

MEJO 441.01W  
DIVERSITY AND COMMUNICATION  
SPRING 2019  
Online Course

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“Commit to your dream  
and the desired resources  
are provided now.”  
--Trevy A. McDonald, 2003

**Diversity and Media: Dispelling Myths, Challenging Stereotypes** is the theme for the course this semester. I have long been interested in how the media informs individuals about groups with whom they have little experience or exposure.

American mainstream media has historically been criticized for perpetuating stereotypes. Members of marginalized groups have particularly been concerned about their representation because it is not as balanced as representations of the majority group. This semester, through your individual and group assignments, you will dispel the prevalent myths and challenge the limiting stereotypes that are so pervasive in our society. It is my goal that these assignments can be posted to a class website in order to inform and educate others beyond the confines of our classroom, university, and local community.

Very early in the semester, you will each be assigned to a group. That group represents a marginalized group (e.g., African American, Arab American, etc.). Through the duration of the semester you will critically examine how that group is represented in American mainstream media through Assignment 2 and the group final project. I would like for the group members to combine their skill sets and experiences to create the group project. Based on your findings, for the final project, each group will create a new media text, which you feel presents that group more accurately. You will find details about each assignment in this syllabus.

## Course Objectives

This syllabus covers expectations of you as a student in MEJO 441, "Diversity and Communication." It also describes the general types of assignments, exams, and provides guidelines to evaluate and grade your work.

This course examines representations of marginalized groups in entertainment, news, advertising and public relations with a particular focus on roles and responsibilities. It will also explore media access and advocacy. Course topics will be explored through lecture presentations, forum exercises, student assignments and films. Students are expected to actively participate and to submit papers on assigned dates. **(There is a 10% penalty per day for late assignments. After ten days, the grade for the assignment will become a zero.)**

## Course Goals

- Critically analyze a media text
- Critically examine and explain how ethnic portrayals in the media shape our society
- Explain the complexities of the relationships between race, culture, mass media and media management/ownership
- Build networks with experts on various issues of media and society
- Master project-based learning skills including communication and presentation skills, research and inquiry skills and group-participation and leadership skills

## Professional Values and Competencies

Individual professions in journalism and mass communication may require specialized values and competencies. Irrespective of their particular specialization, all students should be aware of certain core values and competencies and be able to:

- 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.
- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

## Required Text and Readings

Wilson, C.C., Gutiérrez, F., and Chao, L.M. (2013). *Racism, sexism, and the media: Multicultural issues into the new communications age*. Los Angeles, CA: Sage.

Reserve readings are listed as noted on the syllabus.

Sakai Readings: Additional related readings will be posted on Sakai.

## Participation

All students are expected to actively participate in class. This means that you ask questions, share opinions, challenge and critique in a respectful manner. I'm sure you will find that the more you contribute to online discussions and group exercises, the more knowledgeable we all become.

## Grades

### Definitions of Undergraduate Grades

These definitions were adopted by the Faculty Council in 1976. The Council reiterated that the purpose of grades is to identify **degrees of mastery of subject matter**. Moreover, those grades have specific meaning with respect to mastery of the material.

**A** Outstanding mastery of course material. Students earning an "A" have performed far above that required for credit in the course and far above that usually seen in the course. The "A" grade should be awarded sparingly and should identify student performance that is relatively unusual in the course. The "A" grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.

**B** Superior mastery of course material. Students earning a "B" have exhibited mastery clearly above that required for credit in the course. The "B" grade should represent student performance that is strong and very clearly above performance that is generally held to be satisfactory. The "B" grade states that the student has shown solid promise in the aspect of the discipline under study.

**C** Satisfactory mastery of course material. The "C" grade should reflect performance that is satisfactory on all counts and that clearly deserves full credit for the course. The "C" grade states that, while not yet showing an unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

**D** Mastery of course material that is unsatisfactory or poor along one or more dimensions. Students achieving a "D" have exhibited incomplete mastery of course material but have achieved enough to earn credit for the course. The "D" grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of "D" grades should mean that the student would be well advised not to continue in that academic field.

**F**Unsatisfactory mastery of course material. Students earning a “F” have not demonstrated sufficient mastery of course material to earn credit for the course. The “F” grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of “F” should warrant an adviser’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Grading Worksheet

<b>Assignment/Exam</b>	<b>Grade Value</b>	<b>My Grade</b>
• Reflection Paper – Campus Cultural Center	50 points	_____
• Reflection Paper – Diversity Event	50 points	_____
• Autobiography	100 points	_____
• Assignment 2	100 points	_____
• Midterm Exam	150 points	_____
• Final Exam	200 points	_____
• Final Project	150 points	_____
• Peer Evaluation	100 points	_____
• Class Exercises	100 points	_____

Breakdown of Grades

A = 950-1000	A- = 900-949	B+ = 870-899
B = 830-869	B- = 800-829	C+ = 770-799
C = 730-769	C- = 700-729	D+ = 670-699
D = 600-669	F = 599 and below	

Breakdown of Grades for Graduate Students

Graduate grades are H, P, L, F. I determine your grade by active participation in class, the quality of your assignments, and your work in relation to others.

The following is a general description of graduate grades:

- H means a truly outstanding performance in the class and on assignments.
  - P is a solid performance overall in the class and on assignments.
  - L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class, is not handing in assignments on time, or is not participating in research basics or in-class exercises.
  - F is failing.
- **Your grade for a specific assignment will be lowered if it is turned in late (see Assignments section).**

- **Your grade for the papers and final project will be limited to a B if it contains 5-9 spelling, grammar, usage, or punctuation errors. Your grade will be limited to a C if it contains ten or more spelling, grammar, usage, or punctuation errors**

### **Grading Disputes**

My goal is to be fair, consistent, and objective in grading each student based on the established grading rubric criteria. If you have any questions about your grade, you must make an appointment with me to discuss it within a week after the assignment was returned. However, if you feel that an error has been made in grading it is your right to appeal the grade using the procedure outlined on page 384 of the *Undergraduate Bulletin*.

### **Honor Code**

It is the responsibility of each student to abide by the UNC Honor Code, which prohibits lying, cheating or plagiarism. The Honor Code, which has governed the performance of all academic work at UNC for more than 120 years, will be enforced in this class. **All student work is to be done individually, unless instructions specify that it is a group assignment. This included exams.** For a refresher visit <http://honor.unc.edu/students/index.html>

### **Getting Assistance from Me**

You can contact me by email. I will try to respond to all emails within 24 hours. Feel free to visit me during office hours to discuss any problems you may be having with the course. It is imperative that you address problems as they arise rather than waiting until the end of the semester.

### **Diversity**

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 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.

### **Special Accommodations**

If you require special accommodations to attend or participate in this course, please let me know as soon as possible so that I can help ensure that your needs are met. I prefer to know about any special circumstances within the first two weeks of the semester.

If you need information about disabilities, you can contact the Department of Accessibility Services at 962-8300 or visit the Department's website at: <http://accessibility.unc.edu>

### **Class Exercises**

Since this is an online class, many of the exercises that we would do in a face-to-face class will be done in an online format. Specific instructions for each assignment will appear in the weekly modules, which are posted to Sakai throughout the semester. I will send an e-mail to the class when each new module is posted.

## Assignments

- A tentative course schedule of readings and assignments is attached to this syllabus. Please be aware that the course schedule is subject to change – you will be notified in advance of any changes.
- Instructions for specific assignments can be found under the “Assignments” section of Sakai.

**Please save your assignment as Last Name \_MEJO441\_ Name of assignment.docx.** All assignments are due by 10:00 p.m. on the date they are due. You will lose 10% of your grade for each day your assignment is turned in late. **Assignments must be submitted under the appropriate assignment in Sakai (e.g. Autobiography, Assignment 2).**

## ASSIGNMENTS

### Reflection Papers (350-500 words) – ALL STUDENTS

Reflection papers explore personal insights on a topic or issue and how it does or does not affect you. This semester you will write two reflection papers – one will require you to visit a campus cultural center (listed below). The other reflection paper requires you to attend an event on campus (speaker, film, etc.) that explores diversity. The paper should include the following:

- Description of center or event
- Any assumptions you had prior to the experience (visit or event).
- What did you learn as a result of visiting the center or attending the event?
- Changes in perception, beliefs, etc. as a result of visiting the center or attending the event.
- Arguments on the issue raised by the speaker or film (event).
- Relevant points not explored by the speaker or film.
- Any questions you may have about the center, or issue explored in the event.
- Your overall feeling and interpretation.

### Campus Cultural Center visit (50 points)

**Word Count: 350-500 words**

**Due Date: Submit to Sakai by 10:00 p.m. on Wednesday, March 6, 2019**

- [Carolina American Indian Center](#) (113A Abernethy Hall)
- [Carolina Asia Center](#) (FedEx Global Center)
- [Carolina Latina/o Collaborative](#) (Craig North)
- [Carolina Women's Center](#) (Stone Center, Suite 101)
- [Sonya Haynes Stone Center for Black Culture and History](#)
- [UNC LGBTQ Center](#) 3308 SASB South

### Campus Diversity Event (50 points)

**Word count: 350-500 words**

**Due Date: Submit to Sakai by 10:00 p.m. on Monday, April 15, 2019**

You may attend any campus lecture, film, or other event that explores diversity for this assignment. Events will be posted to Sakai.

### **Autobiography (100 points) – ALL STUDENTS**

**Word Count: 750-1,000 words**

**Due Date: Submit to Sakai by 10:00 p.m. on Wednesday, January 30, 2018**

Your autobiography should explore your biological, anthropological, sociological, and psychological identities and how they, along with media have shaped your perspective of diversity in America. Explore the following: What is the race and ethnicity of your parents and grandparents? (biological); What cultural expressions and experiences are part of your life? (anthropological); How do others see you and treat you? (sociological); What does all of this mean and how do you see yourself? (psychological). How is any of this influenced by the media you consume? Make sure you hook your reader with the introduction.

### **Assignment 2**

**Undergraduate students have the option of writing a diversity feature or a textual analysis**

**Diversity Feature (100 points)**

**Word count: 1,000-1,200 words**

**Due Date: Submit to Sakai by 10:00 p.m. on Wednesday, March 20, 2019**

The feature story is a human-interest story that relates to your assigned group and meets the class theme of dispelling myths and challenging stereotypes. It must be about a person, event, organization, or situation on the UNC campus. In previous semesters students have written excellent feature stories on students, faculty members, events like Holi Moli, campus organizations and other campus issues. **You must interview two people.** You may also pitch a video diversity feature with B-roll and natural sound or an audio diversity feature with natural sound. Must be 3-5 minutes in length. There are guidelines in the Resources folder in Sakai for writing Feature Stories. Please consult the guidelines prior to completing the assignment.

**OR**

**Textual Analysis (100 points)**

**Word count: 1,000-1,200 words**

**Due Date: Submit to Sakai by 10:00 p.m. on Wednesday, March 20, 2019**

Each student will be placed in a group (African-American, Arab-American, etc.), which will explore the ways in which that group is portrayed in mainstream mass media. For this assignment, each student in the group will examine a different and specific media text (e.g., an **episode** of a TV show, a film, a magazine ad, etc) and write a textual analysis. An analysis of a television series (as opposed to a single episode), or the films of a particular actress or director (as opposed to a single film) are beyond the scope of this assignment and course. **All papers require bibliographies using APA style. Guidelines for citing Audio/Visual sources in APA are posted in Sakai. There will be an automatic 10-point deduction on all papers that do not include a bibliography.**

**FOR GRADUATE STUDENTS**

**Media Analysis Research Paper (worth 100 points)**

**Due Date, Wednesday, March 20, 2019 at 10:00 p.m.**

**Required Length: 12-15 pages.**

Each graduate student write a media analysis research paper. This assignment should include an introduction, review of relevant literature, and a theoretical framework. You will compare and contrast content from two media products of the same or different media formats (it may be a combination of radio and TV programs, print and online newspapers, magazines, etc). The media products must not be parodies/spoofs/comedy as these genres will not give you relevant material to evaluate. Watch/read one week (for dailies) or two weeks (for weeklies) of content for the analysis. Your job is to evaluate the content using a diversity perspective and examine the role and significance of race/class/gender in them. Your paper may also address the roles of disability and sexuality. **Please use APA style.**

### **Class (Forum) Exercises (worth a total 100 points) – ALL STUDENTS**

Each week a new module is posted. Each module will contain a lecture in the form of a PowerPoint on the topic(s), as well as forum exercises. Each forum exercise has a deadline for submission. In some instances, I will ask you to respond to postings from other students by a specific deadline. Failure to submit your forum exercises by the due date will result in a zero for that exercise. There will be many exercises throughout the term.

### **Final Project/Peer Evaluation (250 points) – ALL STUDENTS**

**Final Project (150 points) – group grade**

**Peer Evaluation (100 points)**

#### **ALL PEER EVALUATIONS ARE REQUIRED AND CONFIDENTIAL**

Based on the group members' findings in the feature story and textual analysis, each group will create a new media text, which they feel more accurately portrays that culture. **THE GROUP MUST CREATE ORIGINAL CONTENT.** The new text may be an original TV show, film, magazine, rebranding of a product, etc. Your group may also propose a different type of project than those listed. Examples of previous final projects are on reserve in the Park Library.

#### *Magazine*

The group should create 24 pages of a magazine, which will include a front cover, table of contents, sample advertisements, editor's letter, sample articles, sample regular features. This may be submitted electronically. The content in the magazine must be created by the members of the group.

#### *TV Show*

The group should create a 3-5-page character bible, a list of 10 episode titles and subjects, a 5-page treatment (outline), and 10 pages of a sample script. The members of the group must create original content.

#### *Film*

The group should create a 10-page treatment (outline) and 10 pages of a sample script. The members of the group must create original content.

*\*Guidelines for character bibles and treatments are in the Resources Folder in Sakai*

#### *Rebranding of Product*

The group should create a brochure 16 or more pages in length and other related press materials. The members of the group must create original content.

Each group should submit their final project idea (one to two paragraphs is sufficient) to me via e-mail by **Monday, March 4, 2019**.

### **Peer Evaluation**

Students will evaluate each of their group members' performance and participation in the final project. Evaluation forms will be available in April and must be submitted by the last day of class.

### **Tentative Course Schedule**

Opportunities may arise throughout the semester for special projects, and other innovative activities as we progress through the semester. Some topics may require more discussion than anticipated. For those reasons, this schedule is tentative and changes to enhance your learning experience may be made. Throughout the semester each module will be posted to Sakai and contain online lectures, discussion questions, and class exercises. **Each module will include due dates for exercises as well as reminders for any assignments which are due during that time frame.**

**Module 1** Introduction to Course  
Diversity Exercises

**Module 2** Who are the Minorities?  
Key Theoretical Concepts and Terms  
**Read: WGC Chapter 1**

**Module 3** Role of Media in our Society  
Media Matter  
**Read: WGC Chapter 2**

**Module 4** Imagery, Representation, & Stereotypes  
**Read: WGC Chapters 3 & 4**  
**Reserve Reading (PARK LIBRARY) Carstarphen & Sanchez, Ch 1**

*Watch Latinos Beyond Reel: Challenging a media stereotype*  
Available through UNC Libraries via Kanopy  
<https://search.lib.unc.edu/search?R=UNCb8190241>

*Watch The Slanted Screen: Asian Men in Film and Television*  
<http://search.lib.unc.edu/search?R=UNCb6988992>

*Watch Reel Bad Arabs: How Hollywood Vilifies a People*  
Available through UNC Libraries via Kanopy  
<https://search.lib.unc.edu/search?R=UNCb8190192>

**Module 5** Race, Culture, and Gender in the New Media Age  
**Read: WGC Chapter 5**  
**Reserve Reading: Campbell, LeDuff, Jenkins, and Brown , Chapter 5**

**MIDTERM EXAM**

**Module 6** Isms in the Press  
**Read: WGC Chapter 6**  
**Reserve Readings: Carstarphen and Sanchez, Chapter 5**  
**Campbell, LeDuff, Jenkins, and Brown, Chapter 2**

**Module 7** Marketing and Advertising  
**Read: WGC Chapter 7**  
**Reserve Reading: Carstarphen and Sanchez, Chapters 7 and 9**

**Module 8** Public Relations  
**Read: WGC Chapter 8**

**Module 9** Diversity and Media Advocacy  
**Read: WGC Chapter 9**  
**Reserve Reading: Carstarphen and Sanchez, Chapter 12**

**Module 10** Diversity and Media Access  
**Read: WGC Chapter 10**

**Module 11** Diversity and Alternative Media  
**Read: WGC Chapter 11**  
**Reserve Reading: Carstarphen and Sanchez, Chapter 6**

**Module 12** Final Projects – Due by 10:00 p.m. on April 26

**FINAL EXAM**

### Assignment Due Dates

January 30	Autobiography
March 4	Final Project Idea
March 6	Reflection Paper (Campus Cultural Center Visit)
March 20	Assignment 2
April 15	Reflection Paper (Campus Diversity Event)
April 26	Final Project and Peer Evaluations

**\*Remember, class exercises are also required throughout the semester. The due dates for these individual and group assignments will be posted within the module.**