

**“Diversity is the one true thing we all have in common. Celebrate it every day.”—  
Anonymous**

**Fall 2009  
Diversity in Communication  
MC 304-01—TR 11:00-12:15  
Grauel Building, Room 109**

**Dr. Tamara Baldwin, Professor  
(573) 651-2174 (Office)  
Office Hours: 9:30-11:00 TR and by appointment**

**Office: 103 Grauel  
[tbaldwin@semo.edu](mailto:tbaldwin@semo.edu)**

**Course website: <http://cstl-cla.semo.edu/baldwin/>**

**(This is my homepage for my face-to-face classes. On this page, click on the MC 304 link here to access notes and materials, relevant links, visuals, Forum, DropBox, Grade A, and Calendar for this class.)**

**Course Description:** This course examines the roles, impact, portrayals, perceptions, contributions and challenges of diverse groups and individuals--often referred to as minorities--in mass media content and media professions throughout history and in current times. We will pay special attention to these as they relate to Working Class Americans, African-Americans, Arab-Americans/Arabs/Muslims, Asians/Asian-Americans, Caucasians, the Elderly, the Differently-abled, Hispanics/Latinos, Gays/Lesbians, Native-Americans, Men, and Women. The course will rely heavily upon readings, videos/DVDs, websites, and examples from the mass media to generate class discussion, lectures, exam materials, group assignments, and course projects.

**Course Objectives:** This course is an elective course offered as part of an ACEJMC-accredited program and embraces the key values of research, theory, law, ethics, history and diversity. While this course emphasizes the key value of diversity, the key values of research, theory, law, ethics, and history are also addressed as they pertain to issues involving diversity. For example, early in the semester we will review appropriate mass media research, theories and constructs (cultivation theory and hegemony, to name two) in regard to the role of minorities and gender in media content and in the media workplace. We will also review how minorities have been treated in mass media content and workplaces throughout the history of American mass media, and we will deal with the legal and ethical ramifications of the media portrayals of minorities and the legal and ethical ramifications of issues involving minorities in the media workplace. Certain ACEJMC standards regarding certain core professional values and competencies AND diversity and inclusion are integral as objectives for this course. These can be found in full on the ACEJMC website at <http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML#std2>.

Throughout the semester assignments will be given that are designed to help students become aware, understand, and/or apply key concepts, skills and facts related to Professional Values and Competencies. Various assignments throughout the semester will introduce students to key issues, concepts, competencies and values they need to be competent practitioners and consumers of the mass media. For example, students will locate examples of content in the mass media that illustrate concepts such as hegemony, cultivation theory, sexism, racism, ageism, to demonstrate their awareness and understanding of these concepts. Students will write essays utilizing basic research skills to help them locate and gather information about the ways in which certain groups in society are portrayed in the media, demonstrating their awareness of issues surrounding diversity of groups in a global society in relationship to communications. Students will apply key concepts and theories and demonstrate their ability to communicate clearly in individual presentations about diversity and mass media issues.

Regarding diversity and inclusion, the following objective is integral to our course:

1. The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. We will also address economic status in our look at diversity.

Regarding certain core professional values and competencies, the following objectives are integral as *they relate to this course content and assignments*:

2. Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Students will demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
4. Students will understand concepts and apply theories in the use and presentation of images and information;
5. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
6. Students will think critically, creatively and independently;
7. Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work;
8. Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
9. Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. Students will apply basic numerical and statistical concepts;
11. Students will apply tools and technologies appropriate for the communications professions in which they work.

**Pre-Requisites:** Students enrolled in this class must have completed 45 hours and MC 101 (Mass Communication and Society) or have the permission of the chairperson.

**Textbook and Supporting Materials:** The textbook for this course is *Racism, Sexism, and the Media: The Rise of Class Communication in Multicultural America* by Clint C. Wilson II, Felix Gutierrez, and Lena M. Chao (Third Edition) published by Sage Publications in 2003. This is available in Textbook Services.

In addition to this text, we will also use various readings (many found online or posted on our websites or materials you find, handouts, articles, websites, videos, and DVDs as supplemental materials. Students will be asked to share relevant examples and materials they have found with classmates as well from time to time.

**Expectations of Students:** Students are expected to do the following:

1. To keep up with the readings and review of materials for this course, including the textbook, materials located on the Internet and offered in video or DVD format. Lively, productive, and valuable class discussions and activities depend upon everyone being familiar with the materials and being ready to contribute.
2. To *actively* participate in all class sessions. This begins (but does not end) with attending all class sessions. To earn participation points, students must do more than merely attend class. Students must actively participate in class discussions and activities by contributing relevant information that reflects an understanding and familiarity with materials related to the discussions. If participation and/or attendance becomes a "problem," the professor reserves the right to implement unannounced quizzes worth substantial points—in addition to assignments and points possible already designated in this syllabus.
3. To complete all assignments and submit them by their deadlines to the proper venue (in class, DropBox, Forum, UTest, etc.). I will not accept assignments via email. No late assignments will be accepted except in cases of University-sanctioned absences (i.e. a student athlete having to miss class because of a game away from campus, etc.) or of truly catastrophic situations (death in family, etc.) that are left up to the discretion of the professor.
4. To complete all assignments and connected to this course in accordance with the University's Academic Honesty policy (found in the *University Bulletin* and in a booklet called *Statement of Student*

*Rights and Code of Student Conduct* available online at <http://www6.semo.edu/judaffairs/code.html>.

(Please be especially familiar with the part located under the heading “Academic Honesty” that deals with cheating and plagiarism.)

5. To be respectful at all times of other members of the class and their viewpoints. This does not mean that you must agree with a classmate’s viewpoint; it does mean, however, that every student must have the right to express his or her viewpoint in a supportive classroom environment. This “respect” in a “supportive classroom environment” I refer to can be accomplished by being sure to do the following: listening attentively when others (including the professor) are talking, being on time for class, turning off and not using cell phones and all other electronic devices, refraining from using derogatory or profane language, and in general being prepared for each class session. (Please note also that the department has posted a “No Food or Drink” sign for this classroom.)

**Accommodation of Students with Disabilities:** Students with disabilities wishing to have academic accommodations that ensure equal educational access should seek registration with Disability Support Services. Registration includes meeting with a DSS staff member, submitting paperwork that documents the nature of the student’s disability, and designing an implementation plan (Faculty Notification) regarding approved accommodations. For more information about this, contact the Disability Support Services at their office website at [www.semo.edu/lapdss](http://www.semo.edu/lapdss) or call 573-651-2273.

**Grading Scale:** All of our assignments, including active class participation, will be assigned a points value, and the student’s grade will be determined by the percentage of the total points possible accumulated during the semester. Grades are not “rounded up,” and bonus points are not anticipated. Assignments cannot be “redone” either in an effort to raise a grade. A grade of Incomplete for the semester will only be given in accordance to the University’s policy regarding this kind of grade (a student truly being unable to complete the course because of illness, death in the family, etc.) The following grading scale will be applied to the total points for this course:

90-100%	A
80-89%	B
70-79%	C
50-69%	D
0-59%	F

**Approximate Breakdown of Points:** The following assignments are planned for this course. However, the professor reserves the right to adjust this during the semester if circumstances require.

Active Class Participation	150 points (Many class periods will feature 10 participation points.)
Utest over Introductory Materials	50
Homework Assignments/Activities	60 (3@ 20 points each)
Utest Midterm Exam	50
Presentations	100 (Scheduled for November 19-December 8)
Utest Final Exam	<u>50</u>
	460 Total points possible

**Class Schedule:** We will try very hard to follow the schedule below; however, as indicated before, we may find we need more (or less) time on a topic and make adjustments. Remember, we will have Active Participation Activities during many of our class periods. Those points are not reflected in the assignments listed below:

**August 25: Syllabus Review, Welcome, and Introductions**  
**August 27: Definitions, Useful Theories, History and Background**  
**September 1: History and Background continued**  
**September 3: CLASS WILL NOT MEET—WORK ON ASSIGNMENTS AND READINGS.**

**TAKE INTRODUCTORY MATERIALS EXAM USING UTEST/OIS SECURE BROWSER ANYTIME BETWEEN 8:00 A.M. WEDNESDAY, SEPTEMBER 2--5:00 P.M. FRIDAY, SEPTEMBER 4.**

**September 8: View CRASH**

September 10: View *CRASH*  
September 15: Discussion about *CRASH*  
September 17: HOMEWORK ASSIGNMENT #1 DUE IN CLASS—20 PTS. POSSIBLE  
September 22: Focus on Native-Americans  
September 24: Focus on African-Americans  
September 29: Focus on Hispanics/Latinos  
October 1: Focus on Asian-Americans

TAKE MIDTERM EXAM USING UTEST/OIS SECURE BROWSER ANYTIME BETWEEN 8:00 A.M. WEDNESDAY, SEPTEMBER 30 AND 5:00 P.M. FRIDAY, OCTOBER 2.

October 6-8: CLASS WILL NOT MEET—WORK ON UPCOMING ASSIGNMENTS.  
October 13: Focus on Arab-Americans and Muslims  
October 15: ENJOY YOUR FALL BREAK!  
October 20: HOMEWORK ASSIGNMENT #2 DUE IN CLASS—20 PTS. POSSIBLE; Focus on Gender  
October 22: Focus on Gender  
October 27: Focus on Gender  
October 29: Focus on the Working Class  
November 3: HOMEWORK ASSIGNMENT #3 DUE IN CLASS—20 PTS. POSSIBLE; Focus on the Elderly  
November 5: CLASS WILL NOT MEET. WORK ON INDIVIDUAL PROJECTS.  
November 10: Focus on the Differently-Abled  
November 12: Focus on Diversity and Media Workplaces  
November 17: Presentations Begin  
November 19: Presentations Continue  
November 24: Presentations Continue  
December 1: Presentations Continue  
December 3: Presentations Continue  
December 8: Presentations Continue  
December 10: Wrap Up/Review for Final Exam

FINAL EXAM: TAKE THE FINAL EXAM USING UTEST/OIS SECURE BROWSER ANYTIME BETWEEN 12:01 A.M. TUESDAY, DEC. 15—NOON, THURSDAY, DECEMBER 17.

The Final Exam must be taken during the scheduled time. The only exceptions to this must have the written approval of the chairperson of the department.

Welcome to the Diversity and Communication class! I look forward to having class with you!—Dr. Baldwin