

KANSAS STATE UNIVERSITY
A. Q. Miller School of Journalism and Mass Communication

Communication, Diversity and Social Change (MC 531)

Course Title	Media, Race and Social Change	
Course code	MC 531	
Instructor	Dr. Nancy Muturi Tel: 532-3890. Email: nmuturi@ksu.edu	
Class Time:	Mon, 5:30 – 8:00pm	
Office Hours	Tuesday, 9:30-12:30p.m.and by appointment	
Nature of Instruction:	Lectures and Class Discussions	
Meeting Room:	K 004	
Methods of Assessment:	Short theoretical Essay	– 10%
	2 Media Analysis papers	– 20%
	Midterm Exam	– 10%
	Class Project and presentation	– 30%
	Class Participation	– 15%
	Peer review	– 5%
	Final -- Self reflection	– 10%
	Total	100%

Course Description

This course addresses media and diversity issues which are important to understand as consumers and producers of media. In covering race issues, this course will focus on African Americans, Asian-American, Latinos and people of other ethnicities. We will consider mass media to be one among many other social institutions such as religion, education and family, which strongly influence everyday notions of race. In addition we will focus on other issues of diversity including disability and sexuality. The course will address a variety of entertainment and news content in print and electronic media. The course will critically examine the role of media and other communication strategies in enabling, facilitating and challenging the social construction of diversity issues in society.

Social change approaches involve strategies to shift societal norms and other environmental factors to bring about large-scale attitude and behavior change. The course, international and intercultural in scope, will examine the relationships between media and social change. With a local, national and global focus, the course will expose students to various social issues that reflect diversity in the US and global societies and provide them with an understanding of what is meant by the term social change. This understanding will be based on a solid foundation in communication and behavior change theories and will introduce students to strategic modes of using media as tools for social and behavior change, including social marketing, entertainment-education strategy and advocacy communication.

Rationale:

Students who are specializing in media and communication need to develop a capacity to recognize how and why the media do or do not reflect social issues and how this could be corrected, which justifies a course of this nature. Students in this class will not only be sensitized on various social issues in the media but are expected to serve as change agents sensitizing others on these issues. Through class discussions, media analysis, presentations and exhibitions, students will be expected to demonstrate their understanding of several social issues in the media and to provide recommendations on how the situation could be changed based on what they learn from this course. With the current diversity in the United States and global societies, this course is relevant for your careers.

Course Objectives

This course is designed to give students an understanding of the interaction between media, race and other social issues. The course has four main objectives:

1. To provide students with an introduction and clear understanding of theoretical concepts that addresses the role of media in society.
2. To allow students to develop a critical perspective and understanding on how social issues (Race, gender, sexuality, disability etc) interplay with the media through various readings, class discussions, and critical writing assignments.
3. To provide an introduction of various media and communication strategies for addressing social and cultural issues that contribute to the diversity in society.
4. To learn and critically examine media representations and their role in shaping, reinforcing, or challenging our concepts of diversity issues

In addition to these objectives, the course aims at increasing the understanding of benefits for teamwork and collaboration among individuals through effectively working in groups and making class presentations.

Class Procedures and Student Participation

Class time will be composed of mainly lectures, but will be interactive through questioning students directly on reading material, class discussions, and other activities. Participation is expected and students are required to complete the readings before class time to be able to participate in class intelligently. Participation points are awarded at the middle and end of the semester.

Class Attendance

Attendance and timeliness are expected at all class meetings. Attendance will be taken regularly at the beginning of class. Absenteeism will be penalized and could hurt your final grade. Tardiness is a disservice to yourself and your classmates and is strongly discouraged.

Communication

K-State Online (KSOL) will be used as a major communication tool between students and professor. It is important that you become familiar with **this communication tool**. All course materials (syllabus, guidelines for assignments) will be posted on **KSOL**. Also, announcements dealing with test dates, due dates, and other important course information will be posted on **KSOL**, and most important, your grades will be posted on there.

Email Communication

I check my e-mail regularly throughout the week and I expect students to check theirs regularly. This will be the main mode of communication for this course. I will be sending email messages to the whole class to provide information regarding minor changes in the syllabus, or to direct you to the additional readings throughout the semester. When responding to these emails, only respond to me and not to the entire class. Use email judiciously. Please DO NOT use e-mail to

1. ask routine questions that may already be on the syllabus,
2. to ask what you missed in class when you were absent,
3. to discuss a major problem with an assignment or with a team members participation in the project. If you have a major problem use email to set up an appointment but briefly describe the problem.

Assignments

1) Short Essay – 10% (Due Monday, February 18th)

This will be a theoretical essay based on the class readings and discussions. In a five page essay (double space) you will be required to discuss how course material applies in real life situations. This will require a clear understanding the assigned readings particularly the concepts discussed in class for appropriate application. This assignment carries about 100 points or 10% of the total course points. Details to be discussed in class.

2) Media Analysis (10%) This assignment will require 2 critical analyses of social issues in the media. In each analysis you will critically analyze one issue in the media as discussed in class in 2-3 pages. Each analysis will carry 50 points or 5% of total course points. Due Dates are **March 3 & April 14.**

3) Mid-term exam – 10% (Due March 10th, 2007)

This will be given about the week before Spring Break and will focus on material covered on the first half of the semester. Students will participate in the composition of the exam by submitting questions from various readings and class discussions. All questions will be used as a study guide for the exam and discussed in class.

4) Class Project – 40% (April 28 & May 5)

Students will form groups at the beginning of the semester and will work in their groups throughout the semester. Each group will be expected to work together throughout the semester focusing on one social issue in relation to media coverage. The project “**telling their stories**” will focus on different culturally diverse groups, addressing stereotypical information and myths about them. This will involve interpersonal interaction with member of the selected ethnic group; participatory observation and use of different forms of research including photography demonstrate understanding of their culture. Please note that use of internet has to be supplemented with other forms of research. The project will be presented in class at the end of the semester. Details and guidelines for the project will be provided and discussed in the class.

Peer Review – 5%

Team work is assessed through peer evaluation and it worth 5 points of the total points. All group members will confidentially complete a peer review form on each member. This will determine the final grade for each person. It is therefore critical that you play your role effectively in the group project.

5) Class Participation (15%)

This will be evaluated throughout the course and will include attendance and your contributions in class discussions. Writing reaction papers to the course readings is acceptable as class participation, though this contribution will be shared in class with the rest of the course participants. If you chose to use this method, please note that you might be called upon to explain or elaborate on your arguments.

6) Final Assignment – Self Reflection -- 10% (Due May 12)

The final assignment will involve a self reflective paper (5 pages) that will focus on the “**change at a personal level.**” Having taken the course, you will be required to write about what you have learned and how it has influenced your perspectives on the issues we have discussed in class, as well as other social issues.

7) Extra Credit (up to 3%, 1 point per activity)

Students may earn extra credit for participation in selected activities that focus on social issues that are discussed in class. To earn the credit for each activity, the student will be required to write a one-page summary on the event focusing as much as possible on its relevance to the course. Asking related questions at the events might help with your summary. No more than 3 points will be given for extra credit.

Assignment of course

Letter Grade is on 10% Scale with 100 points possible

Point totals: 90-100 = A 80-89.9 = B 70-79.9 = C 60-69.9 = D 0-59.9 = F

See University policy on grading at http://www.k-state.edu/registrar/a_r/grades.html

Course Format

The course will consist of a variety of the following methods:

- Lectures
- Small and large group discussions
- Audio/Video presentations
- Group presentations by students
- Guest Speakers

An important component of this course is the input from and discussion among participants. You are expected to understand the subject matter on the basis of readings and come to class ready to discuss the topics intelligently. Feedback on the readings is required and will be assessed as class participation. Team work in class projects is also required.

University Policies Statements

Honor Statement

Undergraduate students, by registration, acknowledge the jurisdiction of the Undergraduate Honor System. The policies and procedures of the Undergraduate Honor System apply to all full and part-time students enrolled in undergraduate courses on-campus, off-campus and via distance learning. "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

Discrimination and Harassment Statement

The objective of the K-State educational program is to develop individuals who demonstrate enlightened judgment in their professional, personal and social lives. To achieve this goal, the university's policy forbids discrimination against individuals or groups based on race, gender, religion, national origin, age, sexual orientation or disability. Please refrain from using racist or sexist language in the classroom

Special Needs Statement

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course.

Content Outline (subject to change)

Week 1		Readings
Jan. 21	Student Holiday, no class	Martin Luther King day
Week 2	Introduction	Wilson II et al – Ch. 1
Jan. 28	Review course outline Course objectives and Expectations Diversity issues in the USA	
Week 3	Understanding the media	Wilson II et al – Ch. 2
Feb. 4	The Role of Media in Society Communication theories on media role How do the media matter?	Video – <i>Media Representation</i> (Stuart Hall) Group Assignments today!
Week 4	Roots of Racial Stereotypes	Wilson et al Ch. 3 & 4
Feb 11	History of Stereotypes in the US Understanding race Racial Stereotypes on television and video games	Videos: <i>Understanding race</i> <i>How stereotypes shape intellectual identity and performance</i>
Week 5 & 6	Media Representations/Portrayals	Guest Speaker/ Readings
Feb 18	Native Americans <i>In whose honor? American Indian mascots in sports</i> E98.E85 I53 1997 VIDEO TAPE <i>The black Indians</i> GT4211.N4 B53 1990z VIDEO TAPE E98.R28 B53 2003 DVD Short Essays Due Today!	Guest Speaker Pewewardy, Cornel (2000) <i>Renaming Ourselves</i> http://hanksville.org/storytellers/pewe/writing/Rename.html Pewewardy Cornel Why Educators Can't Ignore Indian Mascots http://www.aics.org/mascot/cornel.html
Feb 25	Understanding the Arab World Arabs Portrayals in the Media Preview of group topics today!	Guest Speakers <i>Video – the Arab world</i>
Week 7	Racialism in Public Communication	Wilson et al, Ch. 5, 6, 7
March 3	Advertising News Public Relations	<i>African-Americans in the Media 1993</i> Videos: <i>American sons</i> AND <i>Slaying the dragon</i>
Week 8	Mid-term exam	Mid-term exam – in class
March 10		Group meetings
Week 9	March 15-23 -- Spring Break	Spring Break
March 17		

Week 10 & 11		Guest Speakers/Videos
March 24	Media and Disability <i>Unfinished business</i> HD7256.U6 U64 1996 VIDEO TAPE Media Portrayals of the elderly	<i>A little history worth knowing</i> HV1568 .L57 1998 DVD <i>Can't stop now</i> GV1786.N34 C36 1998 VIDEO TAPE
March 31	Latinos in the Media Asian Americans Women of Color in the Media Gender/Sexual diversity	Wilson et al, Ch. 8 <i>Sexual stereotypes in media</i> P96.S5 S49 1993 VIDEO TAPE http://www.wibw.com/tmz?1=1&VideoID=1106#vp_Player
Week 12, 13 & 14	Strategies for Social Change	Ch. 9, 10, 11
April 7, 14, 21	Understanding social Change The process of change Advocacy/Activism Social Marketing Participatory Communication Role of Community media	<i>Voices children speak out about diversity</i> HQ796 .V63 2003 VIDEO TAPE <i>What do you see? giving stereotypes a second look</i> LB1027.5 .W43 1998 VIDEO TAPE Activism-- Challenging Racism, Sexism, Violence in the Media through Education and Action http://www.mediawatch.com/
Week 15	Class Projects	
April 28	Finish Group Project	No class
May 5	Class Presentations and Evaluations	
Week 16 May 12	Monday May 7	Final Exam and Self Reflection Due!

Required Text:

1. Wilson II, Clint C., Gutierrez, Felix & Chao, Lena M. (2003). Racism, Sexism and the Media. The rise of Class Communication in Multicultural America.

Other Resources:

1. Dines, Gail & Humez Jean M. (2003). Gender, Race and Class in the Media. 2nd Edition. Thousand Oaks, Sage Publications.
2. Articles from Journals, book chapters and other relevant readings will be made available in class or electronically on K-State Online.

Diversity Related videos available at the Main Library

- Stuart Hall, *Representation & the media*; Media Education Foundation ; introduced by Sut Jhally ; produced & directed by Sut Jhally HM101 .R465 2002
- Lary, Banning K., Cross cultural communications
- African-Americans in the Media 1993
- The Impact of Media on Society 1991
- Americas – 10 tapes in the library – Latinos in the Media
- Race relations in the USA
- Game Over -- <http://www.mediaed.org/videos/MediaGenderAndDiversity/GameOver>
- Dreamworlds 2: desire/sex/power in music video. *Short Clip available at* <http://www.mediaed.org/videos/MediaGenderAndDiversity/Dreamworlds2/#>
- Stereotypes in TV and Video games http://www.tolerance.org/news/article_tol.jsp?id=1228
- Video – the color of fear HQ76 .C65 2005 DVD
- Gay and Lesbian Images on TV
- American sons [videorecording]
- *Slaying the dragon* PN1995.9.A78 S53
- The Arab world -- DS36.7 .A72 1991 VIDEO TAPE
- *A little history worth knowing*-- HV1568 .L57 1998 DVD
- *Unfinished business* HD7256.U6 U64 1996 VIDEO TAPE
- *Voices children speak out about diversity* HQ796 .V63 2003 VIDEO TAPE
- *What do you see? giving stereotypes a second look* LB1027.5 .W43 1998 VIDEO TAPE
- *Understanding race* HT1523 .U52 2003 DVD
- *How stereotypes shape intellectual identity and performance* (LB2300 .P76 2001 Mar. 2 VIDEO TAPE)
- *Sexual stereotypes in media* P96.S5 S49 1993 VIDEO TAPE

Web resources:

Journal Articles:

Pewewardy, Cornel (2000) Renaming Ourselves -- <http://hanksville.org/storytellers/pewe/writing/Rename.html>

MediaWatch - Challenging Racism, Sexism, Violence in the Media through Education and Action
<http://www.mediawatch.com/> (Activism)

Communication for Social Change
<http://www.communicationforsocialchange.org>

Communication Initiative
<http://www.comminit.com>