



## **JRLC 5400: Race, Gender and Media**

Fall 2005: 54:873

Class Meets: MWF, 9:05-9:55 A. M.

153 Student Learning Center

### **Dr. Dwight E. Brooks**

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### **Office Hours:**

Tuesday: 10:00 A.M. - 12:00 Noon

Wednesday 2:00 – 3:00 P.M.

Also by appointment

### **COURSE DESCRIPTION**

This course examines some of the relationships between the media in the U. S. and the **social constructions of race and gender**. Four related concerns are at the heart of many of these relationships: 1) media **representations** of race and gender, 2) **audience interpretations** of media portrayals, 3) **critical analyses** of media culture and media content, and 4) what to do about these concerns: **media literacy, activism, and advocacy**.

#### ***Course topics include (but are not limited to):***

- Race and gender as social constructions
- Media stereotypes in television and film
- Representations of masculinity and femininity
- Sexual Orientation in the Media
- Media and Female Athletes
- Music Videos
- Media Literacy
- Video Games
- Whiteness
- Advertising & Beauty
- Cultural Studies
- Hip-Hop Culture
- Feminist Media Studies
- Media Culture & Youth
- The Internet and Hate
- Popular Music

### **COURSE OBJECTIVES**

After taking this course, it is expected that each student will:

1. Develop an awareness of, and sensitivity towards the various ways race and gender impact both media content and audience interpretations of media content.
2. Possess a greater understanding of our media culture through examination of various production, construction and meaning-making processes.
3. Acquire a fundamental knowledge of some of the ways to participate in various “dialogues” over media relationships to race and gender, and of how these dialogues are shaped by power—structural political and economic inequities.
4. Become familiar with some of the approaches used to study media, gender, and race.
5. Enhance oral and written communication skills; develop analytical thinking and critical reading proficiencies.
6. Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a more informed consumer and enlightened participant in our media culture.

### **REQUIRED READING MATERIAL**

Text: Lind, R. A. (Ed.). *Race/Gender/Media: Considering diversity across audiences, content, and producers*. Boston: Pearson, 2004.

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

## COMPUTING AND ELECTRONIC MAIL

Students are required to maintain an active computer account for electronic mail and other computing services. Some course material will be available via the Internet. In addition, a class discussion list (listserv) will be used to disseminate and discuss course material. This information will be important for success in the course. Students also are encouraged to use the class listserv for “electronic class discussions.” The address for the class listserv is: [racegendermedia@listserv.uqa.edu](mailto:racegendermedia@listserv.uqa.edu)

Most course materials (handouts, syllabus, student grades) can be accessed via **WEB-CT**.

## COURSE REQUIREMENTS AND EXPECTATIONS

This course requires that you:

1. **Attend class on a consistent basis:** Attendance will be taken every class meeting.
2. **Participate in class discussions:** Although this class is comprised of a fairly large number of students, it will include open class discussions and small group discussions. Thus, you are expected to attend and participate in these discussions.
3. **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." You will be expected to offer your views on readings in class discussions, and written essays. Further, many of the lecture-discussions will supplement (not repeat) the assigned readings and thus presume that you already have read the material. **In short, you must read for this class!**
4. **Complete in-class writing assignments (announced and unannounced):** These short assignments are designed both to encourage you to keep up with the assigned readings and to provide an opportunity to demonstrate an understanding of course material. **These in-class assignments cannot be made up!**
5. Write a short introductory **essay** on an assigned topic.
6. Write an **essay** that assesses media literacy via an analysis of a relevant media text.
7. Complete an **essay** that develops an analysis of any video (of your choice) shown in class.
8. There is no final exam in this class, but attendance during the final period is required.

Each assignment, tentative due date, and percentage value is listed below\*:

<u>Assignment</u>	<u>Assignment Due Date</u>	<u>% of Final Grade</u>
Multicultural Essay	Monday September 26	5%
Discussion Groups	As Assigned (5)	15%
Media Literacy Essay: <i>Bamboozled</i>	Wednesday October 26	20%
Video Analysis	Friday December 2	25%
In-Class Writing Activities	Throughout the Semester (5)	25%
Attendance/Participation	Throughout the Semester	10%

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

In the calculation of final grades, a “standard” curve (100-90%=A, 89-90%=B, etc.) will be used. You are encouraged to discuss your course performance with the instructor at mutually convenient times.

Each student is expected to work hard for this course (or any other course for that matter). The instructor evaluates student work rigorous, but fair and consistent across all students in the class. The course material is not extremely difficult to grasp, but a successful course performance does *require* both a serious engagement with the course themes and involvement in classroom activities. The instructor wants every student to succeed in this course and he is willing to assist each student in achieving success.

## Course Policies

### Assignment Submissions:

1. All assignments (essays) must be **typed** and conform to a style manual for academic writing. Submit all essays with a **cover page** that includes the student **ID number** instead of a name. Use 11 or 12 pt. font with 1 inch margins and page numbers. Please refer to handout on writing essays for other suggestions and guidelines.
2. When submitting essays, always make a **photocopy** and submit the original. Your instructor is not responsible for "lost" papers.
3. Unless you are given permission, all assignments are to be submitted on the announced due date. Late submissions are penalized. Unexpected legitimate circumstances that contribute to late submissions must be discussed with the instructor prior to the due date in order to negotiate alternatives that are devoid of penalty.
4. Unless given permission, no assignments are to be submitted via **e-mail or fax**.
5. Plagiarism and/or any type of academic dishonesty or misconduct are not tolerated. All academic work must meet the standards contained in "A Culture of Honest." Students are responsible for informing themselves about those standards before performing any academic work.

### Attendance and Participation:

6. Attendance is taken every class meeting and each student is expected to attend class regularly. Student attendance in class is verified by each student's signature on the attendance sheet that circulates class every meeting. **It is your responsibility to sign the attendance sheet. There is no such thing as an excused "absence"** except in cases where illness and unanticipated emergencies occur and the instructor is notified in a timely fashion.
7. Throughout the semester, we will engage in a number of class discussions—some will deal with sensitive and controversial topics. **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 at all times! 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.

### Other Policies:

8. In-class writing activities **cannot be made up**.
9. Take whatever measures necessary to insure that **cell phones**, pagers, or any other electronic device do not disrupt class activities. Turn them off upon entering the classroom!

The next section contains a **tentative** schedule for this semester. Your instructor will announce any schedule changes.

Reading assignments are in **bold print**: "**RP**" denotes readings from packet. **Unless specified otherwise, readings are from the Lind text-reader.**

Be sure that you have read all assigned readings **for** the day/class (or prior to) listed on the syllabus.

Titles of full length video tapes (shown in class) are in *italics*.

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

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<b><u>Fri. Aug. 19:</u></b>	Course Introduction
<b><u>Mon. Aug. 22:</u></b>	The Study of Race, Gender & the Media
<b><u>Wed. Aug. 24:</u></b>	Introductions and Photographs
<b><u>Fri. Aug. 26:</u></b>	Race, Gender & Media Literacy <b>Read: Lind, "Laying a Foundation for Studying Race, Gender &amp; Media"</b>
<b><u>Mon. Aug. 29:</u></b>	The Social Construction of Reality Media and the Cultivation of Values <b>Read: Stern, "All I Really Needed to Know (About Beauty) I learned by ..."</b> <b>Video: <i>The Electronic Storyteller: Television and the Cultivation of Values</i></b>
<b><u>Wed. Aug. 31:</u></b>	The Social Construction of Race <b>Read: RP: Orbe &amp; Harris, "History of Race"</b>
<b><u>Fri. Sept. 2:</u></b>	Whiteness and Media <b>Read: RP: Dyer, "The Matter of Whiteness"</b> <b>RP: Shome, "Outing Whiteness"</b>
<b><u>Wed. Sept. 7:</u></b>	The Language of Race/Talking About Race <b>Read: RP: Woods, "The Language of Race"</b> <b>Peck, "Talking About Racism on the Oprah Winfrey Show"</b> <b>Video: <i>The Family Secret</i></b>
<b><u>Fri. Sept. 9:</u></b>	Racial Stereotypes and Essentialism <b>Read: RP: Brooks, "Space Traders Media Criticism and ..."</b> <b>Video: <i>Space Traders</i></b>
<b><u>Mon. Sept. 12:</u></b>	Discussion Groups #1: Racial Referendum
<b><u>Wed. Sept. 14:</u></b>	Racial Stereotypes: Historical Perspectives <b>Read: RP: Rhodes, "The Visibility of Race and Media History"</b> <b>Video: <i>Ethnic Notions</i></b>
<b><u>Fri. Sept. 16:</u></b>	<b>Video: <i>Ethnic Notions</i></b>
<b><u>Mon. Sept. 19:</u></b>	Racial Stereotypes: Contemporary Issues <b>Read: Donald, "Savages, Swine, and Buffoons: Hollywood..."</b> <b>Rockler, "Race, Hierarchy, and Hyenaphobia in <i>The Lion King</i>"</b> <b>King, "Arguing Over Images: Native American Mascots and Race"</b>
<b><u>Wed. Sept. 21:</u></b>	Open Discussion: Racism, Racial Insensitivity, or Political Correctness?
<b><u>Fri. Sept. 23:</u></b>	Racial Diversity and Prime-Time Television <b>Read: Conners, "Color TV? Diversity in Prime-Time TV"</b> <b>Lotz, "Barricaded Intersections: <i>Any Day Now</i> and the ..."</b> <b>Video: <i>Color Adjustment</i>, Pt. 1</b>

**Date of Class: \_\_\_\_\_ Class Topic, Reading Assignment, Video Tape**

**Mon. Sept. 26:** **Video: *Color Adjustment*, Pt. 2**

- Wed. Sept. 28:** Discussion Groups #2: Prime-Time Television
- Fri. Sept. 30:** Media Literate or *Bamboozled?*: Television in the New Millennium  
**Read: Brooks and Daniels, “*Bamboozled?* Audience Reactions to...”**  
**\*Video: *Bamboozled*** [Independent Screening: TBA]
- Mon. Oct. 3:** Old Hate, New Media: The Internet and Hate  
**Read: Cooper, “Cyber-Hate and the Disinhibiting Effects...”**  
**Roy, “Music to Riot By: Calls to Racial Violence in ...”**  
**Video: *Hate.Com: Extremists on the Internet***
- Wed. Oct. 5:** Open Discussion: Hate and the Internet
- Media Culture: Influences on Gender, Youth and Racial Identity  
**Read: Tracey, “Why Don’t You Act Your Color?: Preteen Girls...”**  
**Joseph, “Who is the Market for this Film?’ The Politics...”**  
**Video: *The Merchants of Cool***
- Fri. Oct. 7:** **Video: *The Merchants of Cool***  
Media Literacy: Circle of Empowerment  
**Read: RP: Lewis & Jhally, “The Struggle Over Media Literacy”**
- Mon. Oct. 10:** Cultural Studies and Cultural Criticism  
**Read: RP: Kellner, “Cultural Studies, Multiculturalism...”**  
**Video: *Cultural Criticism and Transformation*, Pt. 1, *On Cultural Criticism***
- Wed. Oct. 12:** **Video: *Cultural Criticism and Transformation*, Pt. 2, *Doing Cultural Criticism***
- Fri. Oct. 14:** Intersections of Race and Gender: Asian Women and the Media  
**Read: RP: Sun, Ling Woo in Historical Context...”**  
**RP: Hagedorn, “Asian Women in Film: No Joy, No Luck”**  
**Video: *Slaying the Dragon***
- Mon. Oct. 17:** Asians and the Media  
**Read: Chen, “‘Outwhiting the Whites’: An Examination of the ....”**  
**Video: *Slaying the Dragon***
- Wed. Oct. 19:** Gender, Sex, and the Media  
**Read: RP: Holtzman: “Gender: In Pink and Blue and Vivid Color”**  
**Bartnett, “Destructive and Constructive Characterizations of ...”**  
**Video: *Sexual Stereotypes***
- Fri. Oct. 21:** Feminist Media Studies  
**Read: Lind & Salo, “Framing Feminism”**

**Date of Class: \_\_\_\_\_ Class Topic, Reading Assignment, Video Tape**

- Mon. Oct. 24:** Masculinity and Popular Culture  
**Read: RP: La France, “What is Masculinity?”**  
**Video: *Tough Guise: Media ... Crisis in Masculinity*, Pt. 1**

- Wed. Oct. 26:** Masculinity and Popular Culture  
**Read:** MacDonald, “Masculinity and Race in Media: The Case of ...”  
 Martin & Yep, “Eminem in Mainstream Public Discourse:...”  
**Video:** *Tough Guise: Media ... Crisis in Masculinity*, Pt. 2
- Fall Break*
- Mon. Oct. 31:** Discussion Groups # 3: Masculinity
- Wed. Nov. 2:** Media and (Homo)Sexuality  
**Read:** Moriarty, “Fears of Difference and Miscegenation: Pro-...”  
 RP: Hubert, “What’s Wrong With this Picture?...”  
**Video:** *Off the Straight and Narrow: Lesbians, Gays & Bisexuals & TV*
- Fri. Nov. 4:** LGBT Issues in Media  
**Video:** *Off the Straight & Narrow: Lesbians, Gays & Bisexuals & TV*
- Mon. Nov. 7:** Gender, Sports & Media  
**Read:** RP: Schell, “(Dis)Empowering Images? Media ...”  
**Video:** *Playing UnFair: The Media Image of the Female Athlete*
- Wed. Nov. 9:** Media and Female Athletes  
**Read:** Eastman, “Favoritism and Identity in the Mediation of Sports”  
 Hardin, et. al., “Gender and Sport Media: Sexual Difference in...”
- Fri. Nov. 11:** Gender and Advertising  
**Read:** RP: Steinem, “Sex, Lies and Advertising”  
**Video:** *Killing Us Softly 3*
- Mon. Nov. 14:** Gender & Advertising: Body Image  
**Read:** Kilbourne, “The More You Subtract, the More You Add” ...  
 Wolf, et. al., “Body Image, Mass Media, Self-Concept”  
**Video:** *Slim Hopes: Advertising and the Obsession with Thinness*
- Wed. Nov. 16:** Discussion Groups #4: Advertising and Gender
- Fri. Nov. 18:** Music Videos & Female Sexuality  
**Read:** RP: Jhally, “Intersections of Discourse: . . .”  
 RP: Jane, “Look Ma! I’m a Video Ho”  
**Video:** *Dreamworlds 2: Sex/Desire/Power in Music Video*
- Mon. Nov. 21:** Open Discussion: Music Videos & Female Sexuality  
**Video:** *Dreamworlds 2*

**Date of Class: \_\_\_\_\_ Class Topic, Reading Assignment, Video Tape**

- Mon. Nov. 28:** Popular Music  
**Read:** Delgado & Calafell, “From “Rico Suave” to Livin’ “La Vida...”
- Wed. Nov. 30:** Hip-Hop Culture  
**Read:** Grinner, “Hip-Hop Sees No Color: An Exploration of ...”

**Video:** *Hip Hop: A Culture of Influence*

**Fri. Dec. 2:** Discussion Groups #5: Hip-Hop Culture

**Mon. Dec. 5:** Video Games

**Read:** Huntemann, “Pixel Pinups: Images of Women in Video Games”

**Video:** *Game Over: Gender, Race & Violence in Video Games*

**Tues. Dec. 6:** Retrospective: Critical Race Theory: Race, Gender, and Intersectionality

**Wed. Dec. 7:** Course Wrap-Up and Evaluations

**Wednesday December 14, 8:00-11:00 A.M.:**

**Honors Option Presentations**

## **Course Readings Packet**

**JRLC 5400: Race, Gender and Media:  
Fall 2005  
Dr. Brooks**

- Orbe, M. & Harris, T.M. (2001). The history of race. In M. Orbe & T. M. Harris, *Interracial communication: Theory into practice* (pp. 25-44). Belmont, CA: Wadsworth.
- Dyer, R. (1988). The matter of whiteness. In *White* (pp.1-14). London: Routledge.
- Shome, R. (2000). Outing whiteness. *Critical Studies in Media Communication*, 17(3), 366-371.
- Woods, K. (1999) The Language of Race, Poynter Institute. [www.poynter.org/content/content](http://www.poynter.org/content/content).
- Brooks, D. E. (1998). Space traders, media criticism and the interpositional strategy. In J. Martin, T. K. Nakayama, and L.A. Flores (Eds.), *Readings in cultural contexts* (pp. 275-284). Mountain View, CA: Mayfield Publishing Company.
- Rhodes, J. (1993). The visibility of race and media history. *Critical Studies in Mass Communication*. 184-190.
- Lewis, J. & Jhally, S. (2000). The struggle over media literacy. *Journal of Communication* 48(1), 109-120.
- Kellner, D. (2003). Cultural studies, multiculturalism and media culture. In G. Dines and J. M. Humez (Eds.), *Gender, race and class in media: A text-reader* (pp. 9-20), Thousand Oaks: Sage.
- Sun, C. F. (2003). Ling Woo in historical context: The new face of Asian American stereotypes in on television. In G. Dines and J. M. Humez (Eds.), *Gender, race and class in media: A text-reader* (pp. 656-664). Thousand Oaks: Sage.
- Hagedorn, J. (1997). Asian women in film: No joy, no luck. In S. Biagi & M. Kern-Foxworth *Facing difference: Race, gender, and mass media* (pp. 32-37). Thousand Oaks: Pine Forge Press.
- Holtzman, L. (2000). Gender: In pink and blue and vivid color. In *Media Messages: What television, film and music tell us about race, gender and sexual orientation* (pp. 51-97), Armonk, NY: M.E. Sharpe.
- LaFrance, E. (1995). What is masculinity? In *Men, media and masculinity* (pp. 1-17), Dubuque, IA: Kendall/Hunt.
- Hubert, S. J. (2003). What's wrong with this picture? The politics of Ellen's coming out party. In G. Dines and J. M. Humez (Eds.), *Gender, race and class in media: A text-reader* (pp. 608-612), Thousand Oaks: Sage.
- Schell, L. A. (2001). (Dis)Empowering images? Media representations of women in sport. [www.womensportsfoundation.org](http://www.womensportsfoundation.org).
- Steinem, G. (2003). Sex, lies and advertising. In G. Dines and J. M. Humez (Eds.), *Gender, race and class in media: A text-reader* (pp. 223-229). Thousand Oaks: Sage.
- Jhally, S. (1994). Intersections of discourse: MTV, sexual politics, and *Dreamworlds*. In J. Cruz & J. Lewis, (Eds.), *Viewing, reading, listening: Audiences and cultural reception* (pp.151-168), Boulder, CO: Westview Press.
- Look Ma, I'm A Video Ho. (2002, November) *Jane*, pp. 128-131.