RACE AND GENDER ISSUES IN THE MASS MEDIA

COMM 167 -- MW 1:00-2:15 p.m.
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Email: Ana.Garner@marquette.edu

Office: JH302 / 228-7383
Office Hours: M 3-5 p.m.; T 1-3 p.m.
or by appointment

COURSE DESCRIPTION

Race and Gender Issues in the Mass Media surveys the past and present relationship between women and racial and ethnic minorities in the United States and the mass media. Specifically, the issues of how women and minorities are portrayed in advertising, news and entertainment media; the role of media ownership, employment, and minority access to media institutions will be studied.

COURSE OBJECTIVES

The following objectives have been established for this course
1. Students must be able to explain the critical and cultural studies approach to mass communication studies.
2. Students must engage in critical scholarship through application of critical and cultural studies concepts, skills and subject matter to original research on selected mass media topics.
3. Students must be able to describe and demonstrate how issues of power, related to gender, race, and class, are integrated into society by examining the economic and cultural implications of mass media institutions.
4. Students must effectively communicate the understanding of the subject matter and their own research through written and oral presentations.

REQUIRED TEXT


ADDITIONAL TEXTS

Readings on Reserve, 2 magazines (male/female), 6 hours Daytime and Nighttime TV, others to be announced.

COURSE REQUIREMENTS

Attendance: Attendance is required and expected in accordance with university, college, and department policies. This means that you are expected to attend class and be on time. Students with more than four absences will be dropped from the course.

PLEASE NOTE: An excused absence still counts as an absence! All assignments are due on the stated due date. Late assignments will be down graded one grade for each class day it is overdue -- there will be no exceptions. One additional note: Even if you tell me in advance the assignment will be late, it will be considered late and marked accordingly.

Honesty: Honesty is absolutely required. This class adheres to the University policy on academic dishonesty found in the University section of the Undergraduate Bulletin. Ethical
behavior is essential to any communication professional and it is expected of you. Cheating, plagiarism, unapproved collaboration, or falsifying work in whole or in part are infractions that will result in failure of the course or even dismissal from the College. In addition, all student work is expected to conform to professional standards of lucidity, coherence, grammar, spelling and punctuation.

**Readings.** Students are expected to complete the readings before the due date. There is a heavy reading load for this class so I suggest that you keep up. This is especially important because class discussions are central to the overall theme of the course: critical inquiry. To aid in our discussions and to help you learn from the readings you are required to submit reading questions.

**Reading questions** are an integral part of this course, hence they are worth 15% of your final grade. You are required to hand in, at every class period, two questions you have based on the readings assigned for that class day. These questions will be used to shape our discussions and as a way of assessing your understanding of the readings. In order to receive an A for this portion of the final grade you must turn in 19 of the 21 due. For a B you must turn in 17 of the 21 due. For a C 15 of the 21 due and for a D 13 of the 21 due. (Note: Reading questions are due when stated. Late sets of questions will not be accepted. Questions submitted to my mailbox in lieu of class attendance will not be accepted or counted toward your grade.)

**Participation.** The ability to think critically arises out of readings that challenge us, discussions that stimulate us and the debate that beats us. Since the ultimate goal is critical inquiry, we need to talk with each other and share our view points and ideas -- we need to teach each other. Because this is so important participation is worth 10% of your grade. Grades in this area will be assessed by such factors as attendance, participation in class discussions (this does not mean dominating the discussion but rather sharing the floor with others) and/or contributions to the literature. Students who feel they can not enter the discussion on a given day are free to submit articles, brief reports, etc. focusing on current events/issues relevant to this class.

**Assignments:** In lieu of exams, each student is expected to demonstrate his/her own mastery of the concepts, skills and subject matter presented in the readings, videos and presentations through the completion of three papers and one in-class team presentation. The assignments should be critical in nature and presented in argumentative form. Critical means that you engage in your own analysis of the data; you compare your findings with others who have done similar studies; and you tie both to the material presented or discussed in class. Argumentative form means that you will present more than one side of the picture and then you will position yourself within the argument.

Assignments are graded based on content as well as form. Papers must clearly and explicitly incorporate the concepts and skills learned in class and should also clearly and explicitly reference the readings and other related materials. All of the work should, of course, be well written and well-reasoned. Work that contains more than 5 spelling or grammar errors will be down graded one grade. Papers that do not apply the concepts and skills learned in class can earn no higher than a grade of C.

**UNDERGRADUATE GRADES**

Undergraduate grades are based on the written and in-class team assignments, the reading questions, and on participation. The reading assignment questions (due each class period) are worth 15 percent. The three papers are worth a total of 45 percent, the team assignment is worth 30 percent and participation is worth 10 percent of your final grade.

- **Reading questions** 15%
- **Assignments** 75% (Paper #1 = 10%; #2 =15%; #3=20%; Group Paper= 30%)
- **Participation** 10%
- **Total** 100% (course grade)**
GRADUATE GRADES AND REQUIREMENTS

Graduate student grades are based on written and in-class team assignments, reading questions and participation. Grades are also based on a research paper, which must include components of COMM 200, 201 or 206. In other words, the research paper must incorporate what you have learned in the Graduate Core courses. Topic of the research paper must be determined by week 3 of the semester (estimated length: 30 pages). Due date: December 10th.

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Reading questions</td>
<td>10%</td>
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<tr>
<td>Assignments</td>
<td>55% (Paper #1 =5%; #2=10%; #3=15; Team assignment =25%)</td>
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<tr>
<td>Research Paper</td>
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<td>Total</td>
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SPECIAL NEEDS

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Educational Services (OSES), located in AMU 317 (288-3270) for additional information (see also: http://www.marquette.edu/oses/).

COUNSELING CENTER

Sometimes personal issues or health issues, such as depression, anxiety, stress, career uncertainty, and/or relationships, can interfere with your ability to function as a student. If you feel that this is happening to you, please contact the Counseling Center. The Counseling Center offers free, confidential counseling services for all full time students. For more information or to make an appointment, call 414-288-7172, or visit their website at www.marquette.edu/counseling.

EMERGENCY PLAN

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.
SCHEDULE & ASSIGNMENTS

WEEK ONE
A CULTURAL STUDIES APPROACH

August 25
Introduction to the course
VIDEO: Breaking Through Stereotypes

August 27
Read: Dines and Humez: Chapters 1-3
Reading Questions Due
VIDEO: The Electronic Storyteller

WEEK TWO
A CULTURAL STUDIES APPROACH -- Continued

September 1
LABOR DAY – NO CLASSES

September 3
Read: Wilson et al., Chapters 1 & 2
Reading Questions Due
VIDEO: Sexual and Racial Stereotypes

WEEK THREE
A CULTURAL STUDIES APPROACH – Continued

September 8
Read: Wilson et al., Chapters 3 & 4
Reading Questions Due
VIDEO: Ants

September 10
Read: Dines and Humez: Chapters 5, 7-9
Reading Questions Due
VIDEO: Mirrors of Privilege: Making Whiteness Visible

WEEK FOUR

September 15
Read: Dines and Humez: Chapters 11-14
Reading Questions Due
VIDEO: Representation and the Media

September 17
Read: Wilson et al., Chapters 5, 8 and 9
Reading Questions Due

WEEK FIVE
MARKETING – A CONSUMER CULTURE

September 22
SHORT PAPER #1 DUE
Read: Wilson et al., Chapter 11

September 24
Read: Wilson et al., Chapters 6 & 7
Reading Questions Due
WEEK SIX

September 29  Read: Dines and Humez: Chapters 16, 17, 19, 20

Reading Questions Due
VIDEO: Advertising and the End of the World

October 1  Read: Dines and Humez: Chapters 21, 23, 24

Reading Questions Due

WEEK SEVEN
ADVERTISING AND IDENTITIES

October 6  Read: Dines and Humez: Chapters 25, 26, 28, 29

Reading Questions Due
VIDEO: Killing us Softly

October 8  Read: Dines and Humez: Chapters 30-32

Reading Questions Due

WEEK EIGHT
VIOLENCE DEBATES

October 13  SHORT PAPER #2 DUE
Read: Dines and Humez: Chapters 39-41

Reading Questions Due

October 15  Read: Dines and Humez: Chapters 4, 42-43
VIDEO: American Porn

WEEK NINE
VIOLENCE DEBATES CONTINUED

October 20  Read: Dines and Humez: Chapters 33-35

Reading Questions Due

October 22  Read: Dines and Humez: 36-38
VIDEO: Tough Guise: Violence, Media and the Crisis in Male Masculinity

Reading Questions Due

WEEK TEN
TV BY DAY

October 27  Read: Dines and Humez: Chapters 44-46

Reading Questions Due

October 29  Read: Dines and Humez: Chapters 47-49

Reading Questions Due
VIDEO: Beyond Beats and Rhymes: Hip-Hop and Manhood
WEEK ELEVEN

November 3  
Read: Dines and Humez: Chapters 50-51  
Reading Questions Due

November 5  
Read: Dines and Humez: Chapters 52-53  
Read: Meyers: Chpt. 11  
Reading Questions Due

WEEK TWELVE

TV BY NIGHT

November 10  
SHORT PAPER #3 DUE  
Read Dines and Humez: Chapters 54-56  
VIDEO: Dreamworlds 3: Desire, Sex & Power in Music Video

November 12  
Read Dines and Humez: Chapters 57-59  
Reading Questions Due

WEEK THIRTEEN

November 17  
Read Dines and Humez: Chapters 60-62  
Reading Questions Due

November 19  
Read Dines and Humez: Chapter 63-64  
Reading Questions Due

WEEK FOURTEEN

November 24  
IN-Class Group Work

November 26  
THANKSGIVING

WEEK FIFTEEN

December 1  
IN-Class Group Work

December 3  
IN-Class Group Work

WEEK SIXTEEN

WRAP UP

December 9  
1:00-3:00 p.m.  
IN-Class Team Presentations -- Music Videos or TV by Night  
FINAL TEAM PAPERS DUE