

JRN/WMS 380 WOMEN, MINORITIES, AND THE MEDIA

Fall 2001

Hours: Tues 5:20-8:20 pm, 122 Bunnell
Office: Journalism Dept, 101B Bunnell
Phone: 474-6249 (with answering machine)

Instructor: Dr. Joy Morrison
Office Hours: TR 2-5 pm
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COURSE DESCRIPTION: This course is taught as a seminar meaning that the focus will be on readings, oral presentations and in-class discussions. We will study women, minorities and the media from a multi-culturalist perspective using a broad feminist analysis which encompasses issues of gender as well as class, race, age, sexual orientation, physical ability, etc. The course begins with an assumption that racism, sexism, classism, and homophobia exist in our society and that these need to be acknowledged. This is not a “male bashing” class although a discussion of our patriarchal society will be a major focus. There will be videos and guests to complement the readings and discussions.

OBJECTIVE: Our mass media are hugely influential, and their major influence is educational. You will be introduced to critical theory as a way of examining how women and minorities are represented by the media and study the effects on society of these representations. Hopefully by the end of the semester you will be able to critically analyze mass media products and discern things which were previously invisible to you. You should also have a good of how employment in media industries reflects our society demographically. This course also encourages students of different gender, age, race, ethnic backgrounds, sexual orientation, and physical abilities to openly discuss their perceptions of how **they** are portrayed in the media, and to learn from each other and thereby become more sensitive to the feelings of different groups. The purpose of class discussion is the exchange of ideas, the stimulation of thought, and learning. I encourage debate, and respect **all** opinions when these are offered in a respectful manner. The purpose is NOT to win arguments or convince others that they are wrong, nor to dominate the dialogue. You should also become accustomed to taking a stand in oral presentations of the articles you are assigned, and defending your position. Another objective of this class is to produce journalists who are sensitive to issues of diversity in the media.

RESPONSIBILITIES OF STUDENTS: You should read the texts and the assigned articles and to be able to discuss them in class in a formal presentation. Regular attendance is recommended and will count towards your final grade. You must keep a journal, complete a few short essays, complete a research paper, and make a formal presentation of the paper. There are no exams.

If you have any kind of learning disability, no matter how unimportant you think it might be, you must tell me about it. All disabilities are documented by UAF's Center for Health & Counseling, and instructors receive a formal letter requesting that we make accommodations for any student with disabilities. I am willing to work with you to help

you succeed, but I need to know that some things are difficult for you. Don't be shy, and don't hesitate to come and talk to me in my office, or send me an email.

JOURNAL: You are required to make regular notes in a book which is your journal. These will be handed in every two weeks during class, graded and returned to you. Each of the five entries that you turn in is worth 40 points. **Late journals will not be accepted.** I keep strict confidentiality and will not discuss anything that is recorded in a journal, although I encourage students to speak about their entries. These entries should link readings, lectures, discussions, and your daily encounters with the media. I would like an analytical and integrative discussion of different topics covered in the module rather than a rehash of lectures or readings. They will be graded for insight, originality, and individual progress as well as for clarity of writing. You may write them by hand if you have clear, legible handwriting. If you do not, please type them. These journal entries can be used to spark discussions in class, if you chose to talk about them.

ORAL PRESENTATIONS: Students will make regular presentations of assigned readings and will receive feedback from the instructor to assist with developing presentational competency. This is an oral intensive class and therefore you should also be ready at any time to discuss any of the assigned readings. Each student should be prepared to ask a question of the presenter. Each student will also make a 10-minute oral presentation on their term paper on the last day of class.

ESSAYS: I will assign five short essays during the semester so that each student can demonstrate a grasp of the subject matter. Essays will cover readings and videos.

RESEARCH PAPER: You are required to write a 10 page paper with formal citation style on any minority group, or women, and their relationship to one of the mass media (TV, magazines, newspapers, film, radio, or the Web). This paper will be due in stages, the first being an outline of your topic with a bibliography. The second stage will be an optional draft due on December 6 which I will look over, and return to you Dec 10 for possible changes. The final paper is due on December 11.

COURSE MATERIALS: The required texts are available for purchase at the bookstore:

Lester, P. (Ed.) *Images that Injure: Pictorial Stereotypes in the Media*. Praeger, 1996.
Gandy, O. *Communication and Race*. NY: Arnold. 1998.
Tharp, M. *Marketing and Consumer Identity in Multicultural America*. Sage 2001.

Additional resources (in library stacks or in my office):

Aldrich, L.S. *Covering the Community: a diversity handbook for media*. Pine Forge Press, 1999.
Baehr, Helen and Ann Grey (eds) *Turning It On: a reader in women and media*. NY: Arnold, 1996.
Brundson, Charlotte et al. *Feminist Television Criticism: a reader*. Oxford: Clarendon, 1997.
Campbell, C. *Race, Myth and the News*. Sage, 1995
Douglas, S. *Where the Girls Are: growing up female with the mass media*. Times Books, 1996
Dines, Gail et al. *Gender, Race, Class and the Media: A Text Reader*. Sage 1995.

Entman, Robert and Andrew Rojecki. *The Black Image in the White Mind: media and race in America*. University of Chicago Press, 2000.

Giago, Tim (Ed.) *The American Indian and the Media*. 1991.

GLAAD. *Media Guide to the Lesbian & Gay Community*. 1997.

Guide to Research on Race and News. Missouri School of Journalism. 2000.

Halter, M. *Shopping for Identity: the marketing of ethnicity*. NY: Schocken Books, 2001.

Heider, Don. *White News; why local news programs don't cover people of color*. NJ: Lawrence Erlbaum, 2000.

Inness, Sherrie. *Tough Girls: women warriors and wonder women in popular culture*. U.Penn Press, 1999. P94.5 W65 I56

Keith, M. *Signals in the Air: Native American Broadcasting in the U.S.* NY: Praeger, 1998.

Marlane, Judith. *Women in Television News Revisited*. University of Texas press, 1999.

McDonald, F. *Blacks and White TV: African Americans in television since 1948* (2nd ed.) Chicago: Nelson-Hall. 1992.

Media Studies Journal. *The Media and Women Without Apology*. 1993

Seeger, L. *When Women Call the Shots: the developing power and influence of women in television and films*. Henry Holt, 1996

Shaheen, J. *The TV Arab*. Bowling Green U. Press, 1984.

Torres, Sasha. *Living Color: Race and Television in the U.S.* Duke U. Press 1998. PN1992.8 M54 L58

Wilson & Gutierrez. *Race, Multiculturalism and the News: from mass to class communication*. Sage 1997.

Wolf & Kielwasser, (Eds.), *Gay People, Sex, and the Media*. The Haworth Press, 1991.

Valdavia, A. *Feminism, Multiculturalism, and the Media*. Sage, 1995.

EVALUATION: The grade is made up as follows, out of 500 possible points:

1.	Journals	= 200	2.	Oral Presentations	= 100
3.	Term paper	= 100	4.	Essays	= 50
5.	Attendance	= 50			

Each of you begin as an “average” student, i.e. with a C grade and proceed to work from there. To obtain an “A” grade you will need to produce work that far exceeds my normal expectations. My normal expectations are regular attendance, hard work, evidence of time spent with the material, and an ability to demonstrate understanding of all concepts. Grading for JRN/WMS 380 will be on a curve and will follow UAF guidelines:

- A = An honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required (425 points, or above)
- B = Indicates outstanding ability above the average level of performance (375-424)
- C = Indicates a satisfactory or average level of performance (300-374).
- D = The lowest passing grade, indicates work of below average quality and performance (250-300).
- F = Indicates failure to meet lowest standards (below 250 points).

There is an extra credit opportunity if you need it. You may chose a book and write a 2-page review for 20 points. I have several good books suitable for this review, or you may

chose one of your own, with my approval. I encourage you to make use of the Writing Center (8th floor, Gruening Building) where you can take a draft of any writing and get advice and assistance.

High ethical standards are essential for maintaining credibility in this field. Every Journalism or Women's Studies course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Fabrication is the inclusion of an invented statement within the body of a work. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Any student found turning in a paper that has been used in another class will also receive an automatic "F" grade.

JRN/WMS 380: Fall 2001
Tentative course outline

Tuesday, September 11:

Introductions, discussion of syllabus

Reading assignment: Lester, Preface, Introduction, parts I and II (pp ix-68); Tharp, Chapter 1. The Marketing Environment in a Multicultural Society. (pp 1-29) Gandy, Introduction (pp 1-34).

September 18:

Discussion of readings;

Videos: "Gender: the Enduring Paradox" and "Women and Minorities"

Discussion of videos.

Reading assignment: Tharp Chapter 2 and 3 (pp 31-90).

September 25:

First Journal due

Introduction to mass media theories and models

Discussion of readings and videos

Video: "Color Adjustment" and discussion

Reading assignment: Lester, part III(pp 69-106), Gandy chapter 2 (pp 35-92)

October 2:

Guest lecturer (no discussion of readings)

Video: "Killing Us Softly 3" and "Dreamworlds: rock, power and desire in MTV"

Review assignment: "Sex, lies and advertising" (handout), Gandy, chapter 3 (pp 93-154)

October 9:

Second Journal due including review assignment

Discussion of the videos

Discussion of review assignment

Reading assignment: Lester, part IV-V (pp 107-143)

October 16:

Videos: "Breasts" and "Slim Hopes"

Discussion of reading

Reading assignment: Tharp, chapter 8 (pp 243-282)

October 23:

Discussion of readings

Video: "How North is Home: the Asian-Alaskan Experience" and discussion.

Reading assignment: Lester, part VI (pp 143-166), Tharp, chapter 7 (pp 213-241)

October 30:

Third Journal due

Discussion of reading.

Videos: "Tongues Untied", "Off the Straight and Narrow"

Reading assignment: Lester part VII-VIII (pp 167-244), Tharp, chapter 4 (pp. 91-122).

November 6:

Discussion of Lester; video: "All in the Family" and discussion

Reading assignment: Tharp chapter 5 and 6 (pp. 123-212)

November 13:

Discussion of reading; Video: "Reviving Ophelia"

Reading assignment: Gandy, chapter 4 (pp. 155-192)

November 20:

Fourth Journal due

Discussion of videos and reading

Guest Major Lissa Young presentation on women in the movie military

Reading assignment: Tharp, chapter 7 (pp. 213-242)

November 27:

Due date for paper topic and Bibliography

Discussion of reading and the videos.

Videos: "Images of Indians" & "Skinheads"

Gandy, chapter 5 (pp. 193-234)

December 4:

Video: "Tough Guise"

Discussion of reading.

Due date for research paper draft (optional)

Reading: Gandy, chapter 6 (pp. 235-246)

December 11: Final class

Fifth Journal and Paper due

Oral presentations of research in class