

Race, Gender, and Media

COMM-5585

Spring 2021 Section E01 3 Credits 01/09/2021 to 05/11/2021 Modified 01/17/2021

Description

Special topics in communication at the graduate level. May be repeated for credit as topic varies.

Requisites

Prerequisites:

Corequisites:

Contact Information

INSTRUCTOR: Dr. Hazel J. Cole

OFFICE HOURS: Tuesday and Thursday 2-4 pm and Virtual by appointment

Email: hcole@westga.edu

*Please log on and use CourseDen email for all course-related questions (best way to reach me)

Office: (678) 839-4937

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 24-48 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 5:00 pm the following business day. CourseDen Email allows me to timely respond to and efficiently manage emails given that all course related emails are archived in one place.

Meeting Times

100% online instruction

Materials

Required text:

Bramlett,-Solomon, S. & Carstarphen, M.G. (2017). Race, Gender, Class and Media: Studying Mass Communication and Multiculturalism, Third edition, Kendall Hunt Publishing: Dubuque, IA.

Note: 3rd edition only

Get your textbook as soon as possible!

Outcomes

Course Objectives:

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

- Develop an awareness of, and sensitivity towards the various ways race and gender impact both media content and audience interpretations of media
- Possess a greater understanding of our media culture through examination of various production, construction, and meaning-making
- Learn to critically examine media representations and their role in shaping, reinforcing, or challenging our concepts of race and gender.
- Develop analytical thinking and critical reading proficiencies to explore race and gender issues in media organizations and understand diverse audiences' responses to media representations.
- Develop the ability to speak and write honestly and sensitively about race and gender.
- Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate.
- Become familiar with some of the approaches used to study media, gender, and race.
- Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a productive
- Acquire a fundamental knowledge of the various issues and "dialogues" over media relationships to race and gender, and of how both are shaped by power— structural political and economic

✓ Evaluation

Grade Allocation

90-100 = A Indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required. An A begins with a 90 or above not an 89.5, which is a B.

80-89 = B Indicates outstanding ability above the average level of performance

70-79 = C Indicates a satisfactory/average level of performance.

60-69 = D Indicates work of below average quality and performance.

Below 60 = Indicates failure to meet lowest standards.

Criteria

RESPONSIBILITIES OF STUDENTS:

Using theory, critical analysis techniques and personal experiences with race, gender, class, sexuality, ethnicity and other factors, we will examine the link between media representations, institutional practices and how closely these images reflect reality. Students will be held responsible for reading, researching, presenting and analyzing the written texts by the date they are to be discussed in class.

PROFESSIONALISM:

- Neat and clear presentation of written materials is an important aspect of public relations. Correct spelling, proper grammar, concise writing, and clean copy will be a part of the grading of assignments in this course.
- Students will receive a grade based on assignments and participation. Points will be deducted for lack of participation in class activities or missed assignments.

Breakdown

Your grades

Library Den assignment 10%

"About Me" media assignment 10%

Scholarly article summary	20% (five summaries)
Soundtrack of Life paper	20%
Discussion Posts	25%
<u>Reflection paper/final project</u>	15%

Total 100%

Assignments

PARTICIPATION:

The class is structured for participatory learning. You will be expected to take part in online discussions and exercises. Participation is essential to your gaining maximum benefit from this course. To reflect its importance, your participation will have a direct impact on your final grade in this course.

DEADLINES & TECHNICAL WRITING DETAILS:

All written assignments, etc. must be posted in CourseDen by the due date.

All essays must be typed, double spaced, in 12 point Times New Roman, and use APA style citations. On all written work, include your name, the course name and instructor's name.

Proper grammar, spelling, citation, critical thinking, and research skills are necessary to be successful in this course. College-level work and performance at a high level is required.

Assignments:

Library Den assignment	10%
"About Me" media assignment	10%
Scholarly article summary	20% (five summaries)
Soundtrack of Life paper	20%
Discussion Posts	25%
<u>Reflection paper/final project</u>	15%

Total 100%

Schedule

*Note: *Schedule subject to change at Professor's discretion*

Week	Dates	Topic/Chapter	Assignments

1	Jan 9-20	<p>Module 1 Introduction & Foundations</p> <ul style="list-style-type: none"> · Ch 1-2 · Why study diversity? · “Library Den” assignment open in your CourseDen; due Feb 5 	<p>Intro post</p> <p>Library Den assignment (due Feb 7) but work on it regularly</p>
2	Jan 21-27	<p>Module 1 continued</p> <p>Ch 3-4</p> <ul style="list-style-type: none"> · Critical Race Theory (CRT) Powerpoint · “About Me” Media Consumption video assignment · Library Den assignment 	<p>Media Consumption assignment due Jan 27</p> <p>Work on Library Den assignment</p> <p>Scholarly article summary #1</p>
3	Jan 28-Feb 3	<p>Module 2 Stereotypes from Early Media to 21st century</p> <ul style="list-style-type: none"> · Chapters 5, 9, 10 and 16 · Documentary: Ethnic Notions (link in CourseDen) · Assigned readings summary · Library Den assignment due Feb 5 	<p>Create a free student account with www.facinghistory.org to watch documentary</p> <p>Discussion post</p> <p>Library Den assignment due this week</p>
4	Feb 4-10	<p>Module 2 continued</p> <ul style="list-style-type: none"> · Documentary: Color Adjustment · Assigned readings summary 	<p>Discussion post</p> <p>Go to www.facinghistory.org to view documentary</p> <p>Scholarly article summary #2</p>

5	Feb 11-17	<p>Module 3 Press Ethics & Inclusiveness</p> <ul style="list-style-type: none"> · Ch 6, 7, 14 and 17 · Video: "The Danger of the Single Story" Chimamanda Ngozi Adichie · Assigned readings 	<p>Discussion post</p> <p>Video link in module</p>
6	Feb 18-24	Module 3 continued	Discussion post
7	Feb 25-Mar 3	<p>Module 4 Television & Film Industry</p> <p>Ch 8 and 11</p>	Scholarly article summary #3
8	Mar 4-10	Module 4 continued	
9	Mar 15-19	Spring Break	No class
10	Mar 24-31	<p>Module 5 Representation Matters</p> <ul style="list-style-type: none"> · Ch 15 · Women & Media issues (Representation and Ideal Beauty Standards) · Documentary: Killing Us Softly 4 (note: this may change) · Assigned readings 	<p>Discussion post</p> <p>Video link in module</p> <p>Scholarly Article summary #4</p>
11	Apr 1-7	Module 5 continued	
12	Apr 8-14	<p>Module 6 Women Portrayals in Advertising and Music Videos</p> <p>Ch 12</p> <p>Video: TBD</p>	<p>Discussion post</p> <p>Video link in module</p> <p>Scholarly article summary #5</p>
13	Apr 15-21	<p>Module 7 - Music Industry & Diversity</p> <ul style="list-style-type: none"> · Soundtrack of Your Life 	Assignment

14	Apr 22-28	Module 7 –continued	
15	Apr 29-May 3	Module 8 wrap up; Reflection assignment	Reflection Assignment

* Course Policies and Resources

Attendance and Participation

This is a fully online course and attendance is recorded as participation in all aspects of the course.

Academic Honesty - READ THIS TWICE

While the Common Language Course Syllabi details the UWG Honor Code, I want to make it clear that plagiarism and academic dishonesty are absolutely not tolerated in this classroom. It is so much easier, and better for you, to just do your work. Don't jeopardize your academic or professional career with dishonest behaviors. You are important; you have important things to say, so say them yourself using YOUR OWN words and cite sources when you don't.

Properly cite sources to avoid any error or lapse in judgment. Your first offense will result in a zero for the assignment. A second offense will result in failing both the assignment and the course and whatever sanctions the university applies. I use Turnitin to check for plagiarism on all submitted material including discussion posts. If Turnitin catches any reference to another student's work from UWG or another institution will automatically result in a zero on the assignment. Period.

Academic dishonesty will result in failure on assignment on the first attempt, and may be subject to additional disciplinary action(s) on the second attempt including failure of the assignment and the course. Hint: It will not be tolerated. The University of West Georgia Student Code of Conduct (Section 2.0) defines academic dishonesty as including, but not limited to, cheating, fabrication, plagiarism, excessive collaboration, and facilitating or allowing academic dishonesty in any academic exercise. Code definitions are noted below.

Cheating: Cheating means using, attempting to use or aiding others in using unauthorized materials, information, or study aids such as exams. It also means excessive collaboration or gaining unauthorized access to unauthorized materials.

Fabrication: Fabrication means falsification or unauthorized invention of any information or citation.

Plagiarism: Plagiarism means representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged. Plagiarism also includes "self-plagiarism" which includes the reuse of one's own work without acknowledging that one is doing so or citing the original work.

Excessive Collaboration: Excessive collaboration means the end result of all idea swapping, sharing, brainstorming, and conferring has obliterated one student's voice and replaced it with that of another. Student writers collaborate excessively when they abandon, wittingly or unwittingly, their own words and adopt, claiming them as their own, the ideas or exact phrasing of their collaborator.

Late work

Late is defined as not meeting the assigned deadline. If the professor accepts late work, TEN points from your grade will be deducted for each day it is late, starting with the due date. If more than 3 days go by, the assignment will receive an automatic zero.

If you anticipate missing a deadline, submit the assignment to me before it is due (uploaded/posted to Course Den). Any assignment turned in after its deadline will receive a zero unless approved documentation of extenuating circumstances (approved at the instructor's discretion) is provided.

The very nature of this course demands that we stick to a firm schedule. Readings and assignments must be completed on the day they are assigned on the course schedule. Be sure to read the book and take notes while reading; lectures are intended to complement (not duplicate) that information, so completing readings before class is very important.

Contacting me

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 24-48 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 5:00 pm the following business day. CourseDen Email allows me to timely respond to and efficiently manage emails given that all course related emails are archived in one place.

🎯 College/School Policies

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the Department of Mass Communications strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision

The Department of Mass Communications is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.

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

[6 X 6 MASS COMM SUCCESS
\(https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG\)](https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG)

(click to view image)

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

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.
4. 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>).

Additional Items
