



**FALL 2021**

**Media Literacy: Reclaiming Information Agency**

**MEJO 490.001**

**MW 11 a.m.–12:15 p.m. (via ZOOM\*)**

*Instructor:* Dr. Barbara Friedman

*Graduate Assistant:* Autumn Linford

*Email:* via Sakai Messages only

*Office Hours via zoom:* M 1:15-2:15 p.m., and by appointment; <https://unc.zoom.us/j/8295127742>

\*To join this remote course via Zoom:

<https://unc.zoom.us/j/92019339902?pwd=TEtJTWs3cG83WnhOUUGFla0MvcU9JQT09>

Meeting ID: 920 1933 9902

Passcode: medialit

(For other ways of connecting, see Sakai Announcements)

**Course Overview:** Media, broadly construed, are a primary source of information about the world, contributing to the formation of knowledge about important issues, about ourselves and others. Media messages are cultural products informed by technological apparatus, norms, practices, values and experiences of the organizations and individuals from which they emerge. Amid a proliferation of information and a range of devices with which to gain access, our consumption has become routinized and ‘natural.’ But media’s influence—*on virtually every facet of our lives*—should not be accepted uncritically; it *must* be scrutinized.

This course engages with new and established forms of literacy to aid us in “paying attention to what we pay attention to.” More specifically, the course provides you with the frameworks and approaches for recognizing and interrogating the complexity and power of media as it relates to audiences, industry, content, impact, and ourselves. And because media are vital for the exercise of our democratic rights, these same forms of media literacy will help us to identify in media creation, circulation, and consumption key points of intervention where we can take actions to effect meaningful change.

**Learning Outcomes:** Media literacy is a vital part of our ability to participate actively in a democratic society and in a global context, thus the habits of mind (a strain of “intelligent skepticism,” as some have put it) that you will cultivate in this course will be widely applicable. Media literacy refers to a family of practices based on critical thinking. Simply, it “challenges the power of the media to present messages as non-problematic and transparent” (Kellner & Share, 2005). Adopting a range of perspectives and approaches, you will:

- develop an informed and critical understanding of how media organize and function;
- recognize and analyze the techniques media use to produce meaning and construct reality;
- become familiar with the historical role of media in fostering and in hindering a vibrant, participatory democracy;
- reflect on the impacts, including public health impacts, of media messages and technology tools on individuals (including yourself) and on communities;
- formulate and exercise personal strategies for media literacy;
- identify and address current issues/problems related to media.

**AEJMC Values & Competencies:** Our accrediting body outlines the 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: <http://www.journalism.ku.edu/acejmc-professional-values-competencies>.

No single course can give you all of the AEJMC values and competencies (but this one imparts quite a few), but MEJO classes are designed to collectively and incrementally build your abilities in these areas. In this class, we will address many of the values and competencies and, in particular:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- 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 critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Course Reading:** This course draws on a range of scholarly and popular sources. There is no required textbook this semester, but we will be reading excerpts from some of these recent titles, which you might consider adding to your library.

- Ashley, S. (2019). *News Literacy and Democracy*. New York: Routledge.
- McGhee, H. (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. New York: Random House.
- Phillips, W., & Milner, R. (2021). *You are Here: A Field Guide for Navigating Polarized Speech, Conspiracy Theories, and Our Polluted Media Landscape*. Cambridge: MIT Press.
- Usher, N. (2021). *News for the Rich, White, and Blue: How Place and Power Distort American Journalism*. New York: Columbia University Press.
- Wallace, L. R. (2019). *The View from Somewhere: Undoing the Myth of Journalistic Objectivity*. Chicago: University of Chicago Press.

**Contacting Dr. Friedman:** Please email me (and/or my graduate teaching assistant) through Sakai Messages – this way your email will stand out among the dozens of non-class-related correspondence that I receive daily. I generally respond on weekdays within 24 hours, and weekends rarely. If a day goes by and you’ve not heard from me (again, *weekdays*), email again via Sakai Messages. Please address me as Dr. or Professor Friedman, and do let me know how you’d like to be addressed, as well.

**Participation and Engagement:** You must commit to (and a portion of your grade depends on) being an active participant if you, your classmates, and the course are to succeed. You should come to class prepared to discuss the readings assigned for that day; that means completing the readings before you

arrive to class. Have the readings in front of you, if possible, so that you can refer to and cite specific content—the course depends on your ability to discuss and critique the reading and apply concepts to media content. If you don't understand something in the reading, ask – it's likely we will all benefit from your questions. We each have media preferences that will extend beyond those offered in course content— when there's something outside class that you find relevant, please tell us about it to help advance our discussion.

I understand that your ability to engage in online learning may be challenged by things that are not necessarily within your control: access to technology, hardware and software; work/family responsibilities; food insecurity and physical/mental well-being of yourself or family members, to name a few. Should you encounter obstacles to accessing resources or to completing your work, it is your responsibility to communicate with me *as soon as possible* and when appropriate, seek out or ask for referral to UNC resources. If you know in advance that internet connectivity will likely be a challenge, please communicate this at the start of the semester. Do not wait until the end of the semester or after grades are submitted to tell me about a hardship you've been experiencing—it will be too late for me to provide accommodations. Instead, own your power and advocate for yourself. I will work with you to find a solution so that your grades are not adversely affected by things beyond your control.

**Cameras:** Barring technical problems, I will have my camera on when we are together in class (and during office hours). I encourage you to have your cameras turned on during class, but I do not require it. I ask that you post a current photo of yourself to Zoom and to Sakai so that at least we can picture to whom we're speaking (and who is speaking). For a layer of privacy, you should feel free to adopt a Zoom background when your camera is on—[here](#) are some Carolina backgrounds, for example, and instructions for use.

*Note:* Some of our sessions might be recorded for accessibility. By enrolling in this class, you consent to being recorded and to release the rights to any recorded content produced for this class, including images and video, to me for future instructional or research use.

**Attendance:** University Policy states that “No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).”

Please be aware that you are bound by the [Honor Code](#) when making a request for a University-approved absence. (source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

My position on attendance is that two or three absences for any reason are typical in a 16-week class, and I do not need advance notice from you. If there is work to be made up, though, it's up to you to get it and it must be completed within a week of the due date. Repeatedly arriving late to class or excessive absences will naturally affect your participation/engagement grade. If it becomes apparent to you that your absences will be significant, reach out to me and let's find a solution (but know that *sometimes* the wisest solution is dropping the class).

**Honor Code:** Students must adhere to the letter *and* the spirit of the University Honor Code, <https://catalog.unc.edu/policies-procedures/honor-code>. 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. All academic work in this course is to be your own work, unless otherwise specifically provided. If I suspect academic dishonesty, I have a duty to report it to the School's Associate Dean, the Student Attorney General, or the judicial programs officer in the Dean of Students' office for further action.

Plagiarism is defined as “deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.” If you have any questions about the way you are using source materials, consult UNC Libraries' “Identifying Plagiarism” at <https://guides.lib.unc.edu/plagiarism> and/or see me.

***In addition, this syllabus and original materials are intended for MEJO 490.1 exclusively; please respect my request that you not reproduce or post the materials (in part or whole) in other settings.***

**ARS (Accessibility Resources and Service):** UNC-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of ARS for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

**CAPS (Counseling and Psychological Services):** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Visit their website, <https://caps.unc.edu>, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Title IX/Safe@UNC:** Federal law governs the University's response to sexual assault, sexual violence, interpersonal violence (including domestic and dating violence) and stalking. The University's Policy on Prohibited Discrimination, Harassment and Other Misconduct can be found here: <https://unc.policystat.com/policy/9116519/latest>. If you or someone you know has been harassed or assaulted, you can find the appropriate campus resources, including *confidential options* at <https://safe.unc.edu/students/>. In addition, the Orange County Rape Crisis Center offers free and confidential services for survivors including 24-hour helplines, therapy, advocacy and accompaniment, support groups, workshops, and case management, <https://ocrcc.org/get-help/helpline/>.

**Diversity & Inclusion:** UNC-Chapel Hill is obligated by law and mission to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (214 W. Cameron Ave., Chapel Hill, NC 27599 or 919-966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies. You may also/instead contact the Office of the Dean of Students, [dos@unc.edu](mailto:dos@unc.edu), 919-966-4042/711 NC RELAY.

The School of Journalism and Media's mission and vision statements related to diversity and inclusion are here: <http://hussman.unc.edu/diversity-and-inclusion>.

**Solidarity Statement:** Our learning community is meant to be a collaborative one; we build it together. I respect the inherent dignity of all people and recognize that systemic racism, anti-LGBTQ sentiment, ableism and other forms of exclusion and injustice have caused and continue to cause harm to many. I will work continuously to make our online space an inclusive one for all students. I will extend to each of

you respect, humility, and patience. If you find something in my teaching approach that is problematic, please talk to me. I promise to receive constructive criticism openly and without defensiveness, and to rectify the situation and repair harm done.

### Assignments and Weighting:

- **Participation/Engagement** (15%): Demonstration will take a range of forms *including* contributions to discussion and chat, and fulfilling your role as reading guide.
  - **Reading Guide:** For each class period, one student will be responsible for taking on the role of either investigator, creative connector, devil's advocate, or reporter – details and sign-up will be provided on Sakai.
- **Midterm Exam** (10%)
- **Writing Assignments** (50%): Details for each provided in class or via Sakai.
  - *Forum posts:* (through Oct. 6, weekly responses on Sakai Forums to questions covering reading or application of concepts)
  - *Media Self-Reflection:* An essay providing a brief autoethnography of yourself as a media consumer/producer student/worker (3-5 pages). Due to Sakai: Monday, Aug. 30 by 12:15 p.m. (Week 3)
  - *Media Analysis:* A substantive analysis of a media artifact that applies a concept or concepts covered in class and reading (6-8 double-spaced pages). Due to Sakai: Wednesday, Oct. 27, by 12:15 p.m. (Week 11)
- **Final Exam/Project** (25%) Scheduled: Friday, Dec. 10, 12 p.m. – 3 p.m.

### Grade Scale

A = 95.0 and above	B+ = 87.0-89.99	C+ = 77.0-79.99	D = 66.0-69.99
A- = 90.0-94.99	B = 84.0-86.99	C = 74.0-76.99	F = 65.99 and below
	B- = 80.0-83.99	C- = 70.0-73.99	

*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 and an “F” indicates an unacceptable performance. For an understanding of what the various grades mean, see the UNC Registrar’s page [here](#).

Grades are not negotiable, but I will discuss with you any substantive concerns you have about them, and you can check Sakai or ask me any time how you’re doing in the class if you’re unsure. If you want to discuss an assignment grade, I encourage you take 24 hours to reflect upon the work before coming to virtual office hours or contacting me for an appointment. You must contact me with your concerns within (1) one week of receiving the grade.



## **TENTATIVE COURSE SCHEDULE**

**Note:** This gives you a *general* idea of how the course will proceed. The professor reserves the right to make changes to the syllabus, including due dates. Changes will be communicated as early as possible. Content will almost certainly be adjusted as we go along to incorporate current events and to accommodate student interests. For that reason, it's best to **rely on Sakai Lessons** for each week's content.

### **PART 1: APPROACHES TO INFORMATION AGENCY**

#### **Week 1 – Introductions**

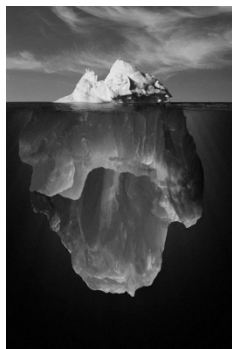
Wed., 8/18 – *Course and Consciousness*

- Read:
  - Syllabus, and explore our Sakai site
  - Introduce yourself on Sakai Forums
  - Post a curiosity question on Sakai Forums now or later (available throughout the semester for credit)

#### **Week 2 – Media Literacy as a Family of Practices**

Mon., 8/23 – *Ways of Knowing*

- Read:
  - Aspray and Cortada, "The concept of scrutiny," introduction, *From Urban Legends to Political Fact-checking: Online Scrutiny in America, 1990-2015*
  - Sagan, "The fine art of baloney detection," chap. 12 in *The Demon-Haunted World: Science as a Candle in the Dark*
  - Kovach and Rosenstiel, "Ways of Skeptical Knowing," in *Blur: How to Know What's True in the Age of Information Overload*



Wed., 8/25 – *Critical Media Literacy and Power*

- Read:
  - Kellner, "Cultural studies, multiculturalism and media studies"
  - Schwartz, "Which actors actually benefit from the Oscars," Vice, Aug. 23, 2021, <https://www.vice.com/en/article/g5gbxm/who-actually-benefits-from-the-oscars-how-nominations-help-white-actors-more-than-actors-of-color>



**Week 3 – Media Literacy as a Family of Practices, cont.**

Mon., 8/30 – Ecological Literacy and Network Pollution

- Read:
  - Phillips and Milner, “Cultivating ecological literacy,” chap. 5 in *You are here: A field guide to navigating polarized speech, conspiracy theories, and our polluted media landscape*
  - Ghaffary, “Why some biologists and ecologists think social media is a risk to humanity,” Vox/Recode, June 26, 2021, <https://www.vox.com/recode/2021/6/26/22550981/carl-bergstrom-joe-bak-coleman-biologists-ecologists-social-media-risk-humanity-research-academics>



Wed., 9/1 – News Literacy and Democracy

- Read:
  - Ashley, “What is news literacy,” chap. 1; and “What citizens know about news and why it matters,” chap. 2, in *News Literacy and Democracy*
  - McGregor, “Social media as public opinion,” *Journalism*

**Week 4 – Media Literacy as a Family of Practices, cont.**

Mon., 9/6 – No classes held (Labor Day observed)

Wed., 9/8 – Digital literacy and democracy

- Read:
  - Listen (16:33): “Biased algorithm, biased world,” WNYC On the Media, Nov. 22, 2019, <https://www.wnycstudios.org/podcasts/otm/segments/biased-algorithms-biased-world>
    - Alternately, watch (13:10) O’Neil, “The era of blind faith in big data must end,” TED Talk, [https://www.ted.com/talks/cathy\\_o\\_neil\\_the\\_era\\_of\\_blind\\_faith\\_in\\_big\\_data\\_must\\_end](https://www.ted.com/talks/cathy_o_neil_the_era_of_blind_faith_in_big_data_must_end)
  - Read/view: Algorithmic Justice League, “About,” <https://www.ajl.org/about> (read site, and view the accompanying short videos)
    - Alternately, watch (8:35) Buolamwini, “How I’m fighting bias in algorithms,” TED Talk, [https://www.ted.com/talks/joy\\_buolamwini\\_how\\_i\\_m\\_fighting\\_bias\\_in\\_algorithms?language=en](https://www.ted.com/talks/joy_buolamwini_how_i_m_fighting_bias_in_algorithms?language=en)
  - Listen (47:06): “What you think is what you find,” episode 4, *Does not compute* (podcast), July 13, 2021, <https://citap.unc.edu/does-not-compute/episode-4/>

**PART 2: MEDIA INDUSTRIES****Week 5 – News Work and Representation**

Mon., 9/13

- Read:
  - Ashley, Roberts, and Maksl, chaps. 1-3 in *American Journalism and Fake News: Examining the Facts* (full-text available via UNC Libraries, <https://catalog.lib.unc.edu/catalog/UNCb9449425> )
  - Monet, “The crisis in covering Indian Country,” CJR, <https://www.cjr.org/opinion/indigenous-journalism-erasure.php>
  - Chen et al., “‘I didn’t feel wanted by student media’: Few Black and Latinx students are editors of top college newspapers,” Nieman Lab,

<https://www.niemanlab.org/2021/09/i-didnt-feel-wanted-by-student-media-few-black-and-latinx-students-are-editors-of-top-college-newspapers/>

- *Listen* (6:10): “News is a business. Is that leaving communities out of the loop?,” interview with Nikki Usher, NPR Marketplace, <https://www.marketplace.org/2021/08/02/news-is-a-business-is-that-leaving-communities-out-of-the-loop/>

Wed., 9/15

- Read:
  - Ashley, Roberts, and Maksl, “Representations and reality in news coverage,” chap. 6 in *American Journalism and Fake News: Examining the Facts* (full-text available via UNC Libraries, <https://catalog.lib.unc.edu/catalog/UNCb9449425> )
  - Santo and Dunlop, “Shooting first and asking questions later,” The Marshall Project, Aug. 13, 2021, <https://www.themarshallproject.org/2021/08/13/shooting-first-and-asking-questions-later>
  - Penaluna, “Elizabeth Catte: Appalachia isn’t Trump Country,” *Guernica*, July 30, 2021, <https://www.guernicamag.com/elizabeth-catte-appalachia-isnt-trump-country/>

### **Week 6 – Objectivity, Standpoint, and Values**

Mon., 9/20

- Read:
  - *Listen* (46 mins.): “The debate over objectivity in journalism,” 1A podcast, June 9, 2020, <https://www.npr.org/2020/06/09/873172499/the-debate-over-objectivity-in-journalism>
  - Rosen, “Journalists need a point of view if they want to stay relevant,” The Conversation, Oct. 24, 2014, <https://theconversation.com/journalists-need-a-point-of-view-if-they-want-to-stay-relevant-33216>
  - Khalid, “Reporter’s Notebook: What it was like as a Muslim to cover the election,” NPR, Dec. 7, 2016, <https://www.npr.org/2016/12/07/504486620/reporters-notebook-what-a-muslim-on-the-campaign-trail-in-2016>
  - Wallace, “Objectivity is dead, and I’m OK with it,” Medium, Jan 27, 2017, <https://medium.com/@lewispants/objectivity-is-dead-and-im-okay-with-it-7fd2b4b5c58f>
  - Media 2070, <https://mediareparations.org/> (skim site, familiarize yourself with the mission of this project)

Wed., 9/22

- Read:
  - *Listen* (3:54): “How journalists congregating into ‘microbubbles’ affects quality of news reporting,” NPR Morning Edition, Aug. 12, 2020, <https://www.npr.org/2020/08/12/901859853/how-journalists-congregating-into-microbubbles-affects-quality-of-news-reporting>
  - Fu, “New tool allows NPR to track source diversity in real time,” Poynter, Aug. 12, 2021, <https://www.poynter.org/reporting-editing/2021/new-tool-allows-npr-to-track-source-diversity-in-real-time/>
  - Neason, “Securing a future for Latinx journalists,” CJR, Nov. 21, 2019, [https://www.cjr.org/united\\_states\\_project/palabra-national-association-hispanic-journalists.php](https://www.cjr.org/united_states_project/palabra-national-association-hispanic-journalists.php)
  - Palabra <https://www.palabranahj.org/> (skim site, familiarize yourself with the mission of this project)



## PART 3: CONTENT AND CONSUMPTION



### Week 7 – Audiences

Mon., 9/27 – Sense-making across time

- Read:
  - Hall, “Encoding/decoding”
  - Simon, “Fantastically wrong: When people thought lambs grew right out of the ground, *Wired*, April 30, 2014, [https://www.wired.com/2014/04/fantastically-wrong-vegetable-lamb-tartary/?utm\\_source=WIR\\_REG\\_GATE](https://www.wired.com/2014/04/fantastically-wrong-vegetable-lamb-tartary/?utm_source=WIR_REG_GATE) (also posted as pdf)
  - Listen (6:15): “The great moon hoax,” WNYC On the Media, <https://www.wnycstudios.org/podcasts/otm/segments/132903-the-great-moon-hoax>

Wed., 9/29 – Fan communities

- Read:
  - Jenkins, “‘Get a life!’ Fans, poachers, nomads,” chap. 1, *Textual Poachers* (available online via UNC Libraries), <https://catalog.lib.unc.edu/catalog/UNCb8604934>
  - Connor, “‘Canon: Brown eyes, frizzy hair and very clever’: Fan art, fan activism, and Black Hermione Granger”
  - McNary, “Lionsgate teaming with Fandom to reach movie fan communities,” *Variety*, April 28, 2017, <https://variety.com/2017/film/news/lionsgate-fandom-movie-fan-communities-1202402386/>

### Week 8 – Information Disorder

Mon., 10/4

- Read:
  - Domonske, “Students have ‘dismaying’ inability to tell fake news from real, study finds,” NPR, Nov. 23, 2016, <https://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>
    - (optional: listen to related 4:14 broadcast linked to story: “Sam Wineburg explains study’s ‘bleak’ results”)
    - Recommended: Wineburg, et al., “Evaluating information: The cornerstone of civic online reasoning,” Stanford Digital Repository, <https://purl.stanford.edu/fv751yt5934> (executive summary or read in full)
  - “A citizen’s guide to fake news,” UCSB Center for Information, Technology and Society, <https://www.cits.ucsb.edu/fake-news> (select at least one section to read and discuss)

Wed., 10/6

- Read:
  - Jack, “Lexicon of lies: Terms for problematic information”
  - Marwick and Lewis, “Media manipulation and disinformation online,” pp. 1-32.
  - Lewandowsky and Cook, “The conspiracy theory handbook,” 2020.

### **Week 9 – Who Writes This Stuff?**

Mon., 10/11

- Read:
  - Shane, “From headline to photograph, a fake news masterpiece,” *New York Times*, Jan. 18, 2017
  - *Listen* (7:32): Sydell, “We tracked down a fake-news creator in the suburbs,” NPR All Tech Considered, Nov. 23, 2016, <https://www.npr.org/sections/alltechconsidered/2016/11/23/503146770/npr-finds-the-head-of-a-covert-fake-news-operation-in-the-suburbs>
  - *Listen* (41:29): “The curious case of the Russian flash mob at the West Palm Beach Cheesecake Factory,” RadioLab podcast, Feb. 20, 2018, <https://www.wnycstudios.org/podcasts/radiolab/articles/curious-case-russian-flash-mob-west-palm-beach-cheesecake-factory>

Wed., 10/13 – Midterm exam

### **Week 10 – Zombie Stats and Other Trouble with Numbers**

Mon., 10/18

- Read:
  - Milloy, “Black teens are reported missing, and far too few people notice,” *Washington Post* (pdf or [https://www.washingtonpost.com/local/black-teens-are-reported-missing--and-far-too-few-people-notice/2017/03/14/1956199c-08ee-11e7-93dc-00f9bdd74ed1\\_story.html](https://www.washingtonpost.com/local/black-teens-are-reported-missing--and-far-too-few-people-notice/2017/03/14/1956199c-08ee-11e7-93dc-00f9bdd74ed1_story.html) )
  - Murphy, “Anti-trafficking’s sensational misinformation,” *Journal of Human Trafficking*
  - O’Neil, “Arms race: Going to college,” chap. 3 in *Weapons of Math Destruction*

Wed., 10/20

- Read:
  - *Watch* (5:44): “Heather McGhee, author of ‘The Sum of Us,’ on the economic costs of racism,” CBS News, <https://www.cbsnews.com/video/heather-mcghee-author-of-the-sum-of-us-on-the-economic-costs-of-racism/#x>
  - Perez, “The default male,” introduction to *Invisible Women*
  - Perez, “Can snow-clearing be sexist?,” chap. 1 in *Invisible Women*
  - McGinty, “Counting Coronavirus Cases,” *Wall Street Journal* (pdf)

### **Week 11 – Advertising and Branding (National Media Literacy Week)**

Mon., 10/25

- Read:
  - Frith, “Undressing the ad: Reading culture in advertising,” chap. 1
  - Neidt and Richmond, “Sex sells, but gender brands,” in R. A. Lind, ed., *Race/Gender/Class/Media*, 4<sup>th</sup> ed.

Wed., 10/27

- Read:
  - Duffy, “The romance of work”
  - Gevinson, “Who would Tavi Gevinson be without Instagram?,” *New York* magazine, Sept. 16, 2019

<b>PART 4: CONFRONTING ISSUES, TAKING ACTION</b>
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**Week 12 – Putting Media on Notice**

Mon., 11/1

- Read:
  - Rickert, “Native American Journalists Association cites *New York Times* for too many negative stereotypes in portrayal of Indian Country,” Native News, Aug. 7, 2021, <https://nativenewsonline.net/currents/native-american-journalists-association-cites-new-york-times-for-too-many-negative-stereotypes-in-portrayal-of-indian-country>
  - NAJA Bingo Card
  - “What can I do to change?,” excerpt from C-Span Washington Journal interview with Heather McGhee, [https://www.youtube.com/watch?v=BsUa7eCgE\\_U](https://www.youtube.com/watch?v=BsUa7eCgE_U)
  - Smith, “A friendship for a more tolerant America,” *New Yorker*, Dec. 25, 2016, <https://www.newyorker.com/magazine/2017/01/02/a-friendship-for-a-more-tolerant-america>

Wed., 11/3

- Your examples of media interventions

**Week 13 – Work on final projects**

Mon., 11/8

Wed., 11/10

**Week 14 – Work on final projects**

Mon., 11/15

Wed., 11/17

**Week 15 – Presentation of final projects**

Mon., 11/22

Wed., 11/24 – No classes held (Thanksgiving holiday 11/24-11/26)

**Week 16 – Presentation of final projects**

Mon., 11/29

Wed., 12/1 (LDOC)

*Reading Days:* Thurs., Dec. 2, and Wed., Dec. 8

**FINAL EXAM**

Friday, Dec. 10, 12 p.m. – 3 p.m.

(Note: We may not use all three hours, but please block out this time on your calendar.)

