

COM 346 & COM 600

Spring, 2002

RACE, GENDER AND THE MEDIA

Wednesdays, 12:50 p.m. - 3:50 p.m., Room A2, Newhouse II

**Professors Brad Gorham, Carla Lloyd and Richard Dubin
Teaching Assistant Zeudi Hinds**

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Home phone: 474-7079 (emergencies only, please)

Office hours: Mondays, 10:00 a.m. - 12:00 p.m.; 1:00 - 3:00 p.m.

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and by appointment

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Diversity is more than a buzzword or the basis for a *Real World* episode. Diversity, or the increasing contact between people of different backgrounds, life experiences, and identities, is a feature of not only our present day, but also our future. Demographers tell us that as the population of the United States grows in the coming decades, this country will become much more diverse. Whites, who currently comprise nearly three-quarters of the population, will see that percentage fall, while the proportion of Hispanics will increase dramatically. As the baby boom generation ages, the percentage of elderly Americans will increase also. The fact is, this country will look very different in 50 years.

This should be of special interest to Newhouse students, because regardless of the area of public communications you settle into, you will have to work with, communicate with, and serve people from a variety of backgrounds. Since effective communication depends on knowing and understanding your audience, this course is designed to expose students to a variety of issues concerning the media and people of various "categories of difference." We will discuss such topics as how the media portray people of various groups, the social psychology of difference and its implications for media production and reception, the impact of media images, and intercultural communication competence.

A word about “team teaching” - This class will be a little different in that three professors will be “team teaching” this course, with each professor teaching roughly a third of the course. Brad Gorham will teach the first third of the course (Jan. 16 - Feb. 6), focusing on concepts and issues that are relevant for the media and race, gender, and other “categories of difference.” Carla Lloyd will teach the second third of the course (Feb. 13 - March 20) and examine gender and the media, while Richard Dubin will discuss race and the media in the final third of the course (March 27 - April 24). Although this may present some minor logistical challenges, the three of us feel that the different experiences, backgrounds, and areas of expertise that we bring to the course will more than make up for these. Brad Gorham will serve as the “course coordinator,” in the sense that he’ll be in charge of handling paperwork for the course, but each professor will exercise autonomy over his or her own portion of the course. Professors will assign grades for their portion of the course, with each grade counting for a third of the final grade. The three professors will then meet at the end of the semester to compute final grades.

Required readings for Brad Gorham

Healey, Joseph. (1997) Race, Ethnicity, & Gender in the United States: Inequality, Group Conflict, and Power. Thousand Oaks, CA: Pine Forge Press.

Lustig, Myron & Koester, Jolene (Eds.) (2000). Among Us. Essays on Identity, Belonging, and Intercultural Competence. New York: Longman.

Various readings on reserve at the CDC

Participation

This class will feature a combination of lecture and discussion, but the emphasis will clearly be on discussion. In order for class discussions to be truly beneficial, all students should expect to actively participate in class. Active participation means that students should: come to class having read the assigned readings for that day; make regular thoughtful contributions to class discussions; bring their journals to class with them and be prepared to discuss them (more on that below); be courteous to others when they speak, and; show up for class on time. Participation will be an important component of your grade. Since this class meets only once a week, and you will only be taught by each professor for four or five weeks, attendance for every class period is essential. Missing a class will drastically hurt your participation grade (exceptions will be made for documented illness or family emergency).

Journal

You will need to keep a journal throughout the semester, providing at least one journal entry per week. Undergraduate students should plan on writing at least 3 - 4 typed pages (double-spaced) each week, while grad students should plan on writing 5 - 6 pages. Journal entries should focus on topics relevant to class discussions and the week’s readings. Don’t summarize the readings - instead, analyze the readings by looking for connections, contradictions or confrontations between them. Also, feel free to discuss how the readings illuminate experiences in your own life or practices in relevant media. The purpose of the journal is to get you to process the readings at a deeper level and integrate this knowledge with your own experiences, so try to write journal entries that reflect this goal. An additional benefit of the journals is that they help you prepare to actively participate in class by forcing you to organize your thoughts on these issues before you walk in the door on Wednesday afternoons.

Bring your journal to *every* class. We will periodically collect your journals and grade them based on how well they achieve the goal described above. Like most things that you write for

Newhouse, keep in mind that the quality of your writing figures into the grades as well as the content of your entries. Please keep your journal entries together in a folder or a binder; you will need to turn in all your entries every time we collect the journal. You must be present to turn in your journal; no journal will be accepted outside of class except in cases of documented illnesses or family emergencies.

A short paper for Brad Gorham's third of the course

Students will write a short paper for the first third of the course, due on February 13. I will provide you with a separate handout for this assignment at a later date.

Grading

Grades for Brad Gorham's third of the course will be computed based on the following:

Participation:	25%
Short paper	35%
Journal	40%

Likely course Schedule for Brad Gorham's third of the course

January 16

Topic: **Introduction to the course;** Why do images matter? What is "difference"?

Readings: Healey, Ch. 1, 1 - 27

January 23

Topic: **Social Psychology of Difference:** Stereotypes, prejudice, attribution theory, modern racism, implications for media audiences

Readings: Healey, Ch. 3 & 4
Dennis, E. (1994). Racial Naming. *Media Studies Journal*, 8(3), 105-111.

Recommended: Devine, P.G. & Elliot, A.J. (1995). Are racial stereotypes *really* fading? The Princeton trilogy revisited. *Personality and Social Psychology Bulletin*, 21(11), 1139-1150.

Recommended: Ford, T.E. (1997). Effects of stereotypical television portrayals of African-Americans on person perception. *Social Psychology Quarterly*, 60(3), 266-278.

January 30

Topic: **Identity and Diversity:** Who are we? Who are you?

Readings: Read ONE of the following (your choice): Healey, Ch. 7, 8, 9, or 10
Read all of these: L & K 1, 2, 3, 5, 6, 14,

February 6

Topic: **Assimilation and Pluralism:** Can't we all just get along? Melting pot vs. salad bowl

Readings: Healey, Ch. 2 & 11
L & K 15, 16, 17

Miller, J. (1994). Immigration, the Press, and the New Racism. *Media Studies Journal*, 8(3), 105-111.

Note: Readings labeled “recommended” are optional for undergraduates but required reading for grad students.

COM346/600

Race, Gender and the Media

Race Module

Spring 2002 (March 27 – April 24)

Prof. Richard Dubin

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Phone: 443-3438

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Graduate Assistant: Zeudi K. Hinds

Phone: 422-7383

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Prof. Dubin's Office Hours:

Tuesday 1:00 - 3:00pm

Wednesday 3:00 - 5:00pm

Please sign up for hours. If hours don't work we WILL find a time that works.

Course Objective

To explore issues at the intersection of race and media from historical, interdisciplinary and practical perspectives. Methods include lecture, dialogue, reading and viewing of salient material.

There is emphasis on dialogue in this class.

Your ACTIVE participation is encouraged and supported.

Texts

The primary text for our class is:

On The Real Side by Mel Watkins

(It is available in the bookstore.)

In addition there will be handouts in class.

Grades

This module accounts for 1/3 of your semester grade.

Participation	20%
Journal	20%
Weekly Responses	20%
Final Response	40%

About Our Class

The area of race (difference) and media is complex and often emotionally charged. We, as developing professionals in communication media, are positioned uniquely to explore and impact this human predicament.

The basis for our work together in this class is the creative process. We will do our work in an environment of safety and mutual respect at all times.

You'll note the use of the term "dialogue" above. Dialogue has particular meaning in the context of our class experience. David Bohm, a noted physicist and progressive thinker, has put forward a "guide" to creative exploration that is introduced in an essay that accompanies this syllabus.

Please read it before we meet.

In no way will this be a "heavy" experience. On the contrary, I expect that light will prevail. A useful and productive experience can be exhilarating and fun. I am a major proponent of fun...ask around.

Attendance

Attendance at all sessions is mandatory. No exceptions unless cleared in advance with me. Serious circumstances, obviously, will be accommodated. Be prepared to show death certificates, surgical scars or other clearly convincing evidence to justify an absence. Unexcused absence or lateness will significantly affect your final grade.

Important Note:

If you have questions or concerns about anything, do not hesitate to ask, either in class, after class, on the run, by e-mail/phone, or in a meeting. Your questions and concerns are welcome.

COM 345 – Section 001

Race, Gender and the Media

Spring Semester 2002

Room A2, NCCI

Wednesday, 12:50-3:50

Dr. Carla V. Lloyd

Associate Professor

Office:362,NCCII

Office:# 443-2305

Office Hours: T: 2:45 – 3:45, W 9-12

Home# 492-8740 (no calls after 9PM)

e-mail: cvlloyd@syr.edu

TENTATIVE COURSE OUTLINE

2/13 Game Theory: Is the Winter Olympic coverage different for male and female athletes?

Outside viewing of NBC's coverage of the 2002 Winter Olympics.

Reading: Handout packet to be distributed by Professor Gorham

2/20 Buy me that!

Boys' toys and girls' playthings. Early-childhood development and advertising. Consumerism and children.

In- Class Video:

* Children's television commercials, past and present

* Jingle all the Way clip

*Reading: Healey, Ch 3

* Different Children, Dreams: Racial Representation in Advertising, Kolbe and Muehling

Assignment:

Homework Assignment #1 due—Critical analysis of Olympic Coverage

2/27 Do I look fat?

Stereotyping. Ideal images and consumption. How are media messages harmful and disrespectful to girls and women?

In-class Video:
Redefining Liberation

Reading :
*Ch-1-3, 9, 13-14, Reviving Ophelia: Saving the Selves of Adolescent Girls, Pipher

Do I look fat?(cont.)
Assignment:
Group Assignment discussed.

3/6 School Daze!

Life in high school: MTV, rap music, race and gender.
Natural born Killers? Living in a gun nation. Mass media violence
In-class video:
*Killing Screens: Media and Culture of Violence.
MSNBC's Minorities & the Media Panel Discussion
Rap Masters

Reading:
Ch. 1-10, Another Planet: A Year n the Life of Suburban High School,
Burkett

Assignment:
Homework# 2 due: Fashion analysis

3/20 Out of the Mainstream: Sexual Minorities and the Media

In-class Video:
*Classic TV episodes

Reading:
Ch. 1, 3, 5, Making Things Perfectly Queer: Interpreting Mass Culture
by Alexander Doty

Group Assignment due

Required Reading Material:

Three textbooks, which you can purchase from the Syracuse University Bookstore, are required for the section of the course. They are:
Another Planet: A Year in the Life of a Suburban High School by Elinor Burkett (NY, New York Harper Collins, 2001)

Making Things Perfectly Queer: Interpreting Mass Culture by Alexander Doty (Minneapolis: University of Minnesota Press, 1993)

Reviving Ophelia: Saving the Selves of Adolescent Girls by Mary Pipher (NY, New York: Ballantine, 1994)

Assigned articles have been placed on reserve at Byrd Library and at the CDC.

Components of Evaluation

Your grade for this portion of the course will be determined as follows:

Homework: 25%
Journal: 25%
Participation: 20%
Group Project: 30%

In compliance with section 504 and the Americans with Disabilities Act (ADA), Syracuse University is committed to ensure that “no otherwise qualified individual with a disability...shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you feel that you are a student who may need academic accommodations due to a disability, then you should immediately register with The Office of Disability Services (OD) at 804 University Ave. Room 309 3rd Floor, 315-443-4498 or 315-443-1371 (TDD only). ODS is the Syracuse University office that authorizes special accommodations for students with disabilities.