

MEJO 841

ISSUES IN MEDIA AND SOCIETY SEMINAR

SPRING 2020

9:30 a.m. – 12:15 p.m. Thursdays
338 Carroll Hall

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Office hours: By appointment

Welcome!

The purpose of this course is to explore the roles and responsibilities of the media in society and culture. During the Spring 2019 semester we will focus on how media frame/represent gender, race, class and other social identities, and how this framing and representation influence the coverage of social issues and causes. In addition, we will investigate how audiences use media and communication to organize and provide counter narratives to the predominant images in media. Additional specific topics related to these areas will come from the individual interests and research/projects of the seminar participants. The final paper for the course will be an original research paper (Ph.D. students and research-track MA students) or a professionally-oriented paper or project (option available to professional-track MA students). All theoretical perspectives and methodological approaches are welcome.

In addition to the purpose listed above, The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this 841 graduate level seminar focusing on representations of race, class and gender, we will focus on the following values and competencies:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- contribute to knowledge appropriate to the communications professions in which they work.

Important UNC policies and procedures:

The Honor Code

The Honor Code is, as always, in effect at the University of North Carolina at Chapel Hill. You are expected to uphold all aspects of the Honor Code. If you have questions about the Honor Code, please see me. Read more at <https://studentconduct.unc.edu/honor-system>

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:

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](#).

Required Readings:

You will find the assigned readings for the course in the Sakai site. You should feel free to suggest other readings or add to these readings. During the semester, all students will share some of the important works related to their own research and projects.

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

Requirements and Grades:

The course will be conducted as a graduate seminar – this means students are expected to participate in discussions on assigned readings and on their own research interests or projects, to provide comments on course readings, and to produce a final original research paper or project by the end of the semester. Graduate grades are H, P, L, and F. Student grades will be determined this way:

- H - Student reads and critically engages with all of the assigned material. Participation in discussion and written assignments exhibit the ability not only to apply the material, but also to extrapolate ideas, expand into new areas, and contribute to the body of scholarship in the area. Reserved for truly outstanding work.
- P - Student usually reads and engages critically with the assigned material. Able to apply material and extrapolate ideas. Work is consistent, demonstrates good progress and is completed on deadline.
- L - Student reads and engages critically with only some of the assigned material. Able to apply the material and extrapolate ideas in only some instances. Quality of work is uneven and student misses deadlines.
- F - Student occasionally misses class, does not always read the material, fails to critically engage with it, and is unable or unwilling to apply the material. Written work is below par and student disregards deadlines.

Tentative structure for our seminar meetings:

- I. Discussion of assigned readings listed on syllabus (or guest speaker)
- II. Class participants will discuss the conceptual area and the procedures/methods that they are using in their research project/paper. During this part of the seminar we will also your individual projects. Participants can work individually or in pairs to work on research they need to do, to gather resources, to read and get feedback on their material, etc. We'll talk about what types of tasks would be most useful to focus on during the semester...at least for in class work.

How different requirements will be weighted in this course:

Your grade, generally, is determined by: active participation in class, grades on assignments and papers, and your work in class in relation to others.

Attendance, general participation, discussion of course readings (10%): As you know, attendance and participation in graduate classes are critically important. Skipping class or missing class for travel is not an option at the graduate level. However, if you have an emergency and need to miss class, please email me beforehand and tell me the day you plan to miss and the reason.

You are also expected to be in class when the class starts and to come prepared to participate in class discussions. That is, you are expected to be familiar with all of the readings and prepared to discuss them. Specifically, please come to class prepared to highlight points in the readings that you want to discuss, to ask questions that you have about the readings, to ask questions you'd like the class to consider as we discuss the reading, or to highlight some connections you have made between other research you are familiar with and the readings.

Discussion of your research study: conceptual area & procedure/methods (15%): Each week, beginning with the third (3rd) week of class, class participants will teach us/share information about the conceptual areas (first) and (then in later weeks) the procedures/methods they want to use in their research projects. When you discuss your conceptual area, you will provide an overview of the area and highlight the main/important aspects of that area and why this is of interest to you and to your research. If there are readings that you think will help us understand the area, you can upload those on the Sakai site. This is not a critique of a research article; rather, it is a discussion of this conceptual area. In the second half of the semester during most of our seminar sessions, students will present information about the methods or procedures they plan to use in their research study.

Proposal (20%): You will write a proposal for the final research study or project you will be doing in the class. The proposal should be approximately 10 (double-spaced) pages or approximately 3000 words. For students doing the research paper, your proposal should include a literature review and research methods for carrying out your study. For students doing the more professional oriented project, your proposal should include a literature review of the conceptual area that will guide your project and an outline of the procedures (and availability of resources) for your project. We will talk about proposal writing during the semester.

Final paper (55%): Ph.D. students and research track MA students will write an original research paper, approximately 25 (double-spaced) pages or approximately 7,500 words for their final paper in the course. You should decide on a general area of interest early in the semester. Students will also need to investigate possible conventions and publications to which they could submit their papers or how their papers might be used in future projects. There is no restriction on the theoretical perspective or methodological approach taken in the papers. Professional track MA students may write a traditional research paper or may do a more professionally oriented paper or a project.

Tentative Course Schedule

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| January 9 | Introduction to course and to procedures |
| January 16 | <p>Understanding the area of media & representation: Foundations & updates</p> <p><u>I. Readings</u> Bhattacharyya, G. (2011). Sex, shopping and security: Thinking about feminist media studies again. <i>Feminist Media Studies</i>, 11(1), 13-20. Carter, C. (2014). Sex/gender and the media: From sex roles to social construction and beyond. In K. Ross (Ed.), <i>The handbook of gender, sex, and media</i> (pp.365-382). West Sussex, United Kingdom: John Wiley & Sons, Inc. Collins, P.H. (2000). Ch 2, Distinguishing features in Black feminist thought, pp. 21-43. From <i>Black feminist thought: Knowledge, consciousness, and the politics of empowerment</i>. NY: Routledge. Grimson, A. (2010). Culture and identity: Two different notions. <i>Social Identities</i>, 16:1, 61-77. Towns, A. R. (2015). The (racial) biases of communication: Rethinking media and blackness. <i>Social Identities</i>, 21:5, 474-488.</p> <p style="text-align: center;">--Optional--</p> <p>Morning, A. (2018). Kaleidoscope: Contested identities and new forms of race membership. <i>Ethnic and Racial Studies</i>, 41, 1055-1073. ---book on reserve in Park Library</p> <p>Smith, S. L., & Granados, A. D. (2009). Content patterns and effects surrounding sex-role stereotyping on television and film. In J. Bryant & M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research (3rd ed.)</i> (pp. 342-361). NY, NY: Routledge.</p> <p><i>II. Overview of (possible) student research projects and discussion of topics to work on in class</i></p> |
| January 23 | <p>Understanding the area of media & representation: Foundations & updates</p> <p><u>I. Readings</u> Durham, M.G. (2011). Body matters: Resuscitating the corporeal in a new media environment. <i>Feminist Media Studies</i>, 11(1), 53-60. Gardner, S. K., & Hughey, M. W. (2017). Still the tragic mulatto? Manufacturing multiracialization in magazine media, 1961-2011. <i>Ethnic and Racial Studies</i>, 40, 1466-4356. Yosso, T. J. (2002). Critical race media literacy: Challenging deficit discourse about Chicanas/os. <i>Journal of Popular Film and Television</i>, 30:1, 52-62. Zobl, E. (2009). Cultural production, transnational networking, and critical reflection in feminist zines. <i>Signs</i>, 35:1, 1-12</p> <p style="text-align: center;">--Optional--</p> <p>---book on reserve in Park Library</p> <p>Mastro, D. (2009). Effects of racial and ethnic stereotyping. In J. Bryant & M. B. Oliver (Eds.), <i>Media effects: Advances in theory and research (3rd ed.)</i> (pp. 325-341). NY, NY: Routledge.</p> <p><i>II. Discussion of conceptual areas/Focus on individual projects</i></p> |

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| January 30 | <p>Media representation & identity</p> <p><i>I. Readings</i></p> <p>Gillig, T. K., & Murphy, S. T. (2016). Fostering support for LGBTQ youth? The effects of gay adolescent media portrayal on young viewers. <i>International Journal of Communication, 10</i>, 3828-3850.</p> <p>Merskin, D. (2014). How many more Indians? An argument for a representational ethics of Native Americans. <i>Journal of Communication Inquiry, 38:3</i>, 184-203.</p> <p>Nuru, A. K., & Soliz, J. (2014). Parental socialization of ethnic identity: Perspectives from multiethnic adults. <i>Qualitative Research Reports in Communication, 15:1</i>, 1-8.</p> <p>Zaslow, E. (2018). Pink toenails and princess boys: Contemporary discourses of boys' gender-fluidity in USA television news. <i>Journal of Children and Media, 12:3</i>, 243-257.</p> <p style="text-align: center;">--Optional--</p> <p>Hovick, S. R., & Hold, L. F. (2016). Beyond race and ethnicity: Exploring the effects of ethnic identity and its implications for cancer communication efforts. <i>Journal of Health Communication, 21</i>, 199-207.</p> <p><i>II. Discussion of conceptual areas/Focus on individual projects</i></p> |
| February 6 | <p>Audiences, identity, and social media/activism</p> <p>--Link to Knight Foundation report on Black Twitter, Asian American Twitter and Feminist Twitter in Sakai folder</p> <p><i>I. Readings</i></p> <p>Balance, C. B. (2012). How it feels to be viral me: Affective labor and Asian American YouTube performance. <i>Women's Studies Quarterly, 40:1 & 2</i>, 138-152.</p> <p>Bonilla, Y., & Rosa, J. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. <i>American Ethnologist, 42:1</i>, 4-17.</p> <p>Braithwaite, A. (2016). It's about ethics in games journalism? Gamergaters and geek masculinity. <i>Social Media + Society, 2</i>, 1-10.</p> <p>Brown, M., Rashawn, R., Summers, E., & Fraistat, N. (2017). #SayHerName: A case study of intersectional social media activism. <i>Ethnic and Racial Studies, 40</i>, 1831-1846.</p> <p>Cole, J., Nolan, J., Seko, Y., Mancuso, K., & Ospina, A. (2011). GimpGirl grows up: Women with disabilities rethinking, redefining, and reclaiming community. <i>new media & society, 13:7</i>, 1161-1179.</p> <p>Harp, D., Loke, J., & Bachmann, I. (2014). Spaces for feminist (re)articulations: The blogosphere and the sexual attack on journalist Lara Logan. <i>Feminist Media Studies, 14(1)</i>, 5-21.</p> <p>Steele, C. K. (2018). Black bloggers and their varied publics: The everyday politics of black discourse online. <i>Television & New Media, 19:2</i>, 112-127.</p> <p>Vivienne, S. (2017). "I will not hate myself because you cannot accept me": Problematizing empowerment and gender-diverse selfies. <i>Popular Communication, 15:2</i>, 126-140.</p> |
| February 13 | <p>Work on proposals/individual meetings</p> |
| February 20 | <p>Research proposals due/Discussion of proposals</p> |

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| February 27 | <p>Framing in the media: Identity, groups, social issues</p> <p><u>I. Readings</u></p> <p>Abraham, L., & Appiah, O. (2006). Framing news stories: The role of visual imagery in priming racial stereotypes. <i>The Howard Journal of Communications</i>, 17, 183-203.</p> <p>Billings, A. C., Moscowitz, L. M., Rae, C., Brown-Devlin, N. (2015). The art of coming out: Traditional and social media frames surrounding the NBA's Jason Collins. <i>Journalism & Mass Communication Quarterly</i>, 92:1, 142-160.</p> <p>Johnston, A., Friedman, B., & Sobel, M. (2015). Framing an emerging issue: How U.S. print and broadcast news media covered sex trafficking, 2008-2012. <i>Journal of Human Trafficking</i>, 1, 235-254.</p> <p>Okechukwu, A. (2014). Shadows of solidarity: Identity, intersectionality, and frame resonance. <i>Research in Social Movements, Conflicts and Change</i>, 37, 153-180.</p> <p>Valenzuela, S., Piña, M., & Ramírez, J. (2017). Behavioral effects of framing on social media users: How conflict, economic, human interest, and morality frames drive news sharing. <i>Journal of Communication</i>, 67, 803-826.</p> <p style="text-align: center;">--Optional--</p> <p>Ahmed, S., Cho, J., & Jaidka, K. (2018). Framing social conflicts in news coverage and social media: A multi-country comparative study. <i>The International Communication Gazette</i>, 1-26, DOI: 10.1177/1748048518775000</p> <p>Cacciatore, M. A., Scheufele, D., & Iyengar, S. (2016). The end of framing as we know it...and the future of media effects. <i>Mass Communication and Society</i>, 19:1, 7-23.</p> <p>Reese, S. (2001). Prologue - Framing public life: A bridging model for media research. In S.D. Reese, O. H. Gandy, Jr., & A. E. Grant, (Eds.), <i>Framing public Life: Perspectives on media and our understanding of the social world</i> (pp. 7-31). Mahwah, NJ: Lawrence Erlbaum.</p> <p><u>II. Focus on individual projects</u></p> |
| March 5 | <p>Media and representations of victimhood & gender-based violence: activism and the voices of participants</p> <p><u>I. Readings</u></p> <p>-- <u>gender-based violence</u></p> <p>Droogsma, R. A. (2009). "I am the woman next door": The Clothesline Project as woman abuse survivors' societal critique. <i>Communication, Culture & Critique</i>, 2, 480-502.</p> <p>Kempadoo, K. (2015). The modern-day white (wo)man's burden: Trends in anti-trafficking and anti-slavery campaigns. <i>Journal of Human Trafficking</i>, 1:1, 8-20.</p> <p>Montoya, C., & Agustín, L. R. (2013). The othering of domestic violence: The EU and cultural framings of violence against women. <i>Social Politics</i>, 20:4, 534-557.</p> <p>Stillman, S. (2007). 'The missing white girl syndrome': Disappeared women and media activism. <i>Gender & Development</i>, 15(3), 491-502, DOI: 10.1080/13552070701630665.</p> <p>-- <u>autobiography and engaged scholarship</u></p> <p>Nadeem, N. (2015). Autobiographical narrative: An exploration of identity construction processes in relation to gender and race. <i>Narrative Inquiry</i>, 25:2, 224-241.</p> <p>Ryan, C., Anastario, M. & DaCunha, A. (2006). Changing coverage of domestic violence murders: A longitudinal experiment in participatory communication. <i>Journal of Interpersonal Violence</i>, 21(2), 209-228.</p> <p>Sidibe, T., Turner, K., Sparks, A., Woods-Jaeger, B., & Lightfoot, A. (2018). "You still got to see where she's coming from": Using photovoice to understand African American female adolescents' perspectives on sexual risk. <i>Journal of Early Adolescence</i>, 38:1, 12-27.</p> |

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| March 12 | Spring Break |
| March 19 | Focus on methods/procedures and individual projects – workshop |
| March 26 | Focus on methods/procedures and individual projects – workshop |
| April 2 | Individual meetings on final research papers and projects |
| April 9 | Individual meetings on final research papers and projects |
| April 16 | Presentations of final research papers and projects |
| April 23 | Presentations of final research papers and projects |

Final research papers/projects are due Monday, April 27 at 12 (noon)