

JRMC 8070: Media Culture and Diversity
Spring Semester 2007: 48-459

Dr. Dwight E. Brooks

Office

Hours:

Office: 101-J Journalism Building

Tuesday 10:00 A.M. - 11:00 A.M.

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Wednesday 10:00 A.M. - 12:00

noon

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Also by appointment

DESCRIPTION

This graduate seminar explores some of the relationships between media culture and diversity. The seminar will focus scholarship and other academic work that examines media representations of race, gender, and class; audience interpretations of these representations, and; the social context of these representations and interpretations. We also will examine the various approaches to, and methods of media analysis that promote media literacy, scholarship, activism, and ultimately, more diverse media images.

This course is an **interactive seminar** that emphasizes **discussion** among seminar participants. There also will be several in-class video screenings. Although most of the course materials utilize critical media and cultural studies perspectives, no prior graduate course work in these academic areas is necessary. However, students must **read** the assigned articles to succeed in this seminar.

OBJECTIVES

1. To develop a greater appreciation of the media's cultural influence and to become more a more informed consumer and enlightened participant in our media/consumer culture.
2. To enhance understanding of, and sensitivity towards the various ways cultural diversity impact media production, representation, and consumption/audience.
3. To acquire an understanding of the range of scholarship on media, race, and gender.
4. To introduce some of the critical theories and approaches used in the study of media, culture, race, gender, and class.
5. To understand how race and gender representations are shaped by power—hierarchies in social structure and economic inequities.
6. To enhance analytical thinking, critical reading, writing, and other communication skills necessary for successful graduate study in mass communications.

REQUIRED READINGS

Readings Packet: Available from **Athens Blue Print & Copy Shop**, 269 W. Dougherty, Athens.

All course readings are on reserve in the Grady College Drewry Room. However, students may remove readings from the Drewry Room for a short time period to either read elsewhere or for photocopying purposes.

COMPUTING AND ELECTRONIC MAIL

Students are required to maintain an active computer account for electronic mail and other computing services such as Web-CT.

COURSE EXPECTATIONS, REQUIREMENTS, AND EVALUATION

All students are expected to contribute regularly to the seminar by participating in, and at times facilitating, class discussions and other classroom activities. One purpose of the course is to introduce students to some of the issues that frame considerations of diversity in media (in the United States). Another purpose is to expose students to some of the academic literature that has emerged from the study of race, gender, class, and media. As a result, this course will cover a wide range of topics. Some topics will interest you more than others. However, you should find the course material fascinating, and more important, crucial to your understanding of media diversity and your participation in media culture and academic and professional cultures.

Most of the course material (i.e., readings, videos) is fairly easy to read and comprehend. However, a few may prove a bit difficult--at least initially. Thus, while your task is not to master every detail of every reading and video, feel free to bring any questions to the class for discussion and possible clarification. Although we may not have time to discuss every reading/video equally in class, I expect you to keep up with assigned readings and videos.

Final grades are based on the *quality* of written essays and other assignments, class attendance, and participation in class discussions. Specifically, you are expected to:

1. **Attend class on a consistent basis and participate in class discussions.**
2. **Complete the assigned readings** for the day they are assigned (listed) on the syllabus. Do not get behind in the readings as the pace and structure of the course make it difficult to "catch up." Class discussions presume that you have read the material. Bring questions and comments from class readings to class. You also will be expected to incorporate ideas from readings in your essays.
3. **Discussion Leader Assignment:** Each student will provide an oral summary and analysis of one assigned reading* (denoted on syllabus with an asterisk).
4. **Complete four essays** on various aspects of media diversity:
 - A. **Autoethnography Essay:** A personal and critical analysis of your participation in media culture.
 - B. **Research Proposal:** Develop a written proposal for a research project.
 - C. **Video Analysis:** Analyzes any video (of your choice) shown in class.
 - D. **Book Report:** Select a book that focuses on some aspect of media culture and diversity; write and present to the class an analysis and assessment of the book.

I enjoy teaching this class and place a strong emphasis on graduate study. If you are

not interested in the study of human difference in our media culture, I suggest you find another course. The workload for this course is reasonable—not excessive, so I expect you to work hard. I will evaluate your work rigorously, but fair. Assignments are listed below:

<u>Assignment*</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Discussion Leader	As Assigned	5%
Autoethnography	Friday February 16	15%
Research Proposal	Friday March 30	20%
Video Analysis	Friday April 27	15%
Video Analysis: Oral Summary	Friday April 27	5%
Book Report	Thursday May 3	15%
Book Report: Oral Summary	Thursday May 3	5%
Attendance and Participation	All Semester	20%

***The instructor reserves the right to add to/alter assignments, due dates, and/or percentage values.**

Assignment Submission, Attendance, and Other Policies:

Assignment Submission:

1. All assignments must be typed and conform to a style manual for academic writing.
2. When submitting written assignments, make a photocopy and submit the original.
3. Unless you are given permission, all assignments are to be submitted on or before the due date. Late submissions are penalized. Unexpected circumstances that contribute to late work must be discussed with the instructor prior to the due date in order to negotiate alternatives that are devoid of penalty.
4. **Please do not place your name on any written assignment for this course.** Use only (the last four digits of) your student ID or social security number to identify your submission. All assignments are evaluated “blind” (without knowledge of who the submission is from).

Attendance:

1. You verify your attendance in each class meeting by signing the attendance sheet. **It is your responsibility to do this. There is no such thing as an “excused absence”** except in cases where illness and unanticipated emergencies occur and you notify me in a timely fashion.
2. Although I support your career endeavors, I will not excuse you from class for job interviews and job fairs. I will excuse you for University/College-sponsored events as long as you discuss your involvement with me in a timely fashion.

Class Participation and Conduct:

1. Throughout the semester, we will engage in a number of class discussions. Thus, it is imperative that **everyone’s** opinions and views are to be respected at all times. **There is absolutely no place in this course for rudeness, discourtesy, and intolerance.** Everyone will not agree with everything that is said or written in this

course—that's okay, as long as we create and maintain a learning environment that encourages open and honest exchanges of ideas and opinions.

2. In this seminar we seek to function as a **community of scholars** and it is expected that class meetings will provide a collegial and supportive atmosphere for an honest exchange of ideas.

3. In order to make the most of each class meeting, it is imperative that you come **prepared**: Complete **all** assigned readings, reflect on the ideas and themes in the readings, place course topics in the context of your own experiences, and be willing to discuss and interrogate ideas from the readings, videos, and seminar participants.

4. Please refrain from reading and/or completing work for other classes when this seminar meets.

5. Please turn **off** cell phones, pages, IPODS, and other electronic devices during class.

Plagiarism is absolutely unacceptable and is grounds for dismissal from the university. All academic work must meet the standards contained in UGA's *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work.

Any student who needs special accommodations for learning or who has special instructional needs should share these concerns with the instructor as soon as possible.

The next section contains a **tentative** schedule for the semester. The instructor will announce any schedule changes in class and/or on Web-CT.

- Reading assignments are designated by **bold print**
- Titles of full-length videotapes are in *italics*

Date of Class: _____ Class Topic, Reading Assignment, Video Tape _____

Introduction and Orientation:

Tues. Jan. 9: Course Introduction

Thurs. Jan. 11: Student Introductions

Understanding Media Culture and Racial Diversity:

Tues. Jan. 16: Studying Media Culture and Diversity

Read: Lind, *Laying a Foundation for Studying Race, Gender, and the Media*

Culture *Kellner, *Cultural Studies, Multiculturalism and Media*

Thurs. Jan. 18: Cultural Studies and Race

Read: Dines, *Class, Gender and Race in North American Media Studies*

During, *Multiculturalism; Race

- Tues. Jan. 23:** Autoethnography: The Study and Writing of Self
Read: *Russell, *Autoethnography: Journeys of the Self*
 *Holt, *Representation, Legitimation, and Autoethnography: ...*
- Thurs. Jan. 25:** The Social Construction of Racial Reality
Read: *Orbe & Harris, *History of Race Franklin, About Race*
Video: *About Race* (excerpt)
- Tues. Jan. 30:** Critical Race Theory
Read: Delgado & Stefanic, *Critical Race Theory: Introduction*
 *Williams, *Metro Broadcasting, Inc. V. FCC:*
- Regrouping...
Brooks & Jacobs, Black Men in the Margins...
Video: *Space Traders*
- Thurs. Feb. 1:** The Social Construction of Race: Whiteness
Read: *Dyer, *The Matter of Whiteness*
 McIntosh, *White Privilege and Male Privilege...*
 Nakayama, *Whiteness and Media*
 Shome, *Outing Whiteness*
- Tues. Feb. 6:** Popular Culture, Race, and Media Literacy
Read: *Holtzman, *Stories of Race in Popular Culture*
 Lewis & Jhally, *The Struggle Over Media Literacy*
- Thurs. Feb. 8:** Cultural Criticism & Cultural Studies: Analyzing Media Culture and Diversity
Read: hooks, *Culture to Culture: Ethnography and Cultural Studies...*
 hooks, *hooks, Introduction: The Heartbeat of a Cultural Revolution*
Video: *Cultural Criticism and Transformation*

Date of Class: _____ Class Topic, Reading Assignment, Video
Tape _____

Media Culture and Diversity: Popular Culture, News, Television, and the Internet:

- Tues. Feb. 13:** Racial Stereotypes: Historical Perspectives
Read: Rhodes, *The Visibility of Race and Media History*
Video: *Ethnic Notions*
- Thurs. Feb. 15:** Race and News
Read: Woods, *The Language of Race*
 Pifer, *The Making of The Family Secret*

Video: *The Family Secret*

Tues. Feb. 20: The Internet and Hate
Read: **RP: Cooper, Cyber-Hate and the Disinhibiting Effects of...**

Video: *Hate.Com: Extremists on the Internet*

Thurs. Feb. 22: TV and the Working Class
Read: ***Butsch, Class and Gender in Four Decades of Television Situation ...**

Conners, Color TV?: Diversity in Prime-Time TV

Video: *Class Dismissed: How TV Frames the Working Class*

“Hollywood Good”: Intersectionality, Otherness, Orientalism, and Kid Culture:

Tues. Feb. 27: Intersectionality: Asian Women in Media
Read: **Hagedorn, Asian Women in Film: No Joy, No Luck *Sun, Ling Woo in Historical Context...**

Video: *Slaying the Dragon*

Thurs. Mar. 1: Orientalism, Race, and Religion
Read: ***Ferguson, Otherness, Eurocentrism and the Representation...**

Singh, Interpreting Media Representation at the Intersection...

Video: *On Orientalism*

Tues. Mar. 6: Bad Arabs
Read: ***Sheehan, Introduction**
Video: *Reel Bad Arabs: How Hollywood Vilifies a People*

Thurs. Mar. 8: Speaking of Hollywood: The Case of Disney
Read: **Rockler, Race, Hierarchy, and Hyenaphobia in *The Lion King***

Bartnett, Destructive and Constructive

Characterizations of Women in ...

Video: *Mickey Mouse Monopoly: Disney, Childhood and*

Corporate Power
Spring Break

Media Culture and Gender:

Tues. Mar. 20: The Social Construction of Gender in Media
Read: ***Holtzman, Gender: In Pink and Blue and Vivid Color Wood, Gendered Media: Media’s Influence on Gender**

Thurs. Mar. 22: Feminist Perspectives and Media
Read: ***Rakow, Feminist Approaches to Popular Culture:.. van Zoonen, ‘New’ Themes**

Date of Class: _____ Class Topic, Reading Assignment, Video

Tape

Tues. Mar. 27: (Re)Defining Femininity?: Women, Sports and Media
Read: Schell, (Dis)Empowering Images? Media ...
*MacDonald, Disciplined Approaches: Redefining
Femininity
During, Feminism's aftermath: Gender today
Video: *Playing UnFair: The Media Image of the Female Athlete*

Masculinity and Media Culture:

Thurs. Mar. 29: Masculinity
Read: Katz, Advertising and the Construction of Violent
White...
Video: *Tough Guise: Media, Violence and the Crisis in
Masculinity (Pt. 1)*

Tues. Apr. 3: Whiteness and Black Masculinity
Read: Martin & Yep, Eminem in Mainstream Public
Discourse...
Video: *Tough Guise: Media, Violence and the Crisis in Masculinity
(Pt. 2)*

Thurs. Apr. 5: Black Masculinity and Hip-Hop Culture
Read: TBD
Video: *Hip-Hop: Beyond Beats & Rhymes*

Sexual Identity and Media:

Tues. Apr. 10: Sexual Identity and Media: Review of Relevant Literature
Read: *Fejes & Petrich, Invisibility, Homophobia and...
*Gross, Out of the Mainstream: Sexual Minorities...
Video: *Further Off the Straight and Narrow: New Gay Visibility....*

Gendered Advertising:

Thurs. Apr. 12: Reading Gender in Ads: Jean Kilbourne
Read: Kilbourne, A Girl of Many Parts: The Making of An
Activist
Kilbourne, The More You Subtract the More You Add...
Video: *Killing Us Softly III: Advertising's Images of Women*

Tues. Apr. 17: Ads, Beauty and Body Image
Read: *Wolf, et. al., Body Image, Mass Media, Self-Concept
Video: *Slim Hopes: Advertising and the Obsession with Thinness*

Popular Music/Videos:

Thurs. Apr. 19: Music Videos and Female Sexuality
Read: Jhally, Intersections of Discourse...
*Perry, Who(se) am I: The Identity and Image of
Women in Hip-Hop
"Look Ma, I'm a Video Ho!"

Video: *Dreamworlds 3: Sex, Desire, Power in Music Video*

Tues. Apr. 24: Video Analysis Summary Presentations

Thurs. Apr. 26: Video Analysis Summary Presentations

Thursday May 3, 12-3 PM: **Final Exam Period: Book Report Summary Presentations**