

JOU3970 Race, Gender and the Media

Semester: Fall 2020 Course number: JOU 3970-001

Instructor: Ensung Kim, Ph.D

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DO NOT USE D2L EMAIL. EMAILS SHOULD BE SENT TO: ekim2@eiu.edu

Office phone: 217-581-6003

Office hours: Office hours will be conducted virtually or by phone. Zoom sessions every Wednesdays. Phone calls can be arranged by appointment.

When emailing me, please enter “JOU3970” or “Race, Gender & the Media” in the subject line so I would readily know that it is a course-related email.

Required Text:

Luther, C. A., Lepre, C. R. & Clark, N. (2012). *Diversity in U.S. Mass Media*. West Sussex, U.K.

Wilson II, C., Gutierrez, F. & Chao, L. (2013). *Racism, Sexism, and the Media: Multicultural Issues into the New Communications Age*. 4th ed. Thousand Oaks, CA: Sage.

* Additional readings may be assigned throughout the semester. These readings are often on the topic of diversity in newsrooms, community, and society. Small homework may be assigned on these readings.

1. Course description

This course explores the issues of race, gender, and ethnicity in the context of media politics and culture. The class analyzes media contents and media industries in order to become citizens who can better interact with media messages and demand the better content.

The course is based on readings and critical discussion, and is conducted in a part-lecture, part-discussion format in which opportunities to speak are available to all students in each class session. In addition, students will have opportunities to investigate race and gender issues (in the media) in their research papers.

2. Course objectives

The aim of this course is to critically examine the issues related to race, gender, and the media. As a result of completing this course, you should be able to:

- demonstrate an understanding of the role of the media in constructing the idea of race and gender
- articulate a critical perspective of the current status of women and minorities in mass communication
- critically evaluate the content delivered through mass media
- conduct effective academic research at the undergraduate level

This is an online section of the course (JOU 3970). As this course is conducted virtually, you will need an e-mail account and access to the Web via a browser such as Safari, Firefox, or Google

Chrome, and you must have a working knowledge of how to use them. I'd gently discourage the use of Safari, some of the D2L things don't always work on Safari. Since there are no face-to-face class meetings, it is important that we regularly interact to avoid feeling isolated. Please feel free to ask questions.

Here is how you would communicate:

(1) If you have general questions and/or comments you want to share with the entire class: please post them using the "Discussions" feature under COMMUNICATION. Any member of the class can respond to those questions/comments.

(2) If you have questions or comments only for the instructor: please contact me directly using **EIU email system, NOT D2L'S EMAIL**. My email address is ekim2@eiu.edu. D2L's email system is clumsy and cumbersome, and I will not use it. I will respond to e-mails as quickly as possible. If it is an urgent issue, contact me at my phone number listed above.

It is important that you be active in maintaining dialogue with other students and me. Your attendance in class can be measured by the amount you participate in online discussions and assignments. Students' engagement with the class will be determined by how many students interact with each other and the instructor. As a result, the overall success of the class depends on the active participation of everyone.

All the required reading assignments for the class are related to the textbook for the course or accessible via the Web on the course site. Some of the readings are PDF documents, so you will need the free Adobe Acrobat Reader installed on your computer. For some of the readings, I can only provide a URL for the web page where the article is published due to the copyright infringement issues.

3. Student requirements

Your grade will be made up of professionalism, exam, response notes, research practices, literature review, research paper, and class participation.

Ice Breaker (20 pts.). On the first three days of the class (Due by Aug. 28), log on to Desire2Learn and check out the course web site. Make sure if everything works well and if you could post comments without any problems. Introduce yourself to class members and instructors [D2L Feature to use: under the description of the assignment, link to follow is created].

Discussion & Participation (15 pts. each item). On a weekly basis, we will discuss reading materials. To share our ideas and viewpoints, I ask you post (1) your answer to discussion question and (2) your response to other people's answers. Each week's discussion threads will be created under "Discussions" under COMMUNICATION. In those threads, I will ask specific questions regarding the reading materials of the week.

Citation list (50 pts.) The final paper for this course is to write a research paper after conducting an original research study. Several assignments are created to help you conduct a research study in a timely manner. The citation list is one of them. Students are to construct a list of citations they intend to use in their research papers.

Students would choose a topic of interest at the beginning of the semester, collect a cluster of studies related to their chosen topic, collect original data, analyze the collected data, and write a research paper at the end of the semester.

Collecting the studies that are closely related to their topic is perhaps one of the most important steps to ensure the success of their final papers. Students should find 12-15 academic research studies, create a list of citations following the APA style, and submit the list to me by September [D2L Feature to use: under the description of the assignment, link to follow is created]. Due by Sunday, September 20.

Exam (150 pts.) During this course, you will take *one* exam. You are required to draw upon the readings and discussion covered. The exam will take place during the mid-term week (week 8).

Annotated Bibliography (100 pts.) After you collect a list of studies, you'd read collected studies to review the literature. Annotate each study collected and create an annotated bibliography by early October [D2L Feature to use: under the description of the assignments, link to follow is created]. Due by Sunday, October 11.

Literature Review (100 pts.) Creating an annotated bibliography forces you to read each study you've collected. Based on the annotated bibliography, you should be able to examine what has been studied and what has not been when it comes to your research question. This review of literature, written in a form of an essay, is due by late October. Due by Sunday, October 25.

Data Collection (100 pts.) By this time, you've read what other researchers have done and understand has been studied and what has not been. Now it is time for you to answer your own research question. To do so, you'd need to collect data. Identify the data you'd examine, explain how and where you'd collect them, execute the collection, and analyze them. This work will be done in early November.

Research Paper (200 pts.) Once the data are collected, your job is to analyze them and write up the findings. By the time you reach this point, most of the hard work has been finished. Good job! A "research paper" may sound intimidating, but I assure you that it doesn't have to be an intimidating task if you're willing to follow the steps. Conducting an empirical research is a process of critical and logical thinking. I'd like you to use this course as an opportunity to learn how to conduct one. The final paper is due by Sunday, December 6.

Presentation (100 pts.) Share your research findings with classmates. After this hard work, presentation is a celebration of each other's work. The last week of classes (week of December 7) is set aside for presentations. We'll arrange synchronous meetings (e.g., Zoom) to hear your presentation.

Professionalism (75 pts.) By "professionalism," I mean that I am trying to create the semblance of a professional environment. That means, among other things, that we respect each of our colleagues in the classroom, that the work we do is good enough to be presented to an outside audience, that we each carry an attitude of integrity in our work, and that we are willing to offer and receive criticism constructively. We support our colleagues and carry our share of the workload in team activities. You are expected to perform professionally in all aspects of the course work. And, this is especially true in an online class environment. When you interact with me and/or with fellow students, when you engage in discussions in class, and when you complete course assignments outside the classroom, you are expected to speak, behave, and present

yourself in a professional manner. We will discuss what professionalism means in concrete terms in the first class and construct a list of examples of professionalism. Ten points will be deducted from your professionalism score each time you fail to conduct yourself professionally.

Grade Disputes:

Students who wish to dispute a grade for the research paper may submit one-page summary of the rationale behind the request. If the request is accepted, the student may resubmit the paper. If the paper is resubmitted, it will be re-graded, and the grade may go up, down, or stay the same. Further grievance may be adjudicated by the Chair of the department. Grade disputes will not be discussed over email. Students must make an appointment with me to bring the summary of the rationale and discuss grading issues.

4. Policies

Academic honesty and academic integrity:

Students' honest work ethic is assumed in this course. In case you're unsure about what constitutes academic misconduct, here are the rules:

All work must be your own and your work alone. Ethical communicators are careful to give sources credit for quotes and ideas. Plagiarism is a failing offense. All out-of-class assignments require contact information for the persons interviewed. Some will be contacted to verify the interview and the accuracy of your information. Please review the EIU Student Conduct Code: www.eiu.edu/~judicial. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). **To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Failing to comply this rule results in an F and failing the course.**

The papers (assignments or other works) should be created new solely for the purpose of this course. The items (papers) you cannot use in this class as your paper include the following, but they're not limited to:

- a paper you submitted to another course in previous or current semester
- a paper written by someone else

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Late papers or assignments:

For each 24-hour period after the due date/time of the paper, the student will receive a 10% reduction in the total available points for that assignment. Papers that fail to get turned in will receive 0 point.

Research paper may be turned in late with the following consequences: For each 24-hour period after the due date/time of the paper, the student will receive half a letter grade reduction from the total points/grade. Papers that fail to get turned in will receive 0 point.

Missed Exam(s):

Students who do not attend class the day of the exam may not take the exam later. Only students with a legitimate absence may make-up the exam, and students must have documentation to support their absence. Those who cannot provide documentation supporting their absence will receive 0 point for the missed exam. The make-up exam will be comprised of different questions and a different format from the in-class exam.

Students with disabilities:

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

5. About the instructor

My teaching interest includes new media communication technologies, online journalism, computer-mediated communication, and political communication. My research interest overlaps with the teaching interest. My research has often focused on new media technology, political communication, gender in computer-mediated communication environment, among others.

My terminal degree was Ph.D in mass communication from Indiana University-Bloomington. My dissertation was about how political and nonpolitical bloggers used new technology during the 2004 U.S. presidential campaign. My recent research has focused on how new media technologies are utilized in journalism and public relations.

6. Tentative course schedule

(Course schedules are subject to change with sufficient notice to students.)

Please read the assignment by the Monday of the week assigned. You need to come to class each day with questions or points to make about the readings. Be prepared to talk about what you have read and to relate it to real world events and experiences. This class participation is part of your professionalism grade. You cannot do well if you do not attend class and participate in the class discussion.

Week 1 (week of Aug. 24)

Introduction to class; Diversity in the U.S.

What does diversity look like in the U.S. society and in the U.S. media? How does it affect the media organizations? How does it affect you?

- Syllabus
- Wilson II et al., Ch. 1. Demographics pp. 1-26
- Luther et al., Ch. 1. Introduction pp. 1-11

Week 2 (Week of Aug. 31): Think about your research paper ideas. The paper idea is due by Sept. 6.

Do Media Matter?

What are our thoughts on race and gender? Is the U.S. racial and gender-biased? are some of our ideas towards particular race, ethnicity, gender, and sexual orientation? How do we develop our thoughts?

- Wilson II et al., Ch. 2. Media Matter, pp. 30-53
- Wilson II et al., Ch. 3. Disparaging the “Other,” pp. 55-66

Conducting a Research Study and Writing a Research Paper

How is Google search different from academic research? Is doing research hard and boring? Is research only for professors? What can we achieve by conducting a research study?

- Handout
- Luther et al., Ch. 2. Theoretical Foundations of Research in Mass Media Representations, pp. 13-31

Week 3 (week of Sept. 7): Finalize your research idea and develop research questions by Sept. 13.

Review of sample research papers & research ideas brainstorm

Can I conduct a research study?

- PDF file of sample research paper will be emailed to you.
- Bring your paper ideas to class

Individual conference with Dr. Kim to make decisions on your data

How do I choose a good research topic? What is a good research question?

- Assignment: Finalize your research questions and data
- By early September, a paper idea is due.

Week 4 (week of Sept. 14): Build your citation list by Sept. 20.

Racial stereotypes in entertainment media

Are racial stereotypes a thing of the past?

- Wilson II et al., Ch.4. “Bamboozling” Stereotypes through the 20th century, pp. 68-100

- Wilson II et al., Ch. 5. Race, culture, and gender in the new media age, pp. 103-120

Week 5 (week of Sept. 21): Harvest the full text of each study in the citation list and start reading the articles. The annotated bibliography is due by Oct. 11.

Racism and sexism in public communications

What is the evidence of racism and sexism in current day media?

- Wilson II et al., Ch. 6. The press: whose (news) media is it?, pp., 127-154.
- Wilson II et al., Ch. 7. Marketing and advertising: the media's not-so-silent partners, pp. 156-182
- Wilson II et al., Ch. 8. Public relations: an opportunity to influence the media, pp. 185-197

Week 6 (week of Sept. 28): Work on your annotated bibliography. It's due by Oct. 11.

Representations of racial and ethnic groups in the media: Native Americans, Caucasian/European Americans, African Americans, and Hispanics

What does the media think who we (they) are, who we (they) look like, and what we (they) do?

- Luther et al., Chs. 3, 4, & 5. Native Americans, African Americans, and Hispanics

Week 7 (week of Oct. 5): Work on your annotated bibliography. It's due at the end of this week (Oct. 11).

Representations of racial and ethnic groups in the media: Arabs/Arab Americans, Asians/Asian Americans, and LGBTQ

What does the media think who we (they) are, who we (they) look like, and what we (they) do?

- Luther et al., Chs. 6, 7, and 10. Arab Americans, Asian Americans, and LGBTQ

Representations of Age and of People with Disabilities

How are people of different age and with different abilities depicted in the media?

- Luther et al., Ch. 11. Representations of age, pp. 232-255
- Luther et al., Ch. 12. Representations of people with disabilities, pp. 257-276
- Annotated bibliography is due by Oct. 16

Week 8 (week of Oct. 12): mid-term week & exam.

No reading or discussion is assigned.

Week 9 (week of Oct. 19): Work on your literature review. It's due by Oct. 25.

Representations of Gender

What does the media think who we (they) are, who we (they) look like, and what we (they) do?

- Luther et al., Ch. 8. Representations of gender in television, film, and music videos, pp. 152-182
- Luther et al., Ch. 9. Representations of gender in print media and advertising, pp. 183-205

Representations of class

How is the socio-economic status portrayed in the media?

- Luther et al., Ch. 13. Representations of class, pp. 277-297
- Individual meetings with Dr. Kim to discuss the final paper

Week 10 (week of Oct. 26): Start thinking about the data – what they will be, where and how you'd collect them, and how you'd analyze them once they're collected.

Overcoming Race and Gender Insensitive Media

What actions can we take to overcome insensitive media messages?

- Wilson II et al., Ch. 9. Advocacy: Keeping their feet to the fire
- Wilson II et al., Ch. 10. Access: Equitable hiring principles elude media employers

Week 11 (week of Nov. 2) Work on collecting your data.

Week 12 (week of Nov. 9) Complete collecting your data by Nov 15.

Week 13 (week of Nov. 16) Analyze the data.

Week 14 (week of Nov. 23, No Class, Thanksgiving Week)

Week 15 (week of Nov. 30) Complete the data analysis and write up findings.

Week 16 (week of Dec. 7) Research paper presentations

Final research paper is due on Dec. 6. Submissions earlier than Dec. 6th are welcome.