

MEJO/WGST 442
Gender, Class, Race, and Media
Fall 2019
CA 128 (Halls of Fame)
MW 3:30 p.m. – 4:45 p.m.

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Office hours: Wed 2-3 & by appt.

Course Description and Purpose

Welcome to MEJO 442! During this semester we'll be exploring the relationship between gender, class, race and media. Topics to be discussed will include: concepts important in 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.

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.

You may not have your laptops open when we have a guest speaker or during presentations from your classmates.

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 [here](#). 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 Reading

Textbook:

Lind, R. (Ed). (2019). Race/Gender/Class/Media: Considering diversity across audiences, content and producers (4th ed). NY: Routledge. The textbook is available online (Textbook) on the Sakai site for the course.

Most of the chapters in here are very short...2-3 pages long. The chapters are labeled within broader chapters, like 2.1 or 2.2. If you have any problems finding a chapter that's listed on the Tentative Course Schedule, let me know.

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

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:

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: 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 [Explanation of the Grading System](#) (click Undergraduate Grade Definitions.)

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/In-class assignments	5%
➤ Group “It’s Your Turn” assignment	15%
➤ Midterm Exam	25%
➤ Final Exam	30%
➤ Course paper – Media Autoethnography	25%

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.

Below is an explanation of the Course Requirements:

Participation/In-class assignments (5% of grade). Class participation is worth 30 points and will be divided in the following way: 15 points of your participation grade will come from your participation in our class discussions. To receive the 15 points for this part of your participation grade, you must contribute to our class conversations and discussion at least once during every week that we have class discussion. In addition, 15 points will come from your participation during in-class discussion activities and assignments. Throughout the semester we will have several in-class exercises/assignments. You must be in class and participate in the activity in person to receive credit. If you are absent, you cannot receive credit for these. These won't always be on the schedule as they will sometimes develop out of our class discussion.

Group "It's Your Turn" Assignment (15% of grade). Students will work in groups of 4 or 5 participants to investigate and report on one of the "It's your turn: What do you think? What will you find?" activities listed at the end the chapters in the Lind textbook. I will provide more details for this assignment later in the semester.

Midterm Exam (25% of grade) **and Final Exam** (30% of grade): Exams may be comprised of multiple choice, true/false, identifications, short answer questions and essays. Your final exam is not cumulative. More details about the exams will follow. Exams will be online exams via the Sakai site; however, you must be in class to take the exams. Please check the dates for the midterm and for the final and plan to bring your laptops to class on those days.

Course Paper: Media Autoethnography (25% of grade). Students will write a 12-14 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. 21, Wed Overview and plan of the course
- Aug. 26, Mon Ch. 1 (Lind); Ch. 2.1 (Gorham); Ch. 4.3 (Lind & Aravena)
Check Sakai folder for additional readings & links
- Aug. 28, Wed Ch. 2.2 (Dixon); Ch. 4.1 (Brooks); Ch. 6.1 (Campbell)
Check Sakai folder for additional readings & links

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*Unit II: Ownership and Production: Who's in Charge and (when/why) Does it Matter?*

- Sept. 2, Mon            Labor Day/No class
- Sept. 4, Wed            Ch. 7.1 (Chen & Pain); Ch. 7.4 (Corsbie-Massay); Ch. 7.7 (Lind);  
Ch. 7.8 (Gardner & Stein)  
Check Sakai folder for additional readings & links
- Sept. 9, Mon            Ch. 3.2 (Uddin); Ch. 2.4 (Aubrey & Terán); Ch. 2.5 (Krcmar  
& Cingel); Ch. 3.5 (Joyce, Galvan & Shepherd); Ch. 3.9 (Daniels)  
Check Sakai folder for additional readings & links
- Sept. 11, Wed            Watch *Women in Hollywood* & respond to Discussion Forum  
question by 9 p.m.
- Sept. 16, Mon            Ch. 4.9 (Dietzel); Ch. 7.3 (Saxenmeyer)  
Check Sakai folder for additional readings & links

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Unit III: Media Content: Analyzing and Critiquing Representations in Entertainment, News and Advertising

- Sept. 18, Wed Ch. 2.2 (Dixon); Ch. 3.6 (King); Ch. 5.7 (Kramer)
Check Sakai folder for additional readings & links
- Sept. 23, Mon Ch. 3.7 (Ibrahim & Halim); Ch. 4.2 (Brown); Ch. 6.4 (Cox);
Ch. 7.5 (Aunaetitrakul)
Check Sakai folder for additional readings & links
- Sept. 25, Wed Ch. 4.8 (Nettleton); Ch. 5.4 (Yep, Alaoui, & Lescure);
Ch. 5.9 (Fryett); Ch. 7.2 (Billings, Moscovitz, & Xu)
Check Sakai folder for additional readings & links

Sept. 30, Mon	Ch. 4.1 (Brooks); Ch. 5.10 (Grinner); Ch. 5.11 (Altena) Check Sakai folder for additional readings & links
Oct. 2, Wed	Ch. 4.7 (Vanaik, Jengelley & Peterson); Ch. 5.8 (Popielinski); Ch. 6.2 (Jolly) Check Sakai folder for additional readings & links
Oct. 7, Mon	Midterm Exam
Oct. 9, Wed	Watch <i>Still Killing Us Softly 4</i> & respond to discussion forum question by 9 pm.
Oct. 14, Mon	Ch. 4.10 (Kilbourne); Ch. 4.11 (Niedt & Richmond) Check Sakai folder for additional readings & links
Oct. 16, Wed	Using media literacy techniques to deconstruct advertising: Part I Check Sakai folder for readings & links
Oct. 21, Mon	Using media literacy techniques to deconstruct advertising: Part II Check Sakai folder for readings & links
Oct. 23, Wed	Watch <i>Tough Guise 2</i> & respond to Discussion Forum question by 9 p.m.
Oct. 28, Mon	Ch. 5.3 (Brookey & Coile); Ch. 5.6 (Garcia & Fuentes); Ch. 6.5 (Griffin & Phillips) Check Sakai folder for additional readings & links
Oct. 30, Wed	Ch. 4.4 (Johnston & Friedman) Check Sakai folder for additional readings & links

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*Unit IV: Audiences, Interpretations & Consumption of Media: It's Your Turn.*

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| Nov. 4, Mon  | Ch. 2.3 (Quinn & Epstein); Ch. 3.1 (Sobande); Ch. 3.4 (Paskin)                                                    |
| Nov. 6, Wed  | Consultations on course paper (sign up will be provided)                                                          |
| Nov. 11, Mon | Consultations on course paper (sign up will be provided)                                                          |
| Nov. 13, Wed | Course paper due – Media Autoethnography<br>Discussion of paper with slide, poster or other visual representation |

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| Nov. 18, Mon     | In-class group meetings and work: “It’s Your Turn” assignment |
| Nov. 20, Wed     | In-class group meetings and work: “It’s Your Turn” assignment |
| Nov. 25, Mon     | Finalize work on “It’s Your Turn” assignment                  |
| Nov. 27, Wed     | <b>Thanksgiving break/No class</b>                            |
| Dec. 2, Mon      | Groups 1-4 discussion of “It’s Your Turn” assignment          |
| Dec. 4, Wed      | Groups 5-8 discussion of “It’s Your Turn” assignment          |
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| Dec. 7, Saturday | <b>Final Exam</b> 4 p.m. – 7 p.m.                             |