RTV 105-02 Race, Gender and Mass Media

Department of Communication
Classroom OS 302
MW 2-3:15
Instructor: Dr. Ann Taylor
Office: Landrum 100 (INSIDE OFFICE)
Email: taylorann@exchange.nku.edu
Telephone: (859) 572-5974(O)  (513) 521-3295 (H)
Office Hours: MW 12:00 - 1:30 / TR 12:15 – 1:15 OR by Appointment

Course Objectives and Plan:
The goals of this course are to develop “media literacy”—the analytical framework for a reasoned and effective understanding of the media’s impact on American society—with particular attention to the treatment of gender and race by the mass media. The course will address entertainment, new content in print and the electronic media.

This course will use an interdisciplinary approach to examine race and gender issues—History, Women’s Studies, Sociology, and Cultural Studies—to discuss the impact of the media on our concept of race and gender identities.

After taking this course I expect that you will learn how to analyze, interpret, and evaluate the images and messages regarding women and people of color you receive daily from the mass media. To achieve this goal, we will examine:

- the historical development of the portrayals of women and four ethnic groups, i.e., African Americans, Native Americans, Latino and Asian Americans, in the mass media,

- the influence of politics and economics on such portrayals, and

- the function of the mass media in maintaining sexism and racism in society.

Our examination will also include discriminatory practices in the mass media industry, the effects of communication education, and the alternative media—the efforts by women and people of color to let their voices be heard and counter the negative portrayals by the dominant media.

Course Format: Classes will consist of lectures, readings, small and large group discussion, writing reaction essays, library research, group presentations, individual presentations and viewing videos..

Required Text:

**Readings used as a source for some lectures:**


**Requirements and Grading:**

*Cheating and Plagiarism:* Cheating and plagiarism are serious offenses. According to the *NKU Code of Student Rights and Responsibilities Handbook*, a “student who uses a dishonest means to obtain a grade is cheating; a student who submits another’s work as one’s own without adequate attribution is guilty of plagiarism.” To avoid plagiarism, thoroughly cite all sources of ideas and information obtained from others. *Cheating and/or plagiarism on any activity or assignment will result in an “F” for that assignment and/or the course.*

*Student Honor Code:* The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the student of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

*Students with Disabilities:* Students who require accommodations, academic adjustments, auxiliary aids or services for this course must register with the Disability Services Office. Please contact the Disability Services immediately in the University Center, Suite 320 or call 859-572-6373 for more information. Verification of your disability is required in the DSO for you to receive a reasonable academic accommodation.

*Exams:* There will be two in class exams and one final examination. Make-up exams will not be given without an “official” written excuse indicating illness or other unusual circumstances that were beyond your control. Letters written by parents and roommates are not acceptable. Unexcused absences on scheduled exam days will be treated as zero scores.

*Reaction Essays*  
Reaction essays are three to five page *critical reflection and response* on the reading assignments/videos/speakers. *Each reading should be referenced in the Reaction Essay* These essays are to be typewritten, and double spaced, 12 point font. I will accept late papers but give lower grades. Make a copy of the papers before you hand them in to me to avoid problems if your papers, for some reasons, become lost.
**Small Group Work**

Each class member is responsible for all readings. The small groups are used to reflect, respond and report their reaction to the readings. Class time will be used to record and reflect on the readings and reporting to the class body.

**Group Projects:** Students will work on group project presentations. The group project allows students the opportunity to observe and analyze representation of gender and race in the medium of your choice; print magazines, newspapers) or electronic (television, radio, film). Examples of group presentations include: Analysis of local news broadcast, MTV and Music Videos, Video Games, Sitcoms, Soap Operas.
Participation and Attendance: I expect all students to read the materials before class, reflect on the reading and be prepared to collaborate with your group as you discuss the reading assignment. Vague and general statements will not be accepted on how the media treats minorities and/or women. All responses must be supported. **You are expected to be on time and attend all classes.** If you are not able to attend class, you are responsible for knowing what went on in class on days that you miss. **Absence is never an excuse for not knowing what is going on or what is expected of you on a given day.**

Grading: The final grade will be determined based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>25 pts</td>
</tr>
<tr>
<td>4 Reaction Essays</td>
<td>10 pts</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50 pts</td>
</tr>
<tr>
<td>Group Project</td>
<td>15 pts</td>
</tr>
<tr>
<td>Class Participation/Attendance</td>
<td>10 pts (no more than 2 absences, if so 10 points deducted)</td>
</tr>
<tr>
<td>Special Research Activities*</td>
<td>5 pts</td>
</tr>
</tbody>
</table>

*Students may earn up to 10 extra credit points (5 for each) for individual research of special interest, or attendance at educational functions, lectures, etc., relevant to course objectives.

A- 170-160 pts; B-159-149 pts, C-148-138 pts, D-137-127 pts, F 126 pts..

Classroom Decorum: Do not enter the classroom during student presentations. Please wait outside until you hear the applause that signals the end of the presentation.

Cell Phones: All cell phones are to be turned off or in the vibrate mode during class. **If your cell phone rings during class I will automatically lower your grade by 5 points each time it is left on.**

I reserve the right to adjust and alter the schedule as the needs of the class dictate.

NOTE: This is a discussion based course that lends itself to hearing and appreciating different perspectives. Learning is a shared experience and I hope that learners will learn from each other. The readings are the views of the authors and do not necessarily reflect my own views. Some readings may be controversial and may make people feel uncomfortable, it is the place of the “academy” to allow for intellectual discourse. The academy is a place for openness and tolerance. We can agree not to agree, defend your beliefs and, be prepared for animated discussions. Video presentations are not meant to offend, but to examine the content as it applies to our understanding and knowledge of various forms of expression reflected in the various genre.
If you have questions or need to talk to me, call me, come to my office, or email me.
Have a wonderful semester!

Ann M. Taylor, Ph.D.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activity</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/23</td>
<td>Course Overview/Introductions</td>
<td></td>
</tr>
<tr>
<td>8/25</td>
<td>What is the Function of Media?</td>
<td>Video: Mass Media VT 759</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30</td>
<td>Discuss</td>
<td>“One Drop of Blood” FD pp 227-236</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Biology and the Social Construction of Race” (Handout)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“White Privilege and Male Privilege”</td>
</tr>
<tr>
<td></td>
<td>Video: The Angry Eyes VT3377</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Handout)</td>
<td></td>
</tr>
<tr>
<td>9/1</td>
<td>Small Group Discussions (A)</td>
<td><strong>Reaction Essay Due #1</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>Labor Day –University closed/no classes</td>
<td></td>
</tr>
<tr>
<td>9/8</td>
<td>Definitions of “Race” and “Gender/Racial Stereotypes”</td>
<td>Working Assumptions (Tatum) Blackboard</td>
</tr>
<tr>
<td></td>
<td>Video: Understanding Race VT 2637</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Asian Women in Film” (FD p.32-37)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Covering the Invisible Minority” (FD p 97)</td>
</tr>
<tr>
<td>9/15</td>
<td><strong>Race: African and Hispanic Americans</strong></td>
<td>“Hispanics in Television Entertainment”</td>
</tr>
<tr>
<td></td>
<td>Race”</td>
<td>“What Local TV News Tells Us About”</td>
</tr>
<tr>
<td></td>
<td>Small Group Discussion (B)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>Institutional and Cultural Racism</td>
<td>Cultivation Theory</td>
</tr>
<tr>
<td>9/22</td>
<td>Video: “The Color of Fear”</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>Video: “Understanding Prejudice” VT 1714</td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>Small Group Discussion (C)</td>
<td><strong>Reaction Essay Due #2</strong></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td><strong>Gender: Stereotypes/Men and Women</strong></td>
<td>“One Size Does Not Fit All” (Handout)</td>
</tr>
<tr>
<td></td>
<td>Video: Killing Us Softly III VT 2810 or 3225</td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td><strong>Examination #1</strong></td>
<td></td>
</tr>
</tbody>
</table>
Week 8
10/11  Video: Tough Guise VT 2601
       Models of Manhood/Masculinity as Homophobia  Blackboard
10/13  Video: Tough Guise Pt 2“
       Small Group Discussion (D)

Week 9
10/18  Fall Break/No Classes
10/20  Historical Development
       Video: Off the Straight and Narrow
       “The Visibility of Race and Media History” (Handout)

Week 10
10/25  Contemporary Practice
       Video: TBA
       “When Should You Quote Minority Sources”(FD 138 –140)
10/27  Gender and Music Video
       Video: “Dream Worlds”

Week 11
11/1   Jim Crow and Affirmative Action
       Video” VT 2275
11/3   Small Group Discussion (E)  Reaction Essay #3 Due

Week 12
11/8   Action Research/Group Work: What messages do we hear/see from television shows? Record your viewing programs within the next 5 day. Identify the shows, What was the theme? Topic? Who are the main characters? Ethnicity/Gender? Stereotype? Do the shows reflect the readings? If so how? If not how are they different? You are expected to go beyond the obvious  I expect an analysis of the stereotype(if any) any underlining messages-(one of the 5 functions of Media for example).
11/10  Group Project Assignments

Week 13
11/15  Linguistic Racism
       “Sexism, Racism and Other ‘–isms’”(FD p 45-51)
       “Hate Speech” (FD p 52-60)
       “The Sports Team Nickname Controversy” (FD p 69-75)
       “Big Crow’s First Stand” (FD, p 212-214)
11/17  Report on Action Research/Group Project  Reaction Essay #4 Due

Week 14
11/22  Examination #2
11/24  “Thanksgiving Break- no classes
Week 15
11/29 Alternative Media/Ethnic Media Agencies (FD, 199-202)

“The Role of Ethnic Advertising
Native Radio in the United States: The Beginning of a New Oral Tradition”. 160-166)
The Importance of Ethnic Newspapers to U.S. Newcomers” (250-255)

12/1 Meet for Group Project

Week 16
12/6 Student Presentations
12/8 Student Presentations

Final Examination
Monday, December 13th 1:00 – 3:00 p.m.

I reserve the right to adjust the syllabus based on the needs of the learners

Small Discussion Group Members

Moderator_____________________________

Recorder_____________________________

Discussant___________________________

Discussant___________________________

Discussant___________________________

Discussant___________________________

Discussant___________________________

Discussant___________________________

Discussion should include the following:
Overview of materials read
Salient Points
Implications for Race and Gender in Mass Media
Questions for further discussion

The discussion should be engaging and allow time for question/answer (Q and A) from class members.