

**MEJO/WGST 442**  
**Gender, Class, Race, and Media**  
**Fall 2018**  
**CA 128 (Halls of Fame)**  
**MW 3:35 p.m. – 4:50 p.m.**

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*Office hours: Wed 2-3 & by appt.*

**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. This course fulfills a UNC Gen Ed designation in that it requires ten pages of writing, exclusive of in-class exams. 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. I would also be happy to set up an appointment to speak with you in person or by phone. I will check email daily from Monday morning until Friday afternoon. Please assume that you should turn in a hard copy of any papers or assignments unless otherwise instructed.

**Attendance & Classroom Policies**

You are a vital part of the success of this course, so your attendance is desired, welcomed, and expected. This course depends on your ability to critique and discuss the readings, comment on current media images and engage in meaningful discussion about all of this. I expect your attention to be on the discussion we're having in class. Therefore, I will expect that your cell phones and other devices are powered off and that computers are only present in class if you are taking notes or viewing materials as assigned by the instructor.

You should come to class prepared to discuss the readings for that day. That means completing the assigned readings before you arrive to class.

I will take roll every class session at the beginning of class. A student will be considered absent if they arrive to class more than 10 minutes late and/or they leave class early. I do understand that some class absences are unavoidable, so you may take three (3) absences without it affecting your grade. Use these wisely, for personal reasons or for reasons that the university defines as excused (religious, family emergency, illness or participation in university sanctioned activities). You decide if you need to take an absence and for what purpose. Use them wisely because anything beyond three absences will result in point deductions from your final overall course grade. Specifically, each absence beyond 3 absences will result in a 2-point deduction from your final overall semester grade. For example, if 82 was your final score/grade and you have 4 absences, your final score is now 80.

### **More on Laptops**

In terms of using laptops, I will rely on you to monitor yourselves about your use of your laptops during the course. That means, I expect that if you use a laptop during the class you are using it to take notes about class content. I expect that you'll be paying attention to what I am saying and to what your classmates are saying and be engaged in the class for that 75 minutes that we're meeting on Mondays and Wednesdays.

You should also know that if I provide PowerPoints of my lectures, they will only be outlines of what we discuss. You'll need to fill the information in by taking good notes. And speaking of that, there's some research that shows that we do better on exams and better at remembering content when we write out our notes. I've provided two of those articles/studies in a folder on the Sakai site, just so you'll have that. I hope you'll think about what might be best for your learning style and ability to retain information and then decide how you want to take notes in class. To sum up: I expect you to give me your attention in class, and I will work to make the course engaging for us all. And I promise to give you my full attention when I receive an email from you or when you visit me in my office about any concerns, questions or problems you have.

### **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/SAFE at UNC**

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>

In this class, we will focus on the following values:

- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- think critically, creatively and independently;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

### **Required Readings**

Textbook:

Dines, G., Humez, J. M., Yousman, B., & Yousman, L. B. (Eds.). (2018). Gender, race and class in media: A critical reader (5<sup>th</sup> ed.). Thousand Oaks, CA: Sage.

In addition to the textbook, I will sometimes assign readings from other sources. These articles, blogs or book chapters, or websites will be available from the course Sakai site in that day's folder. **Remember to check the Sakai site for additional readings and resources in plenty of time to prepare for our class session.**

You are responsible for any and all material in lectures, videos, class discussions, and assigned readings (even if we don't cover the material in the readings in class). We may not cover in detail all of the material in your assigned readings, but I do expect you to have read the material and to be able to use it in our class discussions and to know it for your exams.

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 assignments. Students who experience discomfort during any of our class sessions are welcome to step out briefly.

### **Grades (Undergraduate)**

Scale for grades:

<b>A</b> 95-100	<b>C+</b> 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:* Grades are assigned according to criteria established by a UNC-CH Committee on Grading. For example, an “A” grade indicates superior work, whereas a “C” grade indicates sufficient performance. 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 **(1) one week** of receiving the grade.

### **Course Requirements and Evaluation (Undergraduate Students)**

➤ Participation/Discussion Assignments	15%
➤ Midterm Exam	20%
➤ Final Exam	20%
➤ Paper I – Analysis of Advertising Content	15%
➤ Paper II – Media Autoethnography	30%

### **Special information for graduate students taking this course**

To receive graduate credit for this class, graduate students are required to take the midterm exam and then write graduate level appropriate papers. For this class, you will write two papers: 1) a literature review supporting a proposal that you will write for a research project, and 2) a research proposal for a final research project. We will talk in more detail about these papers but for now you should begin to think about an area in gender, race, class and media that interests you, that you can find literature to help guide your research, and that you can propose a study on for this class.

Grades for graduate students are based on the following: Participation 10%; Midterm Exam: 20%; Literature Review: 30%; and Final Proposal: 40%. Graduate grades for papers and for final course grades are: H, P, L, and F.

### **Participation/Discussion Assignments & Activities**

**– 15%**

Participation in this class is worth a total of 30 points and will be calculated as 15% of your grade. You can’t make up participation, so if you miss an assignment, you can’t make that up. Because this is a senior-level class, I expect your participation to include coming to class and making comments during class sessions. But participation in this class will include other things. The 30 points you can receive for participation will be divided into the following areas:

1. *Participating in class discussions* (15 points)

You will get the full 15 points if you participate in class discussions and are prepared to discuss the assigned readings every class session. Remember, you can't make up this part of your participation grade at the end of the semester by doing these things during the last three weeks of class!

To help you prepare for each class session, write down two important points you took away from the readings and one question you have. Sometimes, to help our discussion, I will ask you to investigate some topics/facts/questions for the next class period. Those questions or tasks for you will help guide our class discussions.

More generally, I will evaluate your participation using these criteria: a) Content and understanding: Do you follow the class discussion and build on others' ideas? When you don't understand something, do you ask questions? b) Creativity: Do you generate your own insights and examples and share them with the class? c) Curiosity and interest: Do you bring enthusiasm to the classroom? Do you contribute consistently? Do you share ideas or issues you've come across in outside reading, other coursework, current events, or through personal experience?

2. *Discussion assignments & activities* (15 points)

During the course of the semester, I will ask you to comment on and bring in material that relates to our course readings or to your papers. You are expected to discuss the material either in a small group that I've assigned you to or to share the material with the class. Most of the time, you'll be asked to provide a paragraph or two of your work (typed or handwritten) or to provide the supporting material you've collected for the assignment. In addition to the ones listed on the syllabus, I may add additional ones depending on topics that come up in class and interests of students.

**Midterm Exam (20%) and Final Exam (20%)**

Exams may be comprised of multiple choice, identifications, short answers and essays. Your final exam is not cumulative. More details about the exams will follow.

**Paper I: Analysis of Advertising Content (15%)**

Students will write a 4-5 double-spaced page paper that provides a textual analysis of an ad or advertising campaign. I will provide more detailed guidelines for the paper.

**Paper II: Media Autoethnography (30%)**

Students will write a 10-12 double-spaced page paper providing an autoethnography of yourself as a media consumer, producer, user, negotiator. I will provide more detailed guidelines for the paper.

**Tentative Course Schedule**

*Unit I: An Introduction to Assumptions, Research and Key Concepts*

- Aug. 22, Wed            **Introduction to the course and to each other**
  
- Aug. 27, Mon            **Assumptions about gender: Issues, theories, approaches**
  - ✓ Dines, et al.: Ch. 1 (Kellner); Ch. 4 (Lull)
  - ✓ Sakai folder: one .pdf\_ Carter, “Sex/Gender and the Media” plus two links to articles/websites
  
- Aug. 29, Wed            **Gender assumptions and identity**
  - ✓ *Discussion Assignment & Activity*

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*Unit II: The Professionals\_ Who’s In Charge of Producing/Creating Media Content?*

- Sept. 3, Mon            **Labor Day/No class**
- Sept. 5, Wed            **Gender/race/class and media ownership**
  - ✓ Dines, et al.: Ch. 3 (Croteau, Hoynes & Milan); Ch. 5 (Foster & McChesney); Ch. 35 (Hardy)
  - ✓ Sakai folder: two links to articles/websites
  
- Sept. 10, Mon            **Producing media content: Does being in charge matter?**
  - ✓ Sakai folder: two .pdfs\_ Everbach, “Women in news media” and Ricchiardi, “Getting the picture” plus two links to articles/websites
  
- Sept. 12, Wed            **Producing media content**
  - ✓ In class: watch and discuss *Women in Hollywood*
  
- Sept. 17, Mon            **Exploring the status of women in creative roles**
  - ✓ *Discussion Assignment & Activity*

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*Unit III: Media Content and Representations*

- Sept. 19, Wed            **Representing gender, race, and class in media: An introduction**
  - ✓ Dines, et al.: Ch. 10 (Morris); Ch. 11 (Hall); Ch. 36 (Jensen); Ch. 38 (Caputi)
  - ✓ Sakai folder: one .pdf\_ “Introduction to Media Literacy”
  
- Sept. 24, Mon            **Representations in media: Questioning characterizations and stereotypes**
  - ✓ Dines, et al.: Ch. 13 (McKay & Johnson); Ch. 21 (Padva); Ch. 25 (Rebollo-Gil & Moras); Ch. 50 (Sanbonmatsu);
  - ✓ Sakai folder: one .pdf\_ Collins, “Mammies, matriarchs, and other controlling images” plus two links to articles/websites

- Sept. 26 Wed **Representations in media: Masculinity, class, ethnicity**
- ✓ Dines et al.: Ch. 18 (Katz); Ch. 24 (O'Sullivan); Ch. 52 (Butsch); Ch. 66 (Balance); Ch. 67 (Flores-Yeffal, Vidales, & Plemons).
  - ✓ Sakai folder: one .pdf\_Hess, “Asian-American actors are fighting for visibility” plus one link to article/website
- Oct. 1, Mon **Representations in media: Linking/delinking gender and violence**
- ✓ In class: Watch and discuss *Tough Guise 2*
- Oct. 3, Wed **Advertising culture, consumerism, and representations**
- ✓ Dines, et al.: Ch. 28 (Schor); Ch. 29 (Bogost); Ch. 31 (Gill); Ch. 32 (Murray);
  - ✓ Sakai folder: two .pdfs\_Kilbourne, “Two ways a woman can get hurt”; and Bordo, “Hunger as Ideology”
- Oct. 8, Mon **Midterm Exam**
- Oct. 10, Wed **Gendered representations in Advertising**
- ✓ In class: Watch and discuss *Still Killing Us Softly 4*
- Oct. 15, Mon **Critiquing and deconstructing advertising**
- ✓ *Discussion Assignment & Activity*
- Oct. 17, Wed **Gendered representations in Advertising, con't**
- Oct. 22, Mon **Paper I due**
- ✓ Discussion of analysis of advertising content
- Oct. 24 Wed **Representations in TV and film**
- ✓ Dines, et al.: Ch. 15 (Shome); Ch. 16 (Siebler)
  - ✓ Sakai folder: one .pdf\_England, et al., “Gender role portrayal” plus seven links to articles/websites
- Oct. 29, Mon **Critiquing representations in TV and film**
- ✓ *Discussion Assignment and Activity*
- Oct. 31, Wed **Media and gendered violence: rape culture and rape myths**
- ✓ Dines, et al.: Ch. 57 (Mueller)
  - ✓ Sakai folder: two .pdfs\_Meyers, “African American women and violence”; and Barak, “Sexual harassment on the Internet” plus eight links to articles/websites
- Nov. 5, Mon **Media and gendered violence: domestic violence and sex trafficking**
- ✓ Dines, et al.: Ch. 39 (Collins & Carmody)
  - ✓ Sakai folder: two .pdfs\_Droogsma, “I am the woman next door”; and Johnston & Friedman, “Boyfriends and Romeo pimps” plus two links to articles/websites

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*Unit IV: Audiences, Interpretations/Consumption of Media, Resisting Messages*

- Nov. 7, Wed                   **Media consumption: Culture, media and you**  
✓ Bring in your interviews with 2 members of your media culture/group OR Bring in your media life calendar and diary
- Nov. 12, Mon                 **Gender/race and media consumption**  
✓ Dines, et al.: Ch. 48 (Jackson & Vares); Ch. 49 (Salter); Ch. 51 (Bertozzi)  
✓ Sakai folder: three links to articles/websites
- Nov. 14, Wed                 **Gen Z and media**  
*Discussion Assignment & Activity*
- Nov. 19, Mon  
Nov. 21, Wed                 **Gender/race and media consumption, con't**  
**Thanksgiving break/No class**
- Nov. 26, Mon                 **Resisting media & messages**  
✓ Dines, et al.: Ch. 61 (Fuchs); Ch. 63 (Braithwaite); Ch. 65 (Cole, Nolan, Seko, Mancuso, & Ospina); Ch. 68 (Bonilla & Rosa)  
✓ Sakai folder: three links to articles/websites
- Nov. 28, Wed                 **Paper II due – Media Autoethnography**  
✓ Discussion of Media Autoethnography
- Dec. 3, Mon                   **Social media and activism/advocacy**  
✓ Sakai folder: two .pdfs\_Rentschler “Rape culture and the feminist politics of social media” and Stillman “The missing white girl syndrome” plus three links to articles/websites
- Dec. 5, Wed                   **Examples of activism and advocacy in media**  
✓ *Discussion Assignment & Activity*

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Dec. 8, Saturday             **Final Exam**  
4 p.m. – 7 p.m.