

Mass Media and Diversity
JOUR 7320/8320-M50
Spring 2013
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5:30-8:30PMCT R

COURSE REQUIREMENTS

CATALOGUE/COURSE DESCRIPTION:

Research and analysis of the relationship among mass media, women and minorities

TEXTBOOK:

Gender, Race and Class in Media edited by Gail Dines & Jean M. Humez, (3rd edition)
Sage Publications, 2011.

COURSE OVERVIEW:

This course is designed to increase your sensitivity to the biases and stereotypes that are among the fundamental tools we use to comprehend the complexities of our social interactions and norms.

In particular, we will examine and explore the overt messages that we receive from the popular media about the characteristics and status of various minority groups, and the ways we incorporate those generalizations into our understandings of the world.

When used in its statistical sense, the term minorities refers to groups that are smaller in number, less than the majority. It has often been applied to persons of color in the United States because as individual groups, African Americans, Hispanics, Asians and Native Americans do not constitute a major percentage of the national population. The term minority has become a convenient semantic umbrella under which to place any group that is not white. In addition, the term minority has as readily been applied to persons of underrepresented religious groups and sexual orientation, as well as to women.

Like most labels, the term is misleading. It misleads us to believe that those whom we call minorities are not only few in number, but somehow less important or valuable. It can suggest that the issues and problems of the minority are not as pressing or worthy of solution as those of the majority. And in a democratic society dependent upon majority rule, the term minority inheres a fundamental lack of authority, control and rights.

In addition, the term minority as it is used to describe ethnic and racial minorities, is, in many cases, no longer a statistically accurate term. In many parts of the United States, the very peoples commonly referred to as minorities in fact constitute the majority of the population when they are considered as a single group.

We are, by tradition and culture, the world's melting pot. Many people who—because of differences in race, ethnicity, legal status, sexual orientation, cultural or religious tradition—have yet to blend into the mainstream, or to contribute their uniquely valuable traditions and voices to the society as a whole. It is the focus of this course to examine

the history and current status of these groups and to explore the ways that the media create and support social biases toward them.

COURSE OBJECTIVES:

- To research and analyze the relationship between gender, race, class and sexual orientation and the mass media.
- To encourage students to a greater awareness of the functions and effects of the mass media on society in the 20th century with particular emphasis on the print and electronic media as they relate to gender, race, class and sexual orientation issues.
- To trace the history and evolution of minorities' coverage by and participation in the mass media.
- To observe and analyze the portrayal and image of minorities in the mass media.
- To sensitize students to the impact of the spoken and written word.
- To collect and compare research data on how the spoken and written word are being used and their effect on the image of minorities.

CLASSROOM FORMAT:

This course is a seminar; therefore, all students are expected to have read all assignments and to have completed all assignments designed to stimulate class discussion.

GRADING:

- Weekly readings 20% (participation/discussion leadership); 20% (written answers to discussion questions). We will focus during regular class on the assigned readings. Students will be expected to come to class prepared to discuss the readings. Answers to discussion questions are due via email by 1PMCT before class begins.
- Research paper 40% Individual research on some aspect of the topic, resulting in the creation of a major academic paper with original research
- A=90% of total possible
- B=80% of total possible
- C=70% of total possible
- D=60% of total possible
- Plus and minus scores will be given.

ONLINE PROTOCOL FOR SYNCHRONOUS CLASSES:

You need to use your University of Memphis email as your login. Then use your password.

Then go to: meeting --> Audio Setup Wizard.

Please go through this set-up BEFORE class.

The link is below.

<http://ummeet.adobeconnect.com/jour7320/>

Don't forget to use your headsets and mics.

RESEARCH PAPER:

Your research paper of between 4,000 to 4,500 words (count only text, not cover sheet, abstract or endnotes) is to be based upon individual research conducted by each student on some aspect of the course. Research must be original, but the interpretation of the findings must reflect an appropriate review of the literature. Paper topic ideas must be approved by the instructor and are due via email Feb. 7. Because IRB (Institutional Review Board) usually requires several weeks, I would strongly suggest that your research not include interviewing human subjects. A content analysis, for example, would not require IRB approval. See: <http://www.memphis.edu/irb/index.php>

For your citations style, you must use the Chicago Manual of Style, 14th or 15th edition. You **MUST NOT** use APA or any other parenthetical reference style for your paper. {Please note that historical and legal research also use Chicago.} Your papers will be graded on content, including writing quality, comprehensiveness of research, adherence to complete and proper citation style, grammar, punctuation and spelling. All of these will be analyzed to determine a final paper grade. When writing your paper, you must attribute all direct quotes. Don't just drop them into the middle of the text with only a footnote number. Direct quotes should be a separate paragraph. Avoid overusing long or block quotes. You will have a cover page with appropriate information. Within your paper, you will have an introduction, a review of pertinent literature, research questions or hypotheses, method, findings and discussion.

YOU MAY NOT CITE YOUR TEXTBOOK OR ANY OTHER TEXTBOOK, AND WIKIPEDIA IS NEVER AN ACCEPTABLE SOURCE.

You must use a minimum of 25 acceptable sources—traditional, scholarly sources, such as journal articles and scholarly books (OTHER THAN TEXTBOOKS), and a significant number of your sources (85%) must scholarly. A limited number of popular magazines, newspapers and professional publications may be used. For a complete list of journalism and mass communication scholarly journals see <http://www.aejmc.org/home/publications/division-journals/>; <http://www.aejmc.org/home/publications/> and <http://libguides.library.ncat.edu/content.php?pid=62276&sid=463402>

AEJMC MEETING

All papers will be submitted to the 2013 AEJMC Convention. You must follow the 2013 Call for Papers. Go to aejmc.org sometime the week of Jan. 21 to get the call.

The 2013 AEJMC conference is in Washington, D.C. and the University has funds to help graduate students attend and present research.

If you don't follow the directions EXACTLY as described in the "Call," your paper will not be reviewed. Additionally, you may submit your paper to any division or interest group. I would suggest that you look at all of the areas and the submission and acceptance rates.

OTHER ISSUES:

Students in this department are preparing for careers in which adherence to professional standards is a prerequisite to success; therefore, students will be expected to conform to practices which will in large part govern their professional success. Those standards include, but are not limited to:

- Keeping with job requirements;
- Punctuality in attendance and completion of assignments;
- Acting responsibly in keeping with all obligations.
- Students' literacy is assumed. Mistakes in spelling, structure, language and punctuation will produce grade reductions.
- All assignments are due on the day assigned.

TENTATIVE TIMETABLE

DATE	READING/INFORMATION
Jan. 17	Introduction
Jan. 24	Part I A Cultural Studies Approach to Media Discussion leaders:
Jan. 31	Part II Representations of Gender, Race and Class Discussion leaders:
Feb. 7	Part III Reading Media Texts Critically Paper topic due Discussion leaders:
Feb. 14	Part IV Advertising and Consumer Culture Discussion leaders:
Feb. 21	Part V Representing Sexualities Discussion leaders:
Feb. 28	Utt traveling to AEJMC Southeast Colloquium No class
March 7	Part VI Growing Up With Contemporary Media
March 14	Spring break. No class
March 21	Part VII Is TV for Real? Discussion leaders:
March 28	Paper due by midnight via email [See sample]
April 4	Part VIII Interactivity, Virtual Community and Fandom Discussion leaders:
April 11	Paper presentations [See sample]
April 18	Utt traveling with advertising undergraduates No class
April 25	Paper presentations

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR7320:

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- apply tools and technologies appropriate for the communications professions in which they work.
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HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR7320

- Students will be expected to show competence to think critically, creatively and independently in their writing assignments and final presentations
- Students will be expected to show competence to demonstrate an understanding of professional ethical principles in their writing assignments and final presentations
- Students will be expected to apply tools and technologies

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES:

You must turn them off during class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given

by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.