



**FALL 2022**

**Media Literacy: Reclaiming Information Agency  
MEJO 490.001**

**MW 11 a.m.–12:15 p.m.**

**CA 142**

*Instructor:* Dr. Barbara Friedman

*Graduate Assistant:* Contia' Prince

*Email:* via Sakai Messages

*Drop-in Office Hours:* Mondays, 2-3 p.m. and pop-up, <https://unc.zoom.us/j/8295127742>

Also available by appointment

**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 technologies 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.

Media literacy refers to a family of practices based on critical thinking. This course provides you with the frameworks and approaches for recognizing and interrogating the complexity, power and impact (positive and negative) of media as it relates to audiences, industry/producers, content, and ourselves. And because media are vital to the exercise of our democratic rights, these same forms of literacy will help us to identify in media creation, circulation, and consumption key points of intervention where we can take action toward meaningful change. You will conclude the semester by developing and testing a personal media literacy strategy.

**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 "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/aejmc-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.

#### **School Requirements:**

As of **Fall 2022**, Media Literacy will satisfy one of the following requirements in the Hussman School:

- Conceptual course for both JRN and AD/PR
- Choice course for both JRN and AD/PR

***This course will not satisfy a Level requirement.***

**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.

- 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.
- 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.
- Tucher, A. (2022). *Not Exactly Lying: Fake News and Fake Journalism in American History*. New York: Columbia University Press.
- Usher, N. (2021). *News for the Rich, White, and Blue: How Place and Power Distort American Journalism*. New York: Columbia University 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 to my UNC email address. 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*), feel free to email again via Sakai Messages. Please address me as Dr. or Professor Friedman, and, if it’s not clear in your signature line, do let me know how you’d like to be addressed in return.

**Participation and Engagement:** You must commit to being an active participant if you, your classmates, and the course are to succeed; a portion of your grade depends on your contributions in this way. 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 the question and answer. And when there's something outside class that you find relevant, please tell us about it to help advance our discussion—each of us has media preferences that extend beyond those offered in course content. How else would I have learned about Bad Bunny?

**Asking for Help:** 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. Do not wait until the end of the semester or after grades are submitted to tell me about a hardship you've been experiencing, or if there is something that is not working for you—it will be too late for me to make adjustments or 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.

**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 (UNLESS you are scheduled for discussion leadership). If there is work to be made up, 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 and/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 please understand 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 specified by the instructor. If I suspect academic dishonesty, I have a duty to report it to the 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.

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>, [The Writing Center](#), and/or see me.

**Further, this syllabus and original materials were developed and intended for MEJO 490.1 class use exclusively; do not reproduce or post the materials (in part or whole) in other settings, including academic document-sharing platforms.**

**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 available to address the mental health needs of a diverse student body through access to consultation and connection to clinically appropriate services, whether for short- or long-term needs. Visit their website, <https://caps.unc.edu> or @UNCHealthyHeels to learn more. **To speak to someone about an urgent emotional or mental health concern**, call CAPS 24/7 at 919-966-3658, or call the National Suicide Prevention Lifeline at 800-273-8255, or text START to the Crisis Text Line at 741-741. **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 space an inclusive one for all students. I will extend to each of you respect, humility, and patience. If you find something problematic in my teaching approach, please talk to me. I promise to receive constructive criticism openly and without defensiveness, and to rectify the situation.

#### **Assignments and Weighting:**

- **Participation/Engagement (15%):** Demonstration will take a range of forms *including* contributions to discussion, curiosity questions, and fulfilling your role as reading guide.
  - **Reading Guide:** For each class period, 1-2 student(s) 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 via Sakai.

- **Midterm Exam (10%) – Oct. 12**
- **Writing Assignments (50%):** Details for each provided in class and via Sakai.
  - *Forum posts: (as assigned through Oct. 7):* Responses on Sakai Forums to questions covering reading or application of concepts (250-400 words)
  - *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. 29 by 12:15 p.m. (Week 3)**
  - *Media Analysis:* An 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. 26 by 12:15 p.m.**
- **Final Project/Personal Media Literacy Plan (25%):** Details provided in class and via Sakai. **Required Exam Time: Friday, Dec. 9, 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 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. For that reason, **you should rely on Sakai Lessons for each week’s content.** If for any reason we must shift to remote learning (e.g., UNC closure due to COVID outbreak), I will do all I can to facilitate the smoothest transition possible.

## PART 1: APPROACHES TO MEDIA LITERACY

### Week 1 – Introductions

Mon., 8/15 – Media and Mindfulness

- **Read:**
  - Syllabus, and explore our Sakai site
  - Introduce yourself on Sakai Forums (by Aug. 23)
  - Post a ‘curiosity question’ on Sakai Forums now or later (available for credit through Nov. 2)



Wed., 8/17 – *The Concept of Scrutiny*

- **Read:**
  - Kellner, “Cultural studies, multiculturalism and media studies”
  - 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*
- **To Do:**
  - Start on your media self-reflection (Sakai, due 8/25 by 12:15 p.m.)



**Week 2 – Thinking in Time and Place**

Mon., 8/23 – *Social Media, Social Problems*

- **Read:**
  - Haidt, “Why the past 10 years of American life have been uniquely stupid,” *The Atlantic*
  - Listen (4:00): Hamilton, “Bingeing on bad news can fuel daily stress,” NPR Shots
  - Listen (36:05): Tavernise (host), “The Alex Jones verdict and the fight against disinformation,” The Daily (podcast), <https://www.nytimes.com/2022/08/08/podcasts/the-daily/alex-jones-sandy-hook-defamation-damages.html> (transcript available at website)
- **To Do:**
  - Forums: Week 2 Question (due Friday, 8/27, by 12:15 p.m.)

Wed., 8/25 – *Sense-making Across Time*



- **Read:**
  - Tucher, selections from *Not Exactly Lying*
  - Memmot, “75 years ago, ‘War of the Worlds’ started a panic. Or did it?,” NPR, <https://www.npr.org/sections/thetwo-way/2013/10/30/241797346/75-years-ago-war-of-the-worlds-started-a-panic-or-did-it>
  - Listen (6:15): “The great moon hoax,” WNYC On the Media, <https://www.wnycstudios.org/podcasts/otm/segments/132903-the-great-moon-hoax> (transcript available at website)
- Media self-reflection due to Sakai today by 12:15 p.m.

**Week 3 – Media Literacy as a Family of Practices**

Mon., 8/29 – *News Literacy and Citizenship*

- **Read:**
  - Newman, “Citizenship,” in *The Media Studies Toolkit*
  - Ashley, “What is news literacy,” chap. 1; and “What citizens know about news and why it matters,” chap. 2, in *News Literacy and Democracy*

Wed., 8/31 – Media Ecology and Network Pollution

- Read:
  - “What is media ecology?,” Media Ecology Association, <https://media-ecology.org/What-Is-Media-Ecology>
  - 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>



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

Mon., 9/5 – **Labor Day** observed; no classes held

- Optional reading: <https://www.bloomberg.com/news/articles/2022-08-04/reuters-us-journalists-plan-to-strike-for-first-time-in-decades>  
(Note: Tuesday, Sept. 6 is a Well-being Day – no classes held)

Wed., 9/7 – Digital Literacy and Bias

- 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/>
- To Do:
  - Forums: Week 4 Question (due Friday, 9/9, by 12:15 p.m.)

## **PART 2: MEDIA INDUSTRIES**

#### **Week 5 – Media Work and Intersectionality**

Mon., 9/12 – Media and Representation

- Read:
  - Garcia-Hodges, “News organizations struggle to meet diversity pledges despite key hires,” NBC News, <https://www.nbcnews.com/news/all/news-organizations-struggle-meet-diversity-pledges-despite-key-hires-n1258264>

- *Listen* (1:10:24): Valdes, “Inside the push to diversify the book business,” The Daily (podcast), <https://www.nytimes.com/2022/07/31/podcasts/the-daily/the-sunday-read-inside-the-push-to-diversify-the-book-business.html>
- *Watch* (3:54): “Marlee Maitlin’s Brief but Spectacular Take on deaf actors in Hollywood,” NewsHour, <https://www.pbs.org/newshour/show/marlee-matlins-brief-but-spectacular-take-on-deaf-actors-in-hollywood>

*Wed., 9/14 – Framing in Media*

- **Read:**
  - Costabel, “On representing disability,” Media Diversity Institute, <https://www.media-diversity.org/on-representing-disability/>
  - 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> )
  - Monet, “The crisis in covering Indian Country,” CJR, <https://www.cjr.org/opinion/indigenous-journalism-erasure.php>
- **To Do:**
  - Forums: Week 5 Question (due Friday, 9/16, by 12:15 p.m.)

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

*Mon., 9/19 – Objectivity, What is it Good For?*

- **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>
  - *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>

*Wed., 9/21 – From Where You Stand (Standpoint Theory in Media Studies)*

- **Read:**
  - 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>
  - McBride, “New NPR ethics policy,” NPR, <https://www.npr.org/sections/publiceditor/2021/07/29/1021802098/new-npr-ethics-policy-its-ok-for-journalists-to-demonstrate-sometimes>
  - 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/>
- **To Do:**
  - Forums: Week 6 Question (due Friday, 9/23, by 12:15 p.m.)



## PART 3: CONTENT AND CONSUMPTION

### **Week 7 – Encoding/Decoding**

*Mon., 9/26 – Well-being Day, no classes held*

*Wed., 9/28*

- **Read:**
  - Hall, “Encoding/decoding”
  - Friedman, “What was she thinking?,” in Lind, *Race/Gender/Class/Media*
  - “What students are saying about how social media affects their body image,” *New York Times*, <https://www.nytimes.com/2022/03/31/learning/what-students-are-saying-about-how-social-media-affects-their-body-image.html?searchResultPosition=30>
- **To Do:**
  - Forums: Week 7 Question (due Friday, 9/30, by 12:15 p.m.)

### **Week 8 – Evaluating Information**

*Mon., 10/3*

- **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>
    - 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)
  - Jack, “Lexicon of lies: Terms for problematic information”

*Wed., 10/5*

- **Read:**
  - Marwick and Lewis, “Media manipulation and disinformation online,” pp. 1-32.
  - 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>
- **To Do:**
  - Forums: Week 8 Question (due Friday, 10/7, by 12:15 p.m.)

### **Week 9 – Prepare for Midterm**

*Mon., 10/10 – Review material on your own (we will not meet as a class this day, but instructor is available via zoom during class session and regularly scheduled office hours)*

*Wed., 10/12 – Midterm exam*

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

Mon., 10/17

- **Read:**
  - O’Neil, “Arms race: Going to college,” chap. 3 in *Weapons of Math Destruction*
  - 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*

Wed., 10/19

- **Read:**
  - Perez, “The default male,” introduction to *Invisible Women* (full-text via UNC Libraries, <https://catalog.lib.unc.edu/catalog/UNCb9891062>)
  - Perez, “Can snow-clearing be sexist?,” chap. 1 in *Invisible Women* (full-text via UNC Libraries, <https://catalog.lib.unc.edu/catalog/UNCb9891062>)
  - *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>



### **FALL BREAK**

**No classes held Thurs, Oct. 20- Fri., Oct. 21**

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

Mon., 10/24

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

Wed., 10/26

- **Read:**
  - Marwick, “Instafame”
  - Gevinson, “Who would I be without Instagram? An investigation,” *The Cut*, Sept. 16, 2019, <https://www.thecut.com/2019/09/who-would-tavi-gevinson-be-without-instagram.html>
  - Wells, Horwitz, & Seetharaman, “Instagram is toxic for teen girls, company documents show,” Facebook Files series, *Wall Street Journal*, <https://www.wsj.com/articles/facebook-knows-instagram-is-toxic-for-teen-girls-company-documents-show-11631620739>
- **To Do:**
  - Media analysis due today to Sakai by 12:15 p.m.

## PART 4: CONFRONTING ISSUES, TAKING ACTION

### **Week 12 – Putting Media on Notice**

Mon., 10/31

- **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>
  - Littledave, “The 400 Years Project looks at Native American Identity through the Native Lens,” NPR, <https://www.npr.org/sections/pictureshow/2021/06/06/992742396/the-400-years-project-looks-at-native-american-identity-through-the-native-lens>
    - “The 400 Years Project,” <https://www.400yearsproject.org/> (skim site, read an essay or two)
  - “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)
  - McGrath-Conwell & Du, “New magazine upends Asian-American stereotypes,” CBS News, <https://www.cbsnews.com/news/slantd-new-magazine-upends-asian-american-stereotypes/>

Wed., 11/2

- Your examples of media interventions (bring to class for discussion)

### **Week 13 – Work on final projects**

Mon., 11/7 – see ‘how to prepare’ on 11/7 Lessons page

Wed., 11/9 – see ‘how to prepare’ on 11/9 Lessons page

### **Week 14 – Work on final projects**

Mon., 11/14 – see ‘how to prepare’ on 11/14 Lessons page

Wed., 11/16 – Work on your own (we will not meet as a class this day)

### **Week 15 – Presentation of final projects – sign up on Sakai**

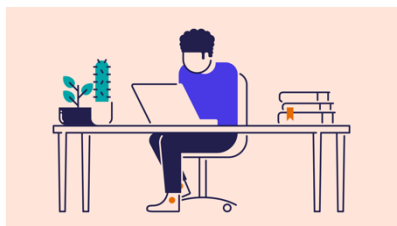
Mon., 11/21

Wed., 11/23 – No classes held (Thanksgiving recess 11/23-11/25)

### **Week 16 – Presentation of final projects – sign up on Sakai**

Mon., 11/28

Wed., 11/30 (LDOC)



Reading Days: Thurs., Dec. 1, and Wed., Dec. 7

### **FINAL EXAM PERIOD – sign up for presentations on Sakai**

Friday, Dec. 9, 12 p.m. – 3 p.m.

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