines folder under Day-by-Day or in the Assignment tool of the Sakai site. You will also have a chance to work on material for these papers in some of the Discussion Boards.

# JOMC/WMST 442 Gender, Race, Class and Media Schedule at a Glance

Summer 2015

temember to check the folder for each day in the Day-by-Day section of the Sakai site. Il times for due dates are expressed in Eastern Standard Time.

Veek 1		To Do:
Day 1 May 13 Wed	Introduction to the course and to each other	
	Sakai (readings & resources):	<b>Discussion Board</b>
	1. "Introduction to Media Literacy"	7 a.m9 p.m.
Day 2	Assumptions about gender: Issues, theories, approaches	
1ay 14 Thurs		<b>Discussion Board</b>
	Readings/Links/Video  Dines & Humez: Ch. 1 (Kellner); Ch. 4 (Lull)  Sakai (readings & resources):  1. Bhatt, et al "How media shapes perceptions"  Websites/Links (2):  Chemaly, "From the Classroom to the Courtroom"	7 a.m9 p.m.
Jay 3 Jay 15 Fri	Media and gender: The research	Find an article, online/broadcast
	Readings/Links/Video	story or post having to do with research
	Sakai (readings & resources):	on media & gender.
	1. Byerly, "The geography of women and media scholarship"	You'll share these in in Monday's
	Websites/Links (1):	Discussion Board.
	"Everything You Always Wanted to Know"	

Veek 2		To Do:
Day 4	Media and race/gender: Resisting media messages	
1ay 18 Mon	D - 1' /I ' - 1 - /I' ' 1	Discussion Board
	Readings/Links/Video Sakai (readings & resources):	7 a.m9 p.m.
	1. Dennis, "Men, masculinities and the cave man"	
	2. Collins, "Distinguishing features of black feminist thought"	
Day 5	Media and race/gender: Using social media for activism and	
Aay 19 Tues	advocacy	Discussion Board
	Readings/Links/Video	7 a.m9 p.m.
	Sakai (readings & resources):	
	1. Jeter, "Get Angry. Go Viral"	
	Websites/Links (3):	
	Ramsey: <u>The Truth About Black Twitter</u>	
	"Who Needs Feminism" project	
	_KnowYourIX: Empowering students to stop sexual violence	
Day 6	Gender and media ownership	
Iay 20 Wed	Readings/Links/Video	Discussion Board
	Dines & Humez: Ch. 3 (Croteau, Hoynes & Milan)	7 a.m9 p.m.
	Sakai (readings & resources):	
	1. "Who Makes the News?" (Global Media Monitoring Project) Websites/Links (1):	
	Websites/ Links (1). Women's Media Center report	
	Look at the full report (you can download from this site.) Check out the	
	beginning pages for an overview and look at the Executive summary (starts	
	on page 17 of the full report)	
)ay 7	Being in charge/producing media content: gender and media	
1 ay 21 Thurs	professions	
	Readings/Links/Video Sakai (readings & resources):	Discussion Board
	1. Everbach, T. (2006). "The culture of a women-led newspaper"	7 a.m. – 9 p.m.
	2. Webb, "An American journalist"	/ u.iii. 9 p.iii.
	3. Ricchiardi, "Getting the picture"	
Day 8	Gender and media: some 'conversations' with professionals	
May 22 Fri	Gender and media. Some conversations with professionals	
11ay 22 111	Readings/Links/Video	Watch video on
	Websites/Links (3):	Women in
	A Candid Conversation with 5 Women Leaders of	Hollywood:
	Advertising & Media	http://video.pbs.
	Where are all the women creative directors?	org/video/236534 0582/
	<u>5 reasons women are effective PR leaders</u>	

Veek 3		To Do:
Day 9	Memorial Day Holiday – No class	
Iay 25 Mon		
)ay 10	Midterm due by 9pm	Midterm due by
1ay 26 Tues		9pm
)ay 11	Representing gender, race, and class in media: An introduction	
Iay 27 Wed		<b>Discussion Board</b>
	Readings/Links/Video	7 a.m. – 9 p.m.
	Dines & Humez:	
	Ch. 14 (Rogers); Ch. 11 (Hall); Ch. 39 (Caputi)	
	Sakai (readings & resources):	
	1. Huntemann, "Pixel pinups: Images of women in video games."	
	Websites/Links (1):	
	Sad study reveals(appearance, gender and avatars)	
)ay 12	Gender, race and class representations in media: characterizations	
Iay 28 Thurs_	and stereotypes	Watch video
		Tough Guise 2
	Readings/Links/Video	N
	Dines & Humez:	Note: this is for off-
	Ch. 13 (McKay & Johnson); Ch. 32 (Fairclough); Ch. 53 (Butsch)	campus connection, and
	Sakai (readings & resources):	you'll have to login with your onyen and
	1. Collins, "Mammies, matriarchs, and other controlling images"	password
		pubsitoru
)ov. 10	Adventiging culture congruenciem and congruence to	
)ay 13	Advertising culture, consumerism, and representations	Discussion Board
Iay 29 Fri	Readings/Links/Video	
	Dines & Humez: Ch. 26 (Jhally)	7 a.m. – 9 p.m.
	Sakai (readings & resources):	
	1. Mitra & Lewin-Jones, "Colin won't drink out of a pink cup."	

Veek 4		To Do:
Day 14 une 1 Mon	Advertising culture, consumerism, and representations, con't	Watch video
	Readings/Links/Video Dines & Humez: Ch. 30 (Gill); Ch. 31 (Murray)	Still Killing Us Softly 4
	Sakai (readings & resources):  1. Kilbourne, "Two Ways a Woman can get hurt: Advertising and Violence"  2. Bordo, "Hunger as Ideology"	Note: this is for off- campus connection, and you'll have to login with your
Dow 15	Workshop and wing condendiculars and roles in eds	onyen and password
Day 15 une 2 Tues	Workshop: analyzing gender displays and roles in ads  Readings/Links/Video  Paper I guidelines in Paper Guidelines folder in Day-by-Day section.	<b>Discussion Board</b> 7 a.m. – 9 p.m.
)ay 16	Representations in TV and Movies	
une 3 Wed	Readings/Links/Video <b>Dines &amp; Humez:</b> Ch. 12 (Shome); Ch. 16 (Lee & Moscowitz); Ch. 59 (Kosnik)	<b>Discussion Board</b> 7 a.m. – 9 p.m.
	Sakai (readings & resources):  1. Smith, et. al. "Gender roles and occupations"  Websites/Links (1):  Hollywood's year of heroine worship	
oay 17 une 4 Thurs	Movie and TV roles for women: Princesses and sheroes  Readings/Links/Video	<b>Discussion Board</b> 7 a.m. – 9 p.m.
	Sakai (readings & resources):  1. England, Descartes, & Collier-Meek, "Gender role portrayal"  2. Orenstein, "What's wrong with Cinderella?"  Websites/Links (2):  "Disney sexes up Brave's Merida"	PAPER I due (noon)
	The Burka Avenger	
Day 18 une 5 Fri	Movie and TV roles for women, con't: sheroes, final girls and femme fatales.  Readings/Links/Video	<b>Discussion Board</b> 7 a.m. – 9 p.m.
	Sakai (readings & resources):  1. Magoulick, "Frustrating female heroism: Mixed messages"  Websites/Links (2):  Grossman, "Digging into horror's 'final girl' trope"	
	"Film noir's progressive portrayal of women"	

Veek 5		To Do:
)ay 19	Gender and music	
une 8 Mon	Readings/Links/Video	Discussion Board
	<b>Dines &amp; Humez:</b> Ch. 20 (David); Ch. 40 (Rose)	7 a.m. − 9 p.m.

Ved 6/17	Final Exam	Due by 9pm
Day 24 une 15 Mon	Final day of class	<b>Discussion Board</b> 7 a.m. – 9 p.m.
	in Sakai	
une 12 Fri	Submit Paper II by noon (12pm) using Assignment Tool	Paper II due - noon
)ay 23	Paper II : Media consumption	
	3. Johnston, Friedman, & Sobel, "Framing an emerging issue"	
	post) 2. Friedman & Johnston, "Blame narratives"	
	1. Friedman & Johnston, "Covering the problem" (guest blog	, , F
une 11 Thur	Sakai (readings & resources):	<b>Discussion Board</b> 7 a.m. – 9 p.m.
)ay 22	Media framing of sex trafficking	Diament P 1
	When rape goes viral	
	what does rape culture look like:	
	Websites/Links (2): What does rape culture look like?	
	2. Barak, "Sexual Harassment on the Internet"	
	Sakai (readings & resources):  1. Meyers, "African American Women"	
	Carmody) Sakai (readings & resources):	
	Dines & Humez: Ch. 19 (Cuklanz & Moorti); Ch. 37 (Collins &	7
une to weu	Readings/Links/Video	7 a.m. – 9 p.m.
)ay 21 une 10 Wed	News coverage of rape culture and violence against women	Discussion Board
	Gender differences in social media use	
	Websites/Links (1):	
	<b>Dines &amp; Humez:</b> Ch. 52 (Bertozzi); Ch. 36 (Petersen); Ch. 63 (Kessler); Ch. 67 (Lopez)	
	Readings/Links/Video	7 a.m. – 9 p.m.
une 9 Tues	Charting your own experiences as a media consumer	<b>Discussion Board</b>
)ay 20	sexually objectifying music videos"  Media consumption: How we use and view media	
	<b>2.</b> Aubrey, Hopper, & Mbure, "Check that body: the effects of	
	women in country music videos"	
	Sakai (readings & resources):  1. McClane-Bunn, "Sex in the hillbilly field: Objectification of	