

Diversity & Mass Media COMM-3357

Fall 2020 Sections 01, 101 3 Credits 08/12/2020 to 12/05/2020 Modified 08/15/2020

Description

Survey and critical analysis of scholarship concerned with the relationship between mass media, public relations, and selected populaces who have been given peripheral attention, i.e., minorities, women, lower socioeconomic class, and those who are aging or have physical disabilities. Emphasis on the cultural impact of media and public relations in terms of representations, audience effects, and industry demographics, as well as media literacy and advocacy.

Requisites

Prerequisites:

COMM 1154 Minimum Grade: C and ENGL 1102 Minimum Grade: C

Corequisites:

Contact Information

Camilla Gant, Ph.D.

Professor of Mass Communications

Chief Administrative Officer & Executive Director of Academic Affairs Douglasville

Email - CourseDen Email (Do not use westg.edu email)

Phone - 678.839.6445

Meeting Times

Class

TR 2:00 - 3:15 PM

See Schedule for F2F Sessions

Virtual Office Hours

M-F 11:00 AM - Noon EST

Course Den Email or Google Meet by Appointment

Materials

Diversity in US Mass Media

Author: Luther, Catherine A.; Lepre, Carolyn Ringer; and Clark, Naeemah

Edition: 2nd Edition (2018)

Additional select readings will be provided from:

Bramlett-Solomon, Sharon and Carstarphen, Meta G. (2017). Race, Gender, Class, & Media: Studying Mass Communication and Multiculturalism (3rd Edition). Noted on Weekly Schedule as RGCM.

Lind, Rebecca (2010). Race/Gender/Media: Considering Diversity Across Audiences, Content, and Producers (2nd Edition). Noted on Weekly Schedule as RGM.

Diversity in U.S. Mass Media

Author: Luther, Catherine A.; Lepre, Carolyn Ringer; and Clark, Naeemah

Publisher: Wiley Blackwell

Edition: 2nd Edition (2018)

ISBN: 978-1-119-23401-2

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Outcomes

Fall 2020 focus is mass media representations of race and gender. You are responsible for learning all material presented in lectures and assigned readings. You are also expected to complete assigned readings prior to class, and to be prepared to make informed contributions to discussions. Class discussions will focus on central concepts in assigned text, and will occasionally draw on information from additional sources. If you have questions at any point concerning course expectations or material, I encourage you to e-mail or visit me during virtual office hours.

Learning Outcomes

To analyze mass media representations of race and gender

To understand the social, economic, ethical, and political implications of mass media representations of race and gender

To examine the relationship between diversity and socially responsible and responsive mass media representations of race and gender

Course learning outcomes satisfy Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Professional Values & Competencies #3 - Diversity.

Evaluation

Criteria

Assignments will be weighted as follows:

Reflection Average	25%
Chapter Response Average	25%
Digging Deeper Project 1	25%
Digging Deeper Project 2	25%

Final Grades

In the interest of academic integrity and fairness, please note that at the end of the semester, I do not offer extra credit opportunities or arbitrarily round up final averages. However, if you are within one percentage point of the next letter grade, and you have contributed to *Talking Points* DBoard discussions for at least seven weeks, you will qualify to receive the higher grade

Breakdown

Assignment and final grades will be based on the following scale.

A	90 - higher
B	80 - 89
C	70 - 79
D	60 - 69
F	59 – lower

Assignments

To illustrate the complexity of diversity and mass media issues, you will be required to complete weekly reflections and chapter responses, and two Digging Deeper projects based on assigned readings. These assignments are designed to explore diversity and mass media issues in more depth and to encourage critical thinking and collaborative decision-making skills. Guidelines and assessment criteria for assignments will be accessible via CourseDen Content, DBoard, or Assignments links.

Schedule

When	Topic	Notes
Week 1 8/13 Google Meet	Course Overview	Review Syllabus & Weekly Schedule
8/15	Defining Diversity	Post Reflection Assignment 1 by 5:00 p.m. EST via DBoard
Week 2 8/18 Humanities 312	Defining Diversity, Why Study It, Why It's Important	Read Chapter 2 - Why We Study Race, Gender, Class & Media (RGCM)
8/20 No F2F Class		Post Reflection Assignment 2 by 5:00 p.m. EST via DBoard
Week 3 8/25 Humanities 312	Diversity & Social Identification	Read Chapter 1 - Introduction: Social Identity
8/27 No F2F Class		Post Reflection Assignment 3 by 5:00 p.m. EST via DBoard
Week 4 9/1 Humanities 312	Diversity & Media Literacy	Read Chapter 1 - Literacy, Media, & Diverse Audiences (RGCM) Read Chapter 1 - Laying a Foundation for Studying Race, Gender, & Media (RGM)
9/3 No F2F Class		Post Reflection Assignment 4 by 5:00 p.m. EST via DBoard
Week 5 9/8 Humanities 312	Social Psychology of Stereotypes	Read Chapter 2 - The Social Psychology of Stereotypes: Implications for Media Audiences (RGM) Read Chapter 5 - Social Psychology & Maintenance of Stereotypes (RGCM)
9/10 No F2F Class		Post Reflection Assignment 5 by 5:00 p.m. EST via DBoard
Week 6 9/15 Humanities 312	Whiteness & White Privilege	Read Chapter 4 - Concept & Negotiation of Whiteness (RGCM) Read Issue 3 - Whiteness & the Performance of White Privilege (RGCM pp 267-270)
9/17 No F2F Class		Post Reflection Assignment 6 by 5:00 p.m. EST via DBoard
Week 7 9/22 Humanities 312	Diversity & Theoretical Frameworks	Read Chapter 2 - Theoretical Foundations of Research in Mass Media Representations Read Chapter 3 - Media Functions, Theories, & Effects (RGCM)
9/24 No F2F Class		Post Reflection Assignment 7 by 5:00 p.m. EST via DBoard

When	Topic	Notes
Week 8 9/29 No F2F Class	Digging Deeper Project 1	Work on Digging Deeper Project 1
10/1 No F2F Class		Submit Digging Deeper Project 1 by 5:00 p.m. EST via <i>Assignments</i>
Week 9 10/5		Last Day to Withdraw with "W"
10/6 No F2F Class	Representations of American Indians	Read Chapter 3 - Representations of American Indians
10/8 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 10 10/13 No F2F Class	Representations of African Americans	Read Chapter 4 - Representations of African Americans
10/15 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 11 10/20 No F2F Class	Representations of Hispanics/Hispanic Americans	Read Chapter 5 - Representations of Hispanics/Hispanic Americans
10/22 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 12 10/27 No F2F Class	Representations of Asians/Asian Americans	Read Chapter 7 - Representations of Asians/Asian Americans
10/29 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 13 11/3 No F2F Class	Representations of Gender in Television, Film & Music Video	Read Chapter 9 - Representations of Gender in Television, Film & Music Video
11/5 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 14 11/10 No F2F Class	Representations of Gender in Magazines, Newspapers, & Advertising	Read Chapter 10 - Representations of Gender in Magazines, Newspapers, & Advertising
11/12 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 15 11/17 No F2F Class	Diversity Initiatives & What You Now Know	Read Chapter 16 - Mass Media Industries Addressing Diversity Read Chapter 17 – Conclusion

When	Topic	Notes
11/19 No F2F Class		Post Chapter Response by 5:00 p.m. EST via <i>DBoard</i>
Week 16 11/24 No F2F Class	Digging Deeper Project 2	Work on Digging Deeper Project 2 Last Day of Class
Week 17 12/1 No F2F Class		Submit Digging Deeper Project 2 by 5:00 p.m. EST via <i>Assignments</i>

* Course Policies and Resources

Attendance

If you opt to attend face-to-face class sessions, please remember to wear your mask to class. Also, please select a seat that has at least two seats to each side of you as well as at least two seats in front of you are empty, and plan to seat in the same place for all class sessions. This seating approach will allow for contact tracing in the event that a classmate is exposed to COVID-19. If you opt to complete the course online, remember that you have committed to remain on task with course material in accordance with the syllabus and weekly schedule, i.e., you will complete assigned readings; review lecture PowerPoint slides or video notes, and complete assignments and assessments.

Academic Dishonesty

Academic dishonesty will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. The University of West Georgia Student Conduct Code defines academic dishonesty as cheating, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise. The Code defines cheating as using or attempting to use unauthorized materials, information or study aids; fabrication as falsification or unauthorized invention of any information or citation; and plagiarism as representing the words or ideas of another as one's own. The code also states that direct quotations must be indicated and ideas of another must be appropriately acknowledged.

CourseDen Resources & Technical Support

For CourseDen and technical support, including tutorials, troubleshooting, and online resources, reference the UWG Online Student Guide link - <http://uwgonline.westga.edu/online-student-guide.php>. You may also contact UWG Online Help Desk Monday - Thursday 8am - 8pm EST and Friday 8am - 5pm EST at 678.839.6248 or 1.855.933. UWGO (8946); or email staff at online@westga.edu. Additionally, you may contact the GeorgiaVIEW D2L 24-Hour Help Desk for assistance, 7 days a week and 365 days a year via the Internet at <https://d2lhelp.view.usg.edu/s/> or phone at 1.855.772.0423.

If you experience technical difficulties, it is very important that you contact UWG Online Help Desk or GeorgiaVIEW D2L 24-Hour Help Desk as a first resource. Staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date/time extensions which are only granted in cases of campus technology issues or cases of unavoidable situations substantiated with documentation.

CourseDen Tools

We will primarily use CourseDen *Discussions, Assignments, Quizzes, Grades, and Email tools*. You are expected to log in to CourseDen regularly throughout the week, but especially within 24 hours of each scheduled class session.

Discussions (DBoard)

The Discussions tool, also referred to as the discussion board (DBoard), allows for virtual classroom discussions. You will use DBoard to post select assignments, and you may opt to participate in Talking Points. Talking Points is the topic area where I may sometimes initiate dialogue, and where you can initiate general discussions related to course content, e.g., post questions or comments or share interesting articles or web links related to class readings or virtual discussions. If you experience technology issues when posting assignments, it is very important that you follow instructions in previous CourseDen Resources & Technical Support section to avoid compromising earning credit.

Assignments

You will use the Assignments tool to submit select assignments. If you experience technology issues when submitting assignments, it is very important that you follow instructions in previous CourseDen Resources & Technical Support section to avoid compromising earning credit.

My Grades

You will use the *My Grades* tool to view your grades. Credit for assignments will typically be posted within 5 – 7 weekdays of due dates unless they are auto-scored. Credit for assignments that are auto-scored will be posted upon submission.

Email

The *Email* tool allows you to send e-mail to and receive e-mail from me and your classmates. It is important that you check your e-mail each weekday. I will respond to e-mail within 24 hours with the exception of Friday afternoons, weekends, and holidays. If you send me e-mail Friday afternoons, weekends, or holidays, I will respond by 5:00pm the following weekday. Effective the first day of class, do not send e-mail to my UWG e-mail address. CourseDen Email allows for more timely responses and effective tracking, i.e., all email threads related to the course are archived in one place.

Assignments

To illustrate the complexity of diversity and mass media issues, you will be required to complete weekly reflections and chapter responses, and two Digging Deeper projects based on assigned readings. These assignments are designed to explore diversity and mass media issues in more depth and to encourage critical thinking and collaborative decision-making skills.

🎯 College/School Policies

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&poid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

<p style="text-align: center;">6 X 6 MASS COMM SUCCESS (https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)</p> <p style="text-align: center;">(click to view image)</p>	<ol style="list-style-type: none"> 1. Freedom of Speech & Press 2. History 3. Diversity 4. Global Impact 5. Theory 6. Ethics 7. Think Critically & Creatively 8. Research & Evaluate 9. Write Effectively 10. Self-Evaluate 11. Apply Numbers & Statistics 12. Apply Technology
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Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.
3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.

- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information).

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>).

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).

Additional Items
