

JLMC 477
ETHNICITY, GENDER, AND THE MEDIA
T/TR 12:40-2:00 SPRING 2002

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To aid you in this class and in your education, this class has a web CT site.

Required Texts:

Cottle, S. (2000). Ethnic Minorities and the Media. Buckingham: Open University Press.

Readings on reserve on E-Reserve in the Iowa State University Library. There are two books on reserve as well: Communicating Prejudice and Cultural Diversity and the U.S. Media. You will read several select articles out of these books.

COURSE GOALS:

The goal of this course is to increase the understanding of basic concepts and principles regarding communication between people from different racial, ethnic, and cultural backgrounds, especially within the United States as it relates to mediated representations.

We will discuss, among other things, how these diverse groups are portrayed in the American mass media, what images are presented by the media, how closely these images reflect reality and how they affect our perceptions, how these images of diverse groups have changed over time and why, and what these changes say about the mass media and about us. We will also attempt to extrapolate from what we learn about today's experience to offer some predictions about tomorrow.

This course will introduce you to theory and research in the area of critical cultural communication, and will help you apply this knowledge in understanding and critiquing a variety of media. This course will improve your communication skills in managing cultural diversity in the United States by focusing upon a study of social, societal, structural and historical dimensions of relations between and among racial, ethnic, gender, and dis/ability groups in contemporary United States society.

This course draws from multiple perspectives including historical, social scientific, humanistic, and rhetorical/critical.

LEARNING OBJECTIVES:

In this course you should:

1. Become familiar with the study of critical cultural communication from the critical perspective and the dialectical perspective.
2. Discover the importance of the roles of context and power in studying mediated representation.
3. Become more sensitive to the complexity of multicultural interactions.
4. Recognize the influence of your own cultural group on intercultural interactions.
5. Become more willing, self-reflexive, flexible, and open in communication.

COURSE POLICIES:

Registrar's Message

The registrar cautions you that withdrawing from a course and other matters of registration are the student's responsibility.

University Message

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the *beginning* of the term to discuss any such accommodations for this course.

Readings

Do not enroll in this course if you are unable to address such controversial issues as race, racism, ethnicity, class, gender, sexuality, sexism, heterosexism. We will be discussing such issues and others as well as seeing films, some of them rated R.

This course requires extensive reading of difficult and often controversial materials. You should be prepared to dedicate a significant amount of time outside of class to reading your materials carefully and critically. We will discuss the readings in class, but for our discussion to be effective, you **MUST** come to class prepared, having read that which is assigned for that day.

ATTENDANCE/ PUNCTUALITY

Regular and prompt attendance is expected. Attendance is called at the beginning of each class period. **Attendance is worth 60 points of your final course grade or 2 points per day. In order to receive credit for attendance you must arrive on time and stay the duration of the class.** You are expected to attend class regularly and **ON TIME. TARDINESS IS NOT ACCEPTABLE.** If you cannot get to class on time, it will be necessary that you find a class that better fits your schedule. There is **NO** distinction between "excused" and "unexcused" absences; an absence is an absence. Attendance is mandatory during oral presentations of group projects. Keep in mind, however, that missing class on a day that **you are assigned to present** (either individually or with your group) will result in loss of one letter grade allotted to those presentations and such a loss **CANNOT** be made up- **NO EXCEPTIONS.** Some exceptions such as death in family, wife in labor, severe illness may be excused. Please let me know ASAP if you find yourself in this predicament. Students attending university-sponsored functions (sports, debate team) must provide written documentation at least one week in advance of the anticipated absence.

****If you are absent, remember absences make it more difficult for you to learn the material we are discussing. YOU are responsible for obtaining material and information you missed from other class members.**

PARTICIPATION

Student contribution to class discussion is mandatory. This is an activity-centered course, and is most successful with insightful comments, observations etc. from students. Keep in mind that "participation" is **NOT** synonymous with "talking." In order to obtain maximum benefit from the concepts and processes being presented and discussed, it is essential that you actively and regularly participate in class exercises and assignments in a mature and thoughtful manner being respectful of others.

MAKE-UP AND/OR LATE WORK

The nature of this class renders make-up work almost impossible and will **NOT** generally be accepted. There will be a **10-point reduction per day (not just on the days we meet) for**

turning in late work. After 5 days, the work will not be accepted. Exceptional circumstances do arise, I realize, and I am able to respond to such events. Please let me know in advance about the nature of any such exceptional circumstance when the nature of the circumstance allows such early notification. Remember that I, as the professor, will actively participate in the negotiation of what constitutes “exceptional,” “early notification,” and “ability to give early notification.” Therefore, except in extreme circumstances, plan to prepare and submit assignments on time.

ACADEMIC HONESTY

Strict standards of academic honesty will be enforced. Academic dishonesty (cheating, fabrication of information, plagiarism etc.) will be prosecuted to the fullest extent possible. Examples of acts that constitute cheating include looking at another student’s exam, allowing another student to look at your exam, giving cues to other students on answers, referencing a “cheat sheet,” making arrangements to have another student take your exam in our place, unauthorized access to an exam, working with other students on assignments or exams without expressed permission from your professor, and submitting the same paper or substantial portions of the same paper for multiple classes without express permission of the professor. Examples of fabrication include creating data and/or quotations and inventing references. Examples of plagiarism include failing to cite paraphrased work of others, and acquiring a paper or project from a research service or another source and submitting it as your work for academic evaluation.

** Academic honesty is expected of all students. Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. All instances of academic misconduct will be penalized. If, at anytime, you are not sure if your actions constitute academic misconduct **please** see me.

ASSIGNMENTS:

Exam: There will be a midterm exam in this class which will evaluate your comprehension and mastery of readings, class discussion, lecture, and any other in-class materials. It will be comprised of entirely short answer and essay questions. The exam **MUST** be taken at the assigned time. You must notify me **BEFORE** the exam if you are ill.

Final Exam Project: You will write one long paper (12-14 pages) in which you will conduct a critical cultural analysis. You **MUST** submit a formal proposal to me in which you outline your project and **receive my written approval of your project**. Proposal must be submitted by **March 12, 2002**

Roundtable Discussion: You will select one roundtable topic and write one 4-5 page position paper (if you write this paper as a group it should be minimally 8 pages) in which you respond to a number of issues from that topic that emerge in the reading. Along with the other students who select the roundtable topic, you will present your paper and then together lead a discussion among the class. Be informative and creative here.

Journal Projects: You will conduct two (2) critical analysis journal projects: one on local news coverage, the other on local newspaper coverage. These projects require you to have access to a television and newspapers. See attached sheet for details.

Mini Response Paper: You are required to write one (1) 3-5 page response paper. This paper should reflect your engagement with the readings. **You will submit this paper at the end of the first section.**

Classroom Behavior:

Much of what we will be studying in this course deals with issues of gender, race/ethnicity, class, dis/ability, nationality, and sexuality. There are likely to be times when you disagree with the ideas, arguments, and perspectives of others in the class. While such disagreement may be uncomfortable, it is in this sharing of our different ideas and perspectives that we can come to a better understanding of the complexities of our lives in a diverse world. In this class, your ideas and your views are important, respected, and valued. As members of a shared community, even a temporary one such as this class, we all must take responsibility for creating a space where we can be open and honest in our discussions.

One of the key code words in creating and maintaining an effective learning environment is the notion of “civility.” This includes the expectation that when students disagree with each other in class, they maintain respect for each other. When we agree that civility is an essential part of learning, we can engage in controversial discussions such that we have the freedom to express our positions while avoiding personal insults and confrontations. Please treat your classmates as you would like to be treated.

*** A FINAL NOTE ***

I look forward to the opportunity to talk with you, to learn from you, and to work with you. My expectations are high for both of us. I expect your best work and your honest commitment to this class. In return, you can expect the same from me. If at any moment in the semester you feel that what is being presented is unclear, please bring it to my attention. Do not wait until something becomes a crisis. By then it is too late. I take the business of teaching very seriously, and I expect to be held accountable for my performance, just as I hold you accountable for yours. Let's have a fun, productive, and scholarly semester!

COURSE ASSIGNMENTS

Midterm Exam	100 pts. (20%)
Final Project Exam	120 pts. (24%)
Attendance	60 pts. (12%)
2 Journal Projects @ 50 pts each	100 pts. (20%)
Roundtable Discussion	100 pts. (20%)
Mini Response Paper	20 pts. (.04%)

Total Points: 500 points

**See attached assignment sheets for specific, detailed instructions for each assignment. These assignments are designed to facilitate a more thorough understanding and application of course material.*

Grading Scale:

A	475-500	C	365-379
A-	450-474	C-	350-364
B+	430-449	D+	330-349
B	415-429	D	315-329
B-	400-414	D-	300-314
C+	380-399	F	313 and below

Five Sections of the Course:

1. Changing Representations
2. Changing/challenging hegemony
3. Changing Contexts of Production
4. Changing Cultures of Identity
5. Communicating

In addition to good writing which includes style, grammar, spelling etc. (see Writing Criteria section) your papers will be graded on the following guidelines:

- Critical thinking
- Depth of discussion
- Connections between and across ideas and arguments
- Thoughtfulness and insight

An **“A”** means that your writing/topic gives me something to think about in terms of theorizing and explaining critical cultural communication, extends my understanding of certain cultural communication issues and their complexities; goes beyond a typically competent fulfillment of the assignment.

A **“B”** means that all the work is there and it is of good quality. A **“B”** entry references an critical cultural mediated concept, but does not develop, challenge, extend, or critique that concept.

A **“C”** reflects the assignment been completed but are lacking in insight, is primarily descriptive (i.e., summaries of what you did or said or saw) are done with little thoughtfulness, seem rushed or careless.

A **“D”** is incomplete, either because critical ideas are not explained or the minimum requirements were not met.

Journal Project 1: A Critical Analysis of Newspapers:

You will conduct a critical analysis of at least 2 but not more than 4 of the following areas in The Ames Tribune, The Des Moines Register, and/or The Iowa State Daily: ethnic minority representation, gendered representation, dis/ability representation, gay/lesbian representation, and whiteness. ***You may NOT look in the Sports or Entertainment pages of any of the newspapers.*** You will need to turn in all the articles you find (photocopy is fine). You should begin collecting articles for 2 weeks in order to conduct an indepth analysis. Minimally you should have 5-7 articles that you submit with your paper.

You are to describe and critically analyze the representation contained therein culminating in a 5-8 page paper. You should use one of the theories we learn in class as your main theoretical framework in discussing representation. All of the questions below must be included in your paper:

1. Are hegemonies maintained?
2. Are interlocking systems of domination accounted for?
3. Does the language, pictures maintain marginalities of people?
4. What stereotypes are reinforced, maintained, or challenged?
5. What do your findings suggest about the power of the media and its effect on identity formation and representation? Think about racism, sexism, heterosexism, homophobia/lesbianism, ethnic identity, language, power, politics, U.S. identity and beliefs, tensions between various groups, interracial/intercultural relationships,

- friendships, and how your own social position (race, gender, age, class etc.) influences how you are or are not affected by the representation
6. Based on your critical analysis, what would need to be changed or maintained in order for representation to be equitable.

Journal Project 2: A Critical Analysis of Television News:

Watch local television news (ABC, CBS, FOX, or NBC) for at least one the week BEFORE you write your paper. Record the number of representatives of different identity groups (ethnic, racial, gender, age, class, dis/ability, sexuality, and so on) that appear in the news; also record how the person is portrayed, discussed, pictured, and language used. *You may NOT look to or analyze the Sports or Entertainment coverage.*

You are to describe and critically analyze the representation contained therein culminating in a 5-8 page paper. You should use one of the theories we learn in class as your main theoretical framework in discussing representation. All of the questions below must be included in your paper:

How were the different groups represented?

1. What groups were most represented? Why do you think this is?
2. What groups were least represented? Why do you think this is so?
3. What differences (if any) were there in the representations? Was one group more “demonized” or positively represented than others?
4. In how many cases were people depicted in stereotypical roles (e.g. African Americans as athletes, women as homemakers)?
5. What stereotypes were reinforced by the news coverage?
6. What do your finding suggest about the power of the media and its effect on identity formation and representation? Think about racism, sexism, heterosexism, homophobia/lesbianism, ethnic identity, language, power, politics, U.S. identity and beliefs, nonverbal/verbal communication, tensions between various groups, interracial/intercultural relationships, friendships, and how your own social position (race, gender, age, class etc.) influences how you are or are not affected by the commercials.

Final Exam Project: For your final exam, you will conduct a critical cultural analysis. This topic may cover any issue you see as paramount and may include a critical cultural analysis of television news, film/movies, newspapers etc. You MUST submit a formal proposal to me in which you outline your project and **receive my written approval of your project before you begin.** Proposal must be submitted by **DATE. Final exam project due:**

Requirements for final exam project:

1. Your paper is to be 12-14 typed pages in length. This is a group paper; therefore even though different people write different sections, the paper MUST flow well, and be coherent.
2. Written in 12 point font
3. You need to have at least 5 outside sources. Interviews with people are highly recommended if possible
4. You need to have a bibliography
5. Don’t try to cover entire issue; be precise and specific
6. Use readings, theory, films to support argument

Tentative Daily Schedule

Changing Representations

Week 1

January 15 (T): Classes begin, overview of course, syllabus, assign Cultural Artifacts Project
17 (T/R): Lecture: Chap 1; Ethnic minorities, women and the media

Week 2

Jan. 22 (T): Finish Chap 1; Lecture: hegemony, Interlocking systems of domination
24 (T/R): Chapter 2; Campbell (reserve reading); Lecture: Critical Discourse Analysis

Week 3

Jan. 29 (T): Chap 3; Lecture: Whiteness & power & women (read article—McIntosh)
31 (T/R): Guest Speaker: Harriett Woods first woman elected to statewide office as Missouri's lieutenant governor; former Lt. Governor of Missouri; past president of the National Women's Political Caucus (NWPC); author of *Stepping Up to Power: The Political Journey of American Women*

Week 4

Feb 05 (T): Artz (reserve reading); Film Clip (*Pelican Brief*); **Mini Response Paper due!**
07 (T/R): Chap 4; Delgado (reserve reading)

Changing/Challenging Hegemony

Week 5

Feb 12 (T): Chap 5; **Begin gathering data for project #1**
14 (T/R): Film Clip

Week 6

Feb 19 (T): Woodbury (reserve reading)
21 (T/R): Hasian (reserve reading)

Week 7

Feb 26 (T): Lecture: Standpoint Theory; Rakow & Wackwitz (reserve reading);
28 (T/R): **Journal Project #1 Due (newspaper critical analysis)**

Changing Contexts of Production

Week 8

March 05 (T): Lecture: Identity Politics, Essentialism; Chap 6
07 (T/R): Chap 7

Week 9

March 12(T): Review for Midterm! **Final Exam Project Proposal Due!**
14(T/R): **MIDTERM (1-7)**

March 18-22 Spring Break—no class!

Changing Cultures of Identity

Week 10

March 26 (T): Chap 8; Nelson (reserve reading); **Begin watching local television news**
28 (T/R): Haller (reserve reading)

Week 11

April 02 (T): Chap 9
04 (T/R): Orbe, Seymour, & Kang (reserve article); **Journal Project #2 Due! (television news media critical analysis)**

Week 12

April 09 (T): Carstarphen & Kim (reserve article)
11 (T/R): Morris & Stucky (reserve article)

Week 13

April 16 (T): Chap 10
18(T/R): Hasian (reserve article)

Week 14

April 23 (T): Chap 11
25 (T/R): Little (reserve article)

Communicating

Week 15

April 30 (T): Kim (reserve article)
May 02 (T/R): Chap 12; Nakayama article **You may turn in Final Exam Projects today. They are officially due at the time listed below.**

Week 16—FINALS WEEK: May 6-10. Your final is FRIDAY MAY 10 2001 9:45-11:45

WRITING CRITERIA FOR ALL PAPERS:

Content:

- State the concept. Provide a brief, but clear statement of the idea from the reading(s) you are working with. Be sure to state the idea and explain it in your own words.
- Describe the data. Clearly identify the specific, isolated instances of the communicative behavior you choose to use from the film, text, etc. It might be a scene, an object, or a person. Be focused and specific in your choice. Narrowing your selection should provide better opportunity for in-depth analysis.
- Make the application. Discuss or explain HOW the communicative behavior described above exemplifies the concept from the readings. Or, you may approach it from a different angle and explain how the readings (the concept) give an understanding of the communicative behavior from the movie.

Organization

- Start with an introduction. Does the paper provide an attention-getting opening? Is there a “hook” for the reader that creates interest in reading further? Does the introduction **express a clear thesis statement of the purpose and/or argument?**
- Develop your thesis. Are concepts, data, and applications described efficiently and effectively? Are connections between the concepts and data evident? Are the examples from the film illustrative of the concepts being discussed? Does the paper demonstrate active engagement of the content and issues of this course? Does the paper follow the format described above?
- End with a conclusion. Summarize your main point(s). End with a statement that really “hits home.” Is the reader left with something to think about?

Creativity/Style

- Does the paper present the issue in powerful, passionate, and/or transformative ways?
- Is the paper creative in its style?
- Is the paper thoughtful, reflective, and precise?
- Does the paper explore powerful and complex questions/concepts?
- Is the paper relevant to the readings of this course?
- Is the paper grammatically effective?

Papers in General/Mechanics

- **Do you have page numbers??**
- Is the paper the required length (not including bibliography or the assessment)
- Is the paper typed in 12-point font?
- Is the paper written in 5th edition APA?
- Do you provide citations for quoted material?

PERSONAL ASSESSMENT

*****MAKE AN EXTRA COPY OF THIS PAPER. YOU WILL NEED ONE FOR YOUR FIRST THREE PAPERS/PROJECTS *****

Responses to these questions should be typed on a separate sheet and submitted with your completed Papers. Paperclip your completed responses. Be sure to put your name on BOTH documents. Submit both documents to your professor on the specified date.

Paper Title: _____

1. What is your topic?
2. What is your thesis? Where is it located?
3. What is the hook into your paper?
4. How effective is your syntax, overall?
5. Give an example of an effective sentence (and say why it's effective).
6. Give an example of a problem sentence (and say why it's a problem).
7. Are there any problems with organization?
8. Are transitions effective?
9. Assess your use of textual detail. Have you used enough? Too much? Does it support your argument? How thoroughly do you discuss what you cite?
10. What is the best, most creative point in the paper?
11. What still needs work in this paper? List any conceptual problems you need to solve.
12. Include any other information about your paper that may be of use to me in evaluating your work.

PREVIEW ALL TOPICS WITH THE INSTRUCTOR!

ROUNDTABLE TOPICS

Rank the following topics according to interest, with 1 indicating 1st choice and 5 indicating last choice.

Changing Representations

Possible Dates:

February 5

February 7

Changing/Challenging Hegemony

Possible Dates:

February 19

February 21

Changing Contexts of Production

Possible dates:

March 5

March 7

Changing Cultures of Identity

Possible dates:

April 9

April 11

April 16

April 18

Talking back

Possible dates:

April 30