

Race, gender and media: A methods approach

JOUR 4250 / JOUR 5210

Fall 2012, 6:30 p.m.-9:20 p.m. Thursdays, CHEM 106

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*This course is part of the university core.

Description This course teaches students how to study patterns of media portrayals. Students also learn the history of these patterns and ways they become interwoven in media structures, then indoctrinated to journalists and other media workers. Students will employ research methods to scrutinize media texts through qualitative and quantitative content analysis, social and oral history, semiotics, and textual analyses. We will discuss race and gender as well as representations and coverage of sexualities and sexual orientation, economic class, and people with disabilities. Discussion is a major component to this class. You are encouraged to discuss, debate and dissect the topics we study in a civil and intellectual manner.

Required texts

- ☑Rebecca Ann Lind. (2013). *Race/Gender/Class/Media 3.0: Considering diversity across audiences, content and producers*, 3rd edition, Allyn & Bacon.
- ☑JOUR 4250/5210 Course packet with articles, available at the UNT book store and other area book stores
- ☑Your own blog
- ☑DVDs, websites, online video

Supplemental texts (not required but may help with research and further study)

- Benshoff, H. and Griffin. S. (2009). *America on film: Representing race, class, gender, and sexuality at the movies, second edition*. Hoboken, N.J.: Wiley-Blackwell.
- Biagi, S. and Kern-Foxworth, M.. (1997). *Facing difference: Race, gender, and mass media*. Newbury Park, Calif.: Pine Forge Press.
- Creedon, P. and Cramer, J. (2007). *Women in mass communication, third edition*. Los Angeles: Sage.
- Dines, G., and Humez, J.M. (2011). *Gender, race, and class in media: A critical reader, third edition*. Los Angeles: Sage.
- Fiske, J. (1996). *Media matters: Race and gender in U.S. politics*. Minneapolis: University of Minnesota.
- Gross, L. & Woods, J. (1999). *The Columbia reader on lesbians and gay men in media, society, and politics*. New York: Columbia University Press.
- Hooks, b. (2008). *Reel to real: Race, sex, and class at the movies*. London and New York: Routledge.
- Negra, D. (2001). *Off-white Hollywood: American culture and ethnic female stardom*. London and New York : Routledge.
- Reichert, T. and Lambiase J. (2006) *Sex in consumer culture: The erotic content of media and marketing*. New York: Erlbaum.
- Rothenberg, P. (2006). *Race, class, and gender in the United States, seventh edition*. New York: St. Martin's Press.

Valdivia, A. (2000). *A Latina in the land of Hollywood and other essays on media culture*. Tempe, Ariz.: University of Arizona Press.

Wilson, C., Gutierrez, F., and Chao, L. (2003). *Racism, Sexism, and the Media: The rise of class communication in multicultural America, third edition*. Los Angeles: Sage.

Course goals

- Trace the structures of news media and mass media forms that create or enforce stereotypes of gender, race, class, sexualities, or disabilities.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they will work.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.

Core curriculum objectives

- This course is a Capstone experience designed to be a culminating experience where the breadth of students' educational experiences are drawn into an integrated whole and placed within the context of larger society.
- This course consistently and thoroughly focuses on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
- This course consistently and thoroughly involves the exploration of behavior and interactions among individuals, groups, institutions and events, examining their impact on the individual, society and culture.
- This course actively helps students develop their communication skills, which include effective development, interpretation and expression of ideas through written, oral and visual communication.
- This course will actively help students develop their empirical and quantitative skills.
- This course will actively help students develop social responsibility, which includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Attendance You are expected to be present for every class, unless otherwise instructed. If you have legitimate reasons for not attending (illness, disaster, death), contact the professor beforehand (by phone or e-mail) and present a note from a physician or other official at class. If you have a religious holiday, please let the professor know beforehand. Coming to class late or leaving early may constitute an absence for that day. You are responsible for all material covered if you do not attend class.

Journalism course registration—for journalism majors and pre-majors only The Mayborn School of Journalism, in conjunction with the Registrar's Office, has eliminated the need for individual class codes for the majority of journalism courses. Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program; thus, we are unable to maintain the traditional waiting list as has been done previously.

Re-taking failed courses Journalism students will not be allowed to take automatically a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for 12 months. Once you have waited 12 months after failing a course twice, you may make an appeal to the professor teaching the course to be allowed to enroll a third time.

First class day attendance Journalism instructors reserve the right to drop any student who does not attend the first class day of the semester.

Disability accommodation The School of Journalism cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students. If you have a disability and have not registered with ODA, please do so and present your written accommodation request to me by the 12th day of class.

Textbook policy The Mayborn School of Journalism doesn't require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online. Some are available for rent.

SETE The Student Evaluation of Teaching Effectiveness (SETE) is a university-wide online evaluation and a requirement for all UNT classes. The Mayborn School of Journalism needs your input to improve our teaching and curriculum. This short survey will be available at the end of the semester, providing you a chance to comment on how this class is taught. Prompt completion of the SETE will mean earlier access to final semester grades. You're a critical part of our growth and success. We look forward to your input through SETE.

Cell phone policy Cell phones should NEVER be used in class, including text messaging. You may be asked to leave class for using a cell phone.

Acceptable student behavior Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu/conduct>. The exact link is http://deanofstudents.unt.edu/sites/default/files/images/code_of_student_conduct.pdf.

Honesty and conduct

When you submit work for this class, it is the same as making a statement that you have produced the work yourself, in its entirety, and that you have not previously submitted this work in another course. Plagiarism, copyright infringement, and similar uses of other people's work are unacceptable.

Plagiarism, in a nutshell, is using other people's written words as your own. Some people consider the use of 7-10 words in a row, copied from another source, as plagiarism. Be sure to include citations when using other people's writing, because plagiarism is a serious offense in any discipline, especially in journalism. It's a firing offense in the professional world. In this department, students face a range of penalties for plagiarism (depending on the importance of the assignment): a grade of "F" on a minor assignment; a request that the student drop the class; withdrawal of the student from the class, initiated by the professor; an "F" in the course; a referral to the UNT Center for Student Rights and Responsibilities; a notation on the student's transcript; and suspension or expulsion from the university. A combination of these penalties may also be used. We will be using Turnitin.com, a plagiarism-detection software, for major projects in this class.

Mayborn School of Journalism Academic Integrity Policy

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will

request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

Assignments and tests

Project I (media analysis)	30%
Concepts/methods test	20%
Blogging and participation	20%
Project II (community service project)	30%

Grading of these assignments will be focused on analysis based on prior classroom discussion and assigned reading, on thorough research, and on the skillful use of language (including grammar, mechanics, spelling). Assignments are due by *midnight* on the assigned date. Professional standards will be modeled and upheld for presentations and written assignments. **Graduate students should see their separate syllabus for different class assignments.**

Blogging

Part of your grade will depend on a blog you will create to reflect on the topics we discuss in class. You are expected to blog your thoughts on your personal blog after every class. You may use a name other than your own on the blog, but you need to tell me what it is so I may locate your blog. You will need to e-mail me (Everbach@unt.edu) the address to this blog by the second week of class. I will check your blog periodically throughout the semester. You will receive a blog grade at midterm and final in the form of a comment on the blog; therefore, you need to enable the blog to receive comments. The grade will be based upon your analysis, facts, evidence and self-reflection, no matter what your opinion is. You are free to agree or disagree with what is presented in class; the position you take will not affect your grade, but the quality of your analysis will. You can set up a blog for this class at either www.blogspot.com and www.wordpress.com or another format of your choice. If you use a blog for another class, you need to label clearly the posts for this class. No double-dipping allowed. General class information, assignments, syllabus and test reviews are available on Blackboard through www.ecampus.unt.edu.

Syllabus

This is a tentative outline that may change throughout the semester. If you miss class, it is your responsibility to keep up with changes in this syllabus and the assignments. Each class contains quite a bit of material since we meet only once a week. All readings listed for a class must be completed before that class because we will discuss them.

NOTE: All videos and DVDs listed here are available through the UNT Media Library in Chilton Hall. Many can be streamed on your computer at the Media Library Web site or through other sites such as YouTube. You can access the Media Library online with your EUID. If you miss class, you are responsible for viewing the documentaries on your own.

You may want to conduct research and find previous research for this class through the UNT electronic library. The following databases may be helpful to you in this class: Academic Search Complete, Access World News, Ad*Access, ArticleFirst, Communication and Mass Media Complete, EBSCO Host, Godey's Lady's book (for historical mini-project), JSTOR, Lexis-Nexis Academic, PapersFirst via FirstSearch, Proquest Online, Sage Journals Online.

PART 1: NEWS MEDIA

Week 1, Aug. 30: Course introduction; deadlines; conversation/civility guidelines; blogging instructions; show-and-tell parameters. Overview of mass media theories and research methods.

Video: Antoine Dodson original newscast

Media literacy

Week 2, Sept. 6: Images of race in news. Content analysis. To prepare for this class, please read and be prepared to discuss:

1. Owens, "Network News: The Role of Race in Source Selection and Story Topic," IN COURSE PACKET.
2. Lind book, Chapter 1, "Laying a Foundation for Studying Race, Gender and the Media," p. 1-12.
3. Lind book, "The Social Psychology of Stereotypes: Implications for Media Audiences," p. 17-24.
4. Lind book, "He Was a Black Guy," How News's Misrepresentation of Crime Creates Fear of Blacks," p. 24-30.

DVD: "Racial Stereotypes in the Media."

DUE: blog address. E-mail it to me at everbach@unt.edu.

Instructions on Project I discussed.

Week 3, Sept. 13: Symbolic annihilation, gender stereotypes and feminism. Ethnographic research methods.

DVD: "Sexual Stereotypes in the Media."

To prepare for this class, please read and be prepared to discuss/blog:

1. Vanity Fair article, "Who is Wall Street's Queen B.?" IN COURSE PACKET. (Also available at <http://www.vanityfair.com/politics/features/2008/11/moneyhoney200811>.)
2. T. Everbach, "The culture of a women-led newspaper: An ethnographic study of the Sarasota Herald-Tribune," IN COURSE PACKET. (Also available through UNT electronic library in the Communication and Mass Media Complete database or All Academic Complete database.)
3. Byerly, "Situating 'the Other': Women, Racial and Sexual Minorities in the Media" from Creedon & Cramer, *Women in Mass Communication*, IN COURSE PACKET.
4. Lind book, "Women in TV and Radio News," p. 322-334.

Week 4, Sept. 20: Historical analysis and oral history; content analysis; the black press in America.

To prepare for class, please read:

1. Lind book, "The Unchanging Face of the News: A Content Analysis of Online News Sites," p. 155-159.
2. Malcolm Gladwell, "Listening with Your Eyes: The Lessons of Blink," IN COURSE PACKET.
3. T. Everbach, "Breaking Baseball Barriers: The 1953-54 Negro League and Expansion of Women's Roles," IN COURSE PACKET.
4. J. Lambiase, "The Problem with All-American Girls." IN COURSE PACKET.

Video: "The Black Press: Soldiers Without Swords."

PART 2, ADVERTISING, MUSIC AND POPULAR CULTURE

Week 5, Sept. 27: Introduction to advertising culture, body image, Hispanic stereotypes, socialization.

To prepare for this class, please read:

1. Lind book, "Advertising and Hispanic Culture," p. 172-178.
2. Lind book, "Man Up: Viewer Responses to Images of Less Than Ideal Males in Advertising," p. 63-68.

3. Lind book, "The More You Subtract, The More You Add: Cutting Girls Down to Size in Advertising, p. 179-185.

DVD: "Killing Us Softly 4."

Week 6, Oct. 4: ***DUE: Project I, turn in by midnight online*** Be prepared to discuss your project in class. You will receive extra credit for presenting your project to others. Need volunteers to present projects.

Instructions on how to prepare for the test.

Week 7, Oct. 11: ***Concepts/methods TEST***

After the test--Music

To prepare for this class please read the following and watch "Love the Way You Lie" video on YouTube:

1. Lind book, "Eminem's 'Love the Way You Lie' and the Normalization of Men's Violence Against Women," p. 263-268.
2. Lind book, "Gender and Race as Meaning Systems: Understanding Theoretical, Historical, and Institutional Implications of Sexualized Imagery in Rap Music," p. 274-279.

Week 8, Oct. 18: Gays, lesbians, bisexual and transgender people in media.

To prepare for this class, please read:

1. Lind book, "Why Are Some Bullying Victims More Newsworthy Than Others?" p. 128-134.
2. Lind book, "Exploring Gay/Straight Relationships on Local Television News," p. 293-299
3. Lind book, "Anti-Gay Speech on the Internet and the Movement to Counteract Cyber Hate," p. 244-250.

DVD: "The Celluloid Closet"

Week 9, Oct. 25: Men and male stereotypes. Native Americans.

Midterm blog grades will be issued.

To prepare for this class, please read:

1. Lind book, "Mass Media, Mass Media Indians and American Indians," p. 203-207.
2. Lind book, "Arguing Over Images: Native American Mascots and Race," p. 87-94.

DVD: "Tough Guise"

Week 10, Nov. 1: Sports, video games and cultivation analysis.

To prepare for this class, please read:

1. Lind book, "Video Game Design and Acceptance of Hate Speech in Online Gaming," p. 44-49.
2. Article posted on Blackboard, "You Play Like a Girl! Cross-Gender Competition and the Uneven Playing Field."

DVD: "Not Just a Game: Power, Politics and American Sports"

Community service project information given.

PART 3: TELEVISION, FILM AND POPULAR CULTURE

Week 11, Nov. 8: Reality TV, film and stereotypes. Social class, the poor, the elderly and people with disabilities.

To prepare for this class, please read:

1. Lind book, "Bella's Choice: Deconstructing Ideology and Power in 'The Twilight Saga,'" p. 198-203.
2. Lind book, "It's OK that We Backstab Each Other: Cultural Myths that Fuel the Battling Female in 'The Bachelor,'" p. 207-212.
3. Lind book, "Is Daddy's Little Girl a Bitch or a Princess?: Narratives of Female Identity on 'My Super Sweet 16,'" p. 213-218.

DVD: "People Like Us: Social Class in America"

Week 12, Nov. 15: Hispanics in the media

To prepare for this class please read"

1. Lind book, "What's in a Name? Framing the Immigration Story," p. 134-139.

DVD: "The Bronze Screen"

Diversity presentation.

THANKSGIVING

Week 13, Nov. 29: Princesses, wicked stepmothers, and racial stereotypes in Disney films.

To prepare for this class please read:

1. Lind book, "Race, Hierarchy and Hyenophobia in 'The Lion King,'" p. 192-198.
2. Lind book, "Wicked Stepmothers Wear Dior: Hollywood's Modern Fairytales," p. 236-243.

DVD: "Mickey Mouse Monopoly."

Week 14, Dec. 6: Presentations of final projects. Documentary: "Miss Representation."

Project I assignment due by midnight Thursday, Oct. 4, through Turnitin.com. Choose ONE of these two:

1. Find an old news magazine or newspaper that would have been available to one of your elder family members or friends at a designated place and time. Read the front page of the newspaper (or 3-4 long stories from the magazine) to discern patterns of depictions of people. Are stereotypes included, either overtly or more subtly? How did you identify these? Why do you think these depictions are used? Are there patterns of these depictions within that main page (or 3-4 stories)? What about photos, headlines, cutlines, bylines, story placement (and table of contents, if magazine)? Who are the sources quoted in

stories: official or non-official; male or female; described by appearance or described by title? What do these elements reveal about representations in that era? Visit with your elder family member or friend to discuss your findings, your assumptions and conclusions, and see whether these match his or her own perceptions of that era's news media coverage. You'll write a three- to four-page, double-spaced report of your own findings (mini-content analysis), incorporating the comments from your family member or friend (oral history). Attach charts and a sample of what you analyzed.

OR

2. Complete a content analysis of news media, entertainment media or advertising, using the tools of qualitative and quantitative studies. For example, choose a Web site, magazine, TV news or newspaper, and then create a body of texts to study, such as first-page or homepage stories, obituaries, sports articles, several days of reporting from the same source about a particular event. Or choose movie or movies, television shows, roles of particular people in movies or TV shows, a particular advertising campaign, portrayals of particular people in ads, video games, music videos, Web sites or other facets of entertainment media. You should analyze the text for aspects of race, gender, sexuality or other topics we have discussed in class. You'll write a three- to four-page, double-spaced report of your own findings (mini-content analysis), including numbers along with descriptive analysis that helps you find patterns or themes. Attach charts or graphs of the numbers you counted or themes you found and a sample of what you analyzed. Be sure to note what is significant about your findings and point out both positive and negative implications.

Community service project due by midnight Thursday, Dec. 6 through Turnitin.com:

Students are required to complete a group community service project focused on media literacy. Students will conduct the project in groups of one to four and you may choose your own groups. Your group may choose ONE of two options:

1. Complete a weeklong analysis of national, local or campus media, taking into account portrayals of race and gender. You should use the tools of quantitative and/or qualitative analysis and present your findings in a professional manner with charts, graphs, citations and conclusions backed up by research. Be sure to note what is significant about your findings and point out both positive and negative implications. You must submit the analysis to the media organization that produced the media text. It is hoped that the organization will take the findings into account when producing its next editions (in the case of a newspaper, Web or broadcast outlet), program (television), advertisement, or other media product. You must turn in a copy of your analysis to me along with contact information and/or a letter or e-mail from the media organization so I may confirm the media outlet received it. (Student media are options for the study.

OR

2. Make a presentation to a campus or community organization or a student group about media literacy, for example, give a presentation to local middle-school students (public or private school), a group like the Girl Scouts or Boys and Girls Clubs, or a UNT campus group about how body image is distorted by media, violence in video games or some other topic related to this class. Submit a three- to four-page report about this experience and provide contact information and/or a letter or e-mail from the school or organization so I may confirm that your group completed the session. I suggest you begin trying to book this at the beginning of the semester.