

**JRLC 5400: Race, Gender and Media**  
**Spring Semester 2002: 36-069**  
Tues & Thurs. 3:30-4:45 P. M.  
Sanford Hall 209

**Dr. Dwight E. Brooks**

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**Office Hours:**

Tuesday 2:00 - 3:00 P.M.

Wednesday 10:00 A.M. - 12:00 noon

Also by appointment

Undergraduate Teaching Assistant: **Keith Brown**

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Office Hours: Thursday 12:30-2:30 P.M. and by appointment

**COURSE DESCRIPTION**

This course examines some of the relationships between the media in the U. S. and the **social constructions of race and gender**. Four related concerns are at the heart of many of these relationships: 1) media **representations** of race and gender, 2) **audience interpretations** of media portrayals, 3) **critical analyses** of media culture and content, and 4) what to do about these concerns: **media literacy, activism and advocacy**.

Course topics include:

- Race and gender as social constructions
- Media stereotypes in television and film
- Advertising
- Representations of masculinity and femininity
- Sexuality
- Hip-Hop Culture and Rap
- Music Videos
- Media Literacy and Activism

**COURSE OBJECTIVES**

After taking this course, it is expected that each student will:

1. Develop an awareness of, and sensitivity towards the various ways race and gender impact both media content and audience interpretations of media content.
2. Possess a greater understanding of our media culture through examination of various production, construction and meaning-making processes.
3. Acquire a fundamental knowledge of some of the ways to participate in various "dialogues" over media relationships to race and gender, and of how these dialogues are shaped by power—structural economic inequities.
4. Become familiar with some of the approaches used to study media, gender, and race.
5. Enhance oral and written communication skills, develop analytical thinking and critical reading proficiencies.
6. Develop a greater appreciation of the media's cultural influence and ultimately, become a more informed consumer and enlightened participant in our media culture.

**REQUIRED READING MATERIAL**

Text: Dines, Gail and Humez, Jean M. *Gender, Race and Class in Media: A Text-Reader*. Thousand Oaks, CA: SAGE Publications, 1995.

Readings Packet: Available from Bel-Jean Copy/Print. 163 E. Broad St. Athens.

All readings from the course packet are on reserve in the Drewry Reading Room of the Grady College of Journalism and Mass Communication (Room 238).

**COMPUTING AND ELECTRONIC MAIL**

Students are required to maintain an active computer account for electronic mail and other computing services. Some course material will be available via the Internet. In addition, a class discussion list (listserv) will be used to disseminate and discuss course material. This

information will be important for success in the course. Students also are encouraged to use the class listserv for "electronic class discussions." The address for the class listserv is:

**RACEGENDER@LISTSERV.UGA.EDU**

## **COURSE REQUIREMENTS AND EXPECTATIONS**

This course requires that you:

1. **Attend class on a consistent basis:** Attendance will be taken every class meeting.
2. **Participate in class/group discussions:** Although this class is comprised of a fairly large number of students, it will include open discussions and short presentations. Thus, you are expected to attend and participate in these discussions and presentations.
3. **Complete the assigned readings** for the day they are assigned (listed) on the syllabus. Do not get behind in the readings as the pace and structure of the course make it difficult to "catch up." You will be expected to offer your views on readings in class discussions, journal entries, and in written essays. Further, many of the lecture-discussions will supplement (not repeat) the assigned readings and thus presume that you already have read the material. **In short, you must read for this class!**
4. **Complete in-class writing assignments, media journals and quizzes (announced and unannounced):** These short assignments are designed both to encourage you to keep up with the assigned readings and to provide an opportunity to demonstrate an understanding of course material. **These in-class assignments cannot be made up!**
5. **Complete two** essays that analyze and interpret any video (of your choice) shown in class.
6. **Complete two** essays—one on a topic to be determined, and a critical analysis of a specific media "text" provided by the instructor. These essays are designed to enhance your appreciation of the complex relationships between race, gender and media. The essay assignments also seek to develop and improve writing skills.

Each assignment, tentative due date, and percentage value is listed below\*:

<b>Assignment</b>	<b>Assignment Due Date</b>	<b>Percent of Final Grade</b>
Race, Gender & Media Essay	Thursday February 28	10%
Video Critique/Analysis I	Friday March 15	20%
<i>Bamboozled</i> Essay	Monday April 15	20%
Video Critique/Analysis II	Monday April 29	25%
Journals/In-Class Writing**	As Announced	10%
Attendance/Participation	Throughout the Semester	15%

\*The instructor reserves the right to add to/alter the assignments, their due dates, and/or their percentage values.

In the calculation of final grades, a "standard" curve (100-90%=A, 89-90%=B, etc.) will be used.

You are encouraged to discuss your course performance with the instructor at mutually convenient times.

\*\* The lowest grade will be dropped from final grade calculations.

Both the instructor and assistant will be available during office hours to discuss assignments, review drafts of essays, etc. Please feel free to utilize office hours and e-mail for course communication.

### **Course Policies**

#### **1. Assignment Submissions:**

- A. When submitting assignments, always make a **photocopy** and submit the original. Your instructor is not responsible for "lost" papers.
- B. All assignments must be **typed** and conform to the instructor's guidelines for submission:
  1. A cover page that includes the last four digits of student ID number.
  2. Subsequent pages should include a header with these digits.
  3. Do not put your name on the essay

C. Unless you are given permission, all assignments are to be submitted on or prior to the announced due date. Late submissions are penalized.

2. There will be limited opportunities for **extra credit**. On those occasions where extra credit is afforded, students must attend the event and write a 1-2 page overview of the program and your reactions to it. Extra credit is a minor “plus” recorded in the grade book and used in final grade “borderline” cases.
3. **All absences** are recorded in the grade book. There is no such thing as an excused “absence” except in cases where illness and unanticipated emergencies occur and the instructor is notified in a timely fashion.
4. Any student who needs *special* accommodations for learning or who has special needs should share these concerns with the instructor as soon as possible. I am happy to accommodate diverse learning styles and unique schedules.
5. In-class writing activities **cannot be made up**.
6. Please make every attempt to arrive in class **on time**. Class will begin promptly at 3:30 P.M. However, it is better to be late (or leave early, if necessary) than to miss an entire class.
7. **Honors Credit** is available for this class. If you are interested in taking the course for Honors Credit, you must tell me by the end of the second week of class. Students taking the course for Honors credit will complete a special project during the course of the semester. A formal proposal for the Honors research project must be submitted and approved by the end of the third full week of classes.

Throughout the semester, we will engage in open and frank discussions on sensitive and controversial topics. Thus, **everyone’s** opinions and views are to be respected at all times. **There is absolutely no place in this course for rudeness, discourtesy, and intolerance.** Everyone will not agree with everything that is said or written in this course--that’s okay, as long as we create and maintain a learning environment that encourages open and honest exchanges of ideas and opinions at all times!

The next section contains a **tentative class schedule** for the semester. Your instructor will announce any schedule changes:

Reading assignments are in **bold print**:

Be sure that you read all assigned readings during the week in which they are listed (preferably before each class meeting).

Titles of full length video tapes (shown in class) are in *italics*.

Let’s have a great semester!

<b>Week of:</b>	<b>Class Topic, Reading Assignment, Video Tape</b>
<b><u>January 8:</u></b>	Course Introduction  Introduction to the study of race and gender in the media Video: <i>Sexual Stereotypes</i>
<b><u>January 15:</u></b>	Student Introductions
<b><u>January 22:</u></b>	Introduction to the study of media culture: Cultural Studies <b>Read: Preface: Goals and Assumptions... (pp. xvii-xxi)</b> <b>A Cultural Studies Approach to... (pp. 1-4)</b> <b>1. Kellner, Cultural Studies, Multiculturalism...</b>  The Social Construction of Reality: Media and Race/Gender <b>Read: Gerbner, Television Violence ... (pp. 547-557)</b> Video: <i>The Electronic Storyteller</i>  The Social Construction of Race <b>Read: 3. Pieterse, White Negroes</b>
<b><u>January 29:</u></b>	The Social Construction of Race: Whiteness <b>Read: (Readings packet): Dyer, The Matter of Whiteness</b>  Stereotypes and the Media: An Historical Perspective <b>Read: 5. Rhodes, The Visibility of Race and Media History</b> Video: <i>Ethnic Notions</i>
<b><u>February 5:</u></b>	Cultural Criticism <b>Read: 4. hooks, Madonna: Plantation Mistress or Soul Sister?</b> Video: <i>Cultural Criticism and Transformation</i> (Parts 1 & 2)  <b>Read: 2. Hall, The Whites of Their Eyes: Racist Ideologies... (Readings packet): Wilson, Sexism, Racism and other 'isms' Stein, Racial Stereotyping and the Media</b>
<b><u>February 12:</u></b>	Prime Time Television and African Americans: The Early Years <b>Read: TV By Night (pp. 395-401)</b> <b>47. Bodroghkozy, Is This What You Mean by Color...</b> Video: <i>Color Adjustment</i> , Parts 1 & 2  Prime Time Television and African Americans: To the '90s <b>Read: 49. Gray, Television, Black Americans and ...</b> <b>50. Schulman, Laughing Across the Color Barrier...</b>
<b><u>February 19:</u></b>	<i>Bamboozled</i> : Race, Gender & Prime Time Television
<b><u>February 26:</u></b>	Media Criticism and Identity Construction <b>Read (Readings packet): Brooks, Space Traders, Media ...</b> Video: <i>Space Traders</i> <b>First Essay Due: Thursday 2/28</b>

<b>Week of:</b>	<b>Class Topic, Reading Assignment, Video Tape</b>
<b><u>March 5:</u></b>	<p>Hispanic and Latino Media Experiences  <b>Read (Readings packet): Espinoza, The Rich Tapestry of ...  National Council of LaRaza, Don't Blink..  Valdivia, Big Hair and Bigger Hoops ...</b>  Video: <i>Hispanics in the Media</i></p> <p>The Social Construction of Gender  <b>Read (Readings packet): Wood, The Study of ...</b></p>
<b><u>March 12:</u></b>	<p>Intersections of Race/Gender: Asian Women in Film and Television  <b>Read (Readings packet): Hagedorn, Asian Women in Film...</b>  Video: <i>Slaying the Dragon</i></p>
Spring Break	<b>Friday March 15: Last Day to Submit Video Analysis &amp; Critique I</b>
<b><u>March 26:</u></b>	<p>Feminist Perspectives and the Media  <b>Read (Readings packet): Rakow, Feminist Perspectives...</b>  Video: <i>The Date Rape Backlash: Media and the Denial of Rape</i></p>
<b><u>April 2:</u></b>	<p>Masculinity and the Media  <b>Read: 18. Katz, Advertising and the Construction of ...  (Readings packet): La France, What is Masculinity?</b>  Video: <i>Tough Guise: Media Images &amp; the Crisis in Masculinity</i></p>
<b><u>April 9:</u></b>	<p>Media and Sexual Identity  <b>Read: 9. Gross, Out of the Mainstream...</b>  Video: <i>Off the Straight and Narrow: Lesbians, Gays &amp; Bisexuals &amp;</i></p>
TV	
<b><u>April 16:</u></b>	<p>Gendered Advertising  <b>Read: Advertising (pp. 71-75)  11. Goldman, Constructing and Addressing the ...  (Readings packet): Kilbourne, A Girl of Many Parts...</b>  Video: <i>Killing Us Softly III</i></p> <p>Beauty and the Body: Advertising to Women  <b>Read (Readings packet): Yang &amp; Ragaza, The Beauty Machine  Kilbourne, The More you Subtract...</b>  <b>16. Kilbourne, Beauty and the Beast of Advertising</b>  Video: <i>Slim Hopes: Advertising and the Obsession with Thinness</i></p>
<b><u>April 23:</u></b>	<p>Music Videos  <b>Read: Jhally, Intersections of Discourse: ...<i>Dreamworlds</i></b>  Video: <i>Dreamworlds 2</i></p> <p>Rap and Hip-Hop Culture  <b>Read (Readings packet): Rose, Voices From the Margins...</b>  <b>61. Ledbetter, Imitation of Life</b>  Video: <i>Hip Hop: A Culture of Influence</i></p>
	<b>Monday April 29<sup>th</sup>: Last Day to Submit Video Analysis &amp; Critique II</b>
<b><u>Friday May 3:</u></b>	<p><b>12:00-3:00 P. M.: Final Exam Period</b>  Topic: To Be Determined</p>