

JOMC/WMST 442

Gender, Class, Race and Mass Media

SUMMER 2016

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Course Description and Purpose

The purpose of this course is to explore the relationship between gender, class, race and media. Topics to be discussed will include: theories of media and the process of studying gender/race/class in media; representations of gender/race/class in media; and how gender/race/class influence 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, race & class may influence media production and consumption
- To analyze media representations of gender/race/class using theoretical or conceptual principles
- To understand stereotyping, framing and other processes that shape the way media depict and represent gender, race, and class
- 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.

Important UNC policies and procedures:

Honor Code

Students must adhere to the letter and spirit of the [university honor system](#). 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 MJ-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 [plagiarism](#) site.

Special Accommodations:

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2015-2016 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>

UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

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 <http://campusconversation.web.unc.edu/resources/>

AEJMC values

The School of Media and Journalism'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" <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

Required Reading

Textbook: Dines, G. & Humez, J. M. (Eds.). (2015). Gender, race and class in media: A critical reader (4th 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
A- 90-94	C 74-76
B+ 87-89	C- 70-73
B 84-86	D+ 67-69
B- 80-83	D 60-66
	F 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/To Do	15%	Monday through Friday	7 a.m. until 9 p.m.
Midterm Exam	20%	Fri., May 27	Due by 11 p.m.
Final Exam	25%	Wed., June 15	Due by 11 p.m.
Paper I (Textual analysis)	15%	Fri., June 3	Due by noon (12 p.m.)
Paper II (Analysis of media consumption)	25%	Fri., June 10	Due by noon (12 p.m.)

Discussion Board/To Do (15%):

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 as 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 0-5 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 15% 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.

0 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 11 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 (25%) (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.

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Schedule at a Glance
 Summer 2016

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

Week 1		To Do:
Day 1 May 11 Wed	Introduction to the course and to each other Sakai (readings & resources): 1. "Introduction to Media Literacy"	Discussion Board 7 a.m. -9 p.m.
Day 2 May 12 Thurs	Assumptions about gender: Issues, theories, approaches 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.."	Discussion Board 7 a.m. -9 p.m.
Day 3 May 13 Fri	Media and gender: The research Readings/Links/Video Sakai (readings & resources): 1. Byerly, "The geography of women and media scholarship" Websites/Links (1): "Everything You Always Wanted to Know"	Find an article, online/broadcast story or post having to do with research on media & gender. You'll share these in in Monday's Discussion Board.

Week 2		To Do:
Day 4 May 16 Mon	Media and race/gender: Resisting media messages Readings/Links/Video Sakai (readings & resources): 1. Dennis, "Men, masculinities and the cave man" 2. Collins, "Distinguishing features of black feminist thought"	Discussion Board 7 a.m. -9 p.m.
Day 5 May 17 Tues	Media and race/gender: Using social media for activism and advocacy Readings/Links/Video Sakai (readings & resources): 1. Jeter, "Get Angry. Go Viral..." Websites/Links (3): Ramsey: The Truth About Black Twitter "Who Needs Feminism" project KnowYourIX: Empowering students to stop sexual violence	Discussion Board 7 a.m. -9 p.m.
Day 6 May 18 Wed	Gender and media ownership Readings/Links/Video Dines & Humez: Ch. 3 (Croteau, Hoynes & Milan) Sakai (readings & resources): 1. "Who Makes the News?" (Global Media Monitoring Project) Websites/Links (1): Women's Media Center report <i>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)</i>	Discussion Board 7 a.m. -9 p.m.
Day 7 May 19 Thurs	Being in charge/producing media content: gender and media professions Readings/Links/Video Sakai (readings & resources): 1. Everbach, T. (2006). "The culture of a women-led newspaper" 2. Webb, "An American journalist..." 3. Ricchiardi, "Getting the picture"	Discussion Board 7 a.m. - 9 p.m.
Day 8 May 20 Fri	Gender and media: some 'conversations' with professionals Readings/Links/Video Websites/Links (3): A Candid Conversation with 5 Women Leaders of Advertising & Media Where are all the women creative directors? 5 reasons women are effective PR leaders	Watch video on Women in Hollywood: http://video.pbs.org/video/2365340582/

Week 3		To Do:
Day 9 May 23 Mon	<p>Representing gender, race, and class in media: An introduction</p> <p>Readings/Links/Video</p> <p>Dines & Humez: Ch. 14 (Rogers); Ch. 11 (Hall); Ch. 39 (Caputi)</p> <p>Sakai (readings & resources): 1. Huntemann, "Pixel pinups: Images of women in video games."</p> <p>Websites/Links (1): Sad study reveals...(appearance, gender and avatars)</p>	Discussion Board 7 a.m. – 9 p.m.
Day 10 May 24 Tues	<p>Gender, race and class representations in media: characterizations and stereotypes</p> <p>Readings/Links/Video</p> <p>Dines & Humez: Ch. 13 (McKay & Johnson); Ch. 32 (Fairclough); Ch. 53 (Butsch)</p> <p>Sakai (readings & resources): 1. Collins, "Mammies, matriarchs, and other controlling images"</p>	Discussion Board 7 a.m. – 9 p.m.
Day 11 May 25 Wed	<p>Advertising culture, consumerism, and representations</p> <p>Readings/Links/Video</p> <p>Dines & Humez: Ch. 26 (Jhally)</p> <p>Sakai (readings & resources): 1. Mitra & Lewin-Jones, "Colin won't drink out of a pink cup."</p>	Discussion Board 7 a.m. – 9 p.m.
Day 12 May 26 Thurs	<p>Watch video Tough Guise 2</p> <p><i>Note: this is for off-campus connection, and you'll have to login with your onyen and password</i></p>	We'll discuss this video in a later Discussion Board. Use the time to review for your midterm.
Day 13 May 27 Fri	Midterm due by 11 p.m.	Midterm due by 11 p.m.

Week 4		To Do:
Day 14 May 30 Mon	Memorial Day holiday	
Day 15 May 31 Tues	Advertising culture, consumerism, and representations, con't Readings/Links/Video Dines & Humez: Ch. 30 (Gill); Ch. 31 (Murray) Sakai (readings & resources): 1. Kilbourne, "Two Ways a Woman can get hurt: Advertising and Violence" 2. Bordo, "Hunger as Ideology" Watch video Still Killing Us Softly 4 <i>Note: this is for off-campus connection, and you'll have to login with your onyen and password</i>	Discussion Board 7 a.m. – 9 p.m.
Day 16 June 1 Wed	Workshop: analyzing gender displays and roles in ads Readings/Links/Video Paper I guidelines in Paper Guidelines folder in Day-by-Day section.	Discussion Board 7 a.m. – 9 p.m.
Day 17 June 2 Thurs	Representations in TV and Movies Readings/Links/Video Dines & Humez: Ch. 12 (Shome); Ch. 16 (Lee & Moscovitz); Ch. 59 (Kosnik) Sakai (readings & resources): 1. Smith, et. al. "Gender roles and occupations" Websites/Links (1): Hollywood's year of heroine worship	Discussion Board 7 a.m. – 9 p.m. Let me know if you have any last minute questions about your paper. Happy to talk on the phone or via email.
Day 18 June 3 Fri	Paper I: Textual Analysis Submit Paper I by noon (12pm) using Assignment Tool in Sakai	PAPER I due (noon)

Week 5		To Do:
Day 19 June 6 Mon	<p>Movie and TV roles for women: Princesses, sheroes, final girls and femme fatales.</p> <p style="text-align: center;">Readings/Links/Video</p> <p>Sakai (readings & resources):</p> <ol style="list-style-type: none"> 1. England, Descartes, & Collier-Meek, “Gender role portrayal...” 2. Orenstein, “What’s wrong with Cinderella?” 3. Magoulick, “Frustrating female heroism: Mixed messages...” <p>Websites/Links (4):</p> <p>“Disney sexes up Brave’s Merida”</p> <p>The Burka Avenger</p> <p>Grossman, "Digging into horror's 'final girl' trope"</p> <p>"Film noir's progressive portrayal of women"</p>	Discussion Board 7 a.m. – 9 p.m.
Day 20 June 7 Tues	<p>Gender and music</p> <p style="text-align: center;">Readings/Links/Video</p> <p>Dines & Humez: Ch. 20 (David); Ch. 40 (Rose)</p> <p>Sakai (readings & resources):</p> <ol style="list-style-type: none"> 1. McClane-Bunn, “Sex in the hillbilly field: Objectification of women in country music videos” 2. Aubrey, Hopper, & Mbure, “Check that body: the effects of sexually objectifying music videos..” 	Discussion Board 7 a.m. – 9 p.m.
Day 21 June 8 Wed	<p>Media consumption: How we use and view media Charting your own experiences as a media consumer</p> <p style="text-align: center;">Readings/Links/Video</p> <p>Dines & Humez: Ch. 52 (Bertozzi); Ch. 36 (Petersen); Ch. 63 (Kessler); Ch. 67 (Lopez)</p> <p>Websites/Links (1):</p> <p>Gender differences in social media use</p>	Discussion Board 7 a.m. – 9 p.m.
Day 22 June 9 Thurs	<p>News coverage of rape culture and violence against women</p> <p style="text-align: center;">Readings/Links/Video</p> <p>Dines & Humez: Ch. 19 (Cuklanz & Moorti); Ch. 37 (Collins & Carmody)</p> <p>Sakai (readings & resources):</p> <ol style="list-style-type: none"> 1. Meyers, “African American Women...” 2. Barak, “Sexual Harassment on the Internet” <p>Websites/Links (2):</p> <p>What does rape culture look like?</p> <p>When rape goes viral</p>	<p>Discussion Board 7 a.m. – 9 p.m.</p> <p>Let me know if you have any last minute questions about your paper. Happy to talk on the phone or via email.</p>
Day 23 June 10 Friday	<p>Paper II : Media consumption</p> <p>Submit Paper II by noon (12pm) using Assignment Tool in Sakai</p>	Paper II due - noon

<p>Day 24 June 13 Mon</p>	<p>Special topic: Media framing of sex trafficking</p> <p>Sakai (readings & resources):</p> <ol style="list-style-type: none"> 1. Friedman & Johnston, "Covering the problem" (guest blog post) 2. Friedman & Johnston, "Blame narratives" 3. Johnston, Friedman, & Sobel, "Framing an emerging issue" 	<p>Discussion Board 7 a.m. – 9 p.m.</p>
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<p>Wed 6/15</p>	<p>Final Exam</p>	<p>Due by 11 p.m.</p>
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