

UNDERGRADUATE

Race, gender and media: A methods approach

JOUR 4250 / JOUR 5210

Summer 2015, 3:00 p.m.- 4:50 p.m.

Mon - Thur, GAB 104

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Blackboard <http://learn.unt.edu>

*This course is part of the university core.

Description This course teaches students how to study patterns of media portrayals. Students also learn the history of these patterns and ways they become interwoven in media structures, then indoctrinated to journalists and other media workers. Students will employ research methods to scrutinize media texts through qualitative and quantitative content analysis, social and oral history, semiotics, and textual analyses. We will discuss race and gender as well as representations and coverage of sexualities and sexual orientation, economic class and people with disabilities. Discussion is a major component to this class. **You are encouraged to discuss, debate and dissect the topics we study in a civil and intellectual manner.**

Required texts

- Rebecca Ann Lind. (2013). *Race/Gender/Media 3.0: Considering diversity across audiences, content and producers*, second edition, 3rd Edition. Allyn & Bacon.
- JOUR 4250/5210 Course packet with articles, available at the UNT book store and other area book stores
- DVDs, websites, online video

Supplemental texts (not required but may help with research and further study)

- ♦Benshoff, H. and Griffin. S. (2009). *America on film: Representing race, class, gender, and sexuality at the movies, second edition*. Hoboken, N.J.: Wiley-Blackwell.
- ♦Biagi, S. and Kern-Foxworth, M.. (1997). *Facing difference: Race, gender, and mass media*. Newbury Park, Calif.: Pine Forge Press.
- * Bramlett-Solomon, Sharon and Catarsphen, Meta G. (2011) *Race, Gender Class & Media*. Dubuque, IA: KendallHunt Publishing.
- ♦Creedon, P. and Cramer, J. (2007). *Women in mass communication, third edition*. Los Angeles: Sage.
- ♦Dines, G., and Humez, J.M. (2011). *Gender, race, and class in media: A critical reader, third edition*. Los Angeles: Sage.

- ♦Fiske, J. (1996). *Media matters: Race and gender in U.S. politics*. Minneapolis: University of Minnesota.
- ♦Gross, L. & Woods, J. (1999). *The Columbia reader on lesbians and gay men in media, society, and politics*. New York: Columbia University Press.
- ♦Hooks, b. (2008). *Reel to real: Race, sex, and class at the movies*. London and New York: Routledge.
- ♦Negra, D. (2001). *Off-white Hollywood: American culture and ethnic female stardom*. London and New York : Routledge.
- ♦Reichert, T. and Lambiase J. (2006) *Sex in consumer culture: The erotic content of media and marketing*. New York: Erlbaum.
- ♦Rothenberg, P. (2006). *Race, class, and gender in the United States, seventh edition*. New York: St. Martin's Press.
- ♦Valdivia, A. (2000). *A Latina in the land of Hollywood and other essays on media culture*. Tempe, Ariz.: University of Arizona Press.
- ♦Wilson, C., Gutierrez, F., and Chao, L. (2003). *Racism, Sexism, and the Media: The rise of class communication in multicultural America, third edition*. Los Angeles: Sage.

Course goals

This course will help students:

- Trace the structures of news media and mass media forms that create or enforce stereotypes of gender, race, sexualities, or disabilities.
- Conduct research and evaluate information by methods appropriate to the communications professions in which they will work.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.

JOURNALISM REQUIREMENTS & GUIDELINES

(Statement for JOUR 1210, 2000, 2300 and 2310 syllabi only)

For journalism majors, not minors: This is a foundational (formerly called pre-major) class. Once you have completed all foundational requirements you will have access to upper-level journalism courses after visiting the Office of Student Advising. If you have questions about what your foundational requirements are, please see an advisor.

(Statements for all JOUR courses)

JOURNALISM COURSE REGISTRATION

- Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program.
- By registering for this course, you are stating that you have taken the required prerequisites according to your catalog year and major/minor status. If the instructor later determines that you

haven't taken and passed these requirements, then you may be dropped at any point in the semester. If you have questions about your prerequisites, please see an advisor.

- A journalism major enrolled in any restricted 3000 and 4000 level classes must have taken and passed the GSP test, all foundational courses, and Math 1680/1681. Students must earn and maintain a 2.5 UNT and/or overall GPA (depending upon catalog year) to be eligible for major-level courses.

RE-TAKING FAILED JOURNALISM CLASSES

Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for 12 months. Once you have waited 12 months after failing a course twice, you may make an appeal to the professor teaching the course to be allowed to enroll a third time.

TEXTBOOK POLICY

The Mayborn School of Journalism doesn't require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

FIRST CLASS DAY ATTENDANCE

Journalism instructors reserve the right to drop any student who does not attend the first class day of the semester.

OFFICE HOURS

I'll be in my office from 1:30 p.m. to 3 p.m. Tuesdays and Thursdays; other office hours are available by appointment. My virtual office is always open; just email me, and I promise to respond within 24 hours, except on weekends.

ATTENDANCE

One absence in the course is the limit without penalty toward your final grade, unless you have communicated with me from the beginning about an extraordinary problem. Coming to class late or leaving early may constitute an absence for that day. This is a seminar course, and it requires your attendance and participation each class meeting.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) UNDERGRADUATES

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per semester. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility. Please visit <http://financial.aid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

ACADEMIC ADVISING

All first-time-in-college students at UNT are required to schedule an appointment with their Academic Advisor and receive an advising code to register for classes both fall and spring semesters of the first year in college. ALL students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

- It is imperative that students have paid for all enrolled classes. **Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount.** Students unknowingly have been dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

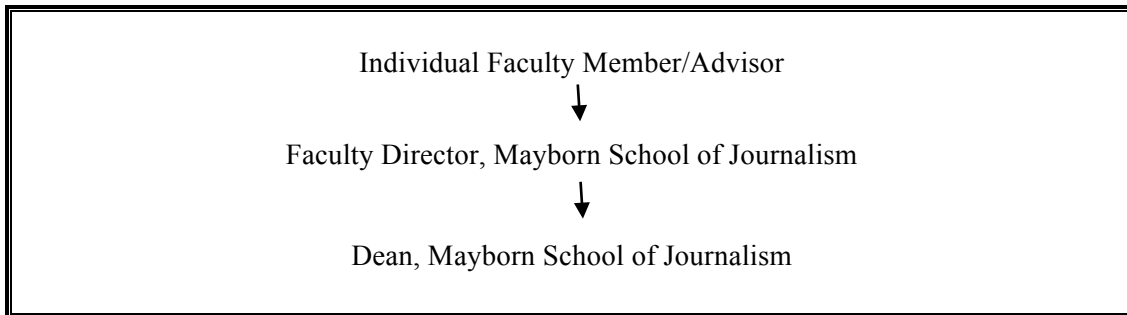
IMPORTANT SUMMER 2015 DATES

SUMMER 5W1

June 8, 2015	First Class Day
June 8, 2015	Student-requested schedule changes may be made during add/drop.
June 8, 2015	Last day for change of schedule other than a drop. (Last day to add a class.)
June 12 – July 1, 2015	Student may drop a course with written consent of instructor.
June 18, 2015	Last day for change in pass/no pass status.
June 18, 2015	Last day to drop a course or withdraw from the university with a grade of W for courses a student is not passing. After this date a grade of WF may be recorded.
June 19 – July 1, 2015	Instructors may drop students with a grade of WF for nonattendance.
July 4, 2015	Independence Day
July 1, 2015	Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office.
July 2, 2015	Beginning this date a student who qualifies may request a grade of I, incomplete. (See "Grading system" in the Academics section of this catalog.)
July 9, 2015	Last Class Day
July 10, 2015	Finals

ACADEMIC ORGANIZATIONAL STRUCTURE

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the step outlined below:



OFFICE OF DISABILITY ACCOMMODATIONS

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

COURSE SAFETY STATEMENTS

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medial attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

ACADEMIC DISHONESTY

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action, which may include expulsion from the university. This is explained in the UNT Student Handbook. If you are found to have

to have violated some form of academic dishonesty, you may be subject to the possible loss of a letter grade, receive a failing grade of an “F” or be suspended from school for a period of time.

MSOJ ACADEMIC INTEGRITY POLICY

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school’s policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

CLASSROOM POLICIES

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. **Students engaging in unacceptable behavior will be directed to leave the classroom**, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://www.unt.edu/csrr/student_conduct/index.html.

The Mayborn School of Journalism requires that students respect and maintain all university property. Students will be held accountable through disciplinary action for any intentional damages they cause in classrooms. (e.g., writing on tables). Disruptive behavior is not tolerated (e.g., arriving late, leaving early, sleeping, talking on the phone, texting or game playing, making inappropriate comments, ringing cellular phones/beepers, dressing inappropriately).

STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SETE)

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide students a chance to comment on how this class is taught. Student feedback is important and an essential part of participation in this course.

FINAL EXAM POLICY

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please check the course calendar early in the semester to avoid any schedule conflicts.

ACCESS TO INFORMATION

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. If you do not regularly check EagleConnect or link it to your favorite e-mail account, please so do, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. The website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

CELL PHONE POLICY

Cell phones should NEVER be used in class, including text messaging. **You may be asked to leave class for using a cell phone AND marked absent.**

USE OF LAPTOP

You may use a laptop to take notes for the class or other activities that the professor may request. **If you are found doing work for other classes, checking email, surfing the web, engaging in social media or watching a movie or TV, you will be asked to leave class immediately AND marked absent.**

Assignments and tests

Final Project (media analysis)	400 points (July 8)
Concepts/methods test	250 points (June 23)
Journals	100 points (June 15 & June 29)
Attendance/Participation	200 points
Final project proposal	50 points (June 19)

Grading of these assignments will be focused on analysis based on prior classroom discussion and assigned reading, on thorough research, and on the skillful use of language (including grammar, mechanics, spelling). Assignments are due by midnight on the assigned date. Professional standards will be modeled and upheld for presentations and written assignments. **Graduate students should see their separate syllabus for different class assignments.**

Journal

Part of your grade will depend on posts that you make to a Blackboard Learn Journal where you will reflect on the topics we discuss in class. You will notice in the syllabus that there are two posts required during the course. You will be graded on **the quality of your analysis not on your viewpoints**. General class information, assignments and syllabus are available on Blackboard Learn (<http://learn.unt.edu>).

Syllabus

This is a tentative outline that may change throughout the semester. If you miss class, it is your responsibility to keep up with changes in this syllabus and the assignments. Each class contains quite a bit of material since we meet only once a week. All readings listed for a class must be completed before that class because we will discuss them.

NOTE: All videos and DVDs listed here are available through the UNT Media Library in Chilton Hall. Many can be streamed on your computer at the Media Library Web site or through other sites such as YouTube. You can access the Media Library online with your EUID. If you miss class, you are responsible for viewing the documentaries on your own.

(Subject to Change)

PART 1: NEWS MEDIA

June 8: Course introduction; deadlines; conversation guidelines; blogging instructions; show-and-tell parameters. Overview of mass media theories and research methods.

Doing research and finding previous research in the UNT electronic library. The following databases may be helpful to you in this class: Academic Search Complete, Access World News, Ad*Access, ArticleFirst, Communication and Mass Media Complete, EBSCO Host, Godey's Lady's book (for historical mini-project), JSTOR, Lexis-Nexis Academic, PapersFirst via FirstSearch, Proquest Online, Sage Journals Online.

VIDEO/DISCUSSION: Racial Bias & Millennials:

<https://www.youtube.com/watch?v=Y6nncquib9A>

June 9: Images of race in news. To prepare for this class, please read and be prepared to discuss:

1. Owens, "Network News: The Role of Race in Source Selection and Story Topic," IN COURSE PACKET.
2. Lind book, Chapter 1, "Laying a Foundation for Studying Race, Gender and the Media," p. 1-12.

IN CLASS VIDEO: *Are We All Bigots? Through the Wormhole with Morgan Freeman*

Instructions for final project discussed.

June 10 & 11: Symbolic annihilation, gender stereotypes and "The Other."

DVD: "Sexual Stereotypes in the Media."

Information on conducting a CONTENT ANALYSIS

To prepare for this class, please read and be prepared to discuss/blog:

1. Vanity Fair article, “Who is Wall Street’s Queen B.?” IN COURSE PACKET. (Also available at <http://www.vanityfair.com/politics/features/2008/11/moneyhoney200811>.)
2. Byerly, “Situating ‘the Other’: Women, Racial and Sexual Minorities in the Media” from Creedon & Cramer, *Women in Mass Communication*, IN COURSE PACKET.
3. “Othering” – Understanding the Concept (NOTES posted on Blackboard)
4. Tracy Everbach & Craig Flournoy, *Women Leave Journalism for Better Pay, Work Conditions*, IN COURSE PACKET
5. Status of Women in US Media – 2014 Report:
<http://www.womensmediacenter.com/pages/statistics>
6. Charlotte Alter, 9 Depressing Facts from the Latest Women in Media Report,
<http://business.time.com/2014/02/19/9-depressing-facts-from-the-latest-women-in-media-report/print/>

June 15: “Framing” & Microaggressions –Perceptions and reality with race and gender

To prepare for class, please read:

- a. Malcolm Gladwell, “Listening with Your Eyes: The Lessons of Blink.” IN COURSE PACKET.
- b. Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack”,
<http://amptoons.com/blog/files/mcintosh.html>
- c. NPR, “The Questions People Get Asked About Race”,
<http://www.npr.org/blogs/codeswitch/2013/05/24/186513199/the-questions-people-get-asked-about-their-race?>
- d. NPR: “Tell Me More”, Michel Martin
<http://www.npr.org/2014/04/03/298736678/microaggressions-be-careful-what-you-say>
- e. Derald Sue et al., “Racial Microaggressions in Everyday Life,” (Available on Blackboard)
- f. Tanzina Vega, “Students See Many Sights as Racial ‘Microaggressions’,
<http://nytimes.com>
- g. Amitai Etzioni, “Don’t Sweat the Microaggressions”, The Atlantic,
<http://www.theatlantic.com/politics/archive/2014/04/dont-sweat-the-microaggressions/360278/>

June 16: Framing & Microaggressions –Perceptions and reality with race and gender cont.

SEE Readings for June 15.

June 17 and 18: Ethnic press in America. The role of ethnic press /media in America.

To prepare for class, please read:

1. The Black Press: Soldiers Without Swords:
<http://www.pbs.org/blackpress/index.html>

2. Larry Muhammad, *The Black Press: Past and Present*, Nieman Reports. (Available on Blackboard).
3. Eleska Aubespin, *Publishers Discuss the Role of the Black Press*, The Houston Press. (Available on Blackboard)
4. Quan Wang and Cory Armstrong, *Black Newspapers Focus More On Community Affairs Stories*, (Available on Blackboard)
5. Dwight E. Brooks and George L. Daniels, *The Tom Joyner Morning Show: Activist Urban Radio in the Age of Consolidation*, Lind, pp. 300 – 306.
6. Black Twitter: Black Twitter a Virtual Community Ready to Hashtag Out a Response to Black Issues: http://www.washingtonpost.com/lifestyle/style/black-twitter-a-virtual-community-ready-to-hashtag-out-a-response-to-cultural-issues/2014/01/20/41ddacf6-7ec5-11e3-9556-4a4bf7bcbd84_story.html
7. Ethnic Media in the U.S.: A Growing Force Available at: <http://www.pbs.org/wgbh/pages/frontline/newswar/part3/ethnic.html>

Video, “The Black Press: Soldiers Without Swords.”

PART 2, ADVERTISING, MUSIC AND POPULAR CULTURE

June 22: Introduction to advertising culture, stereotyping and body image.

DUE: Final Project Proposal

To prepare for this class, please read:

1. Tracy Everbach & Cory L. Armstrong, “Women’s (mis) Representation in New Media.” IN COURSE PACKET.
2. Lind book, “The More You Subtract, The More You Add: Cutting Girls Down to Size in Advertising, p. 179-184.

DVD: “Killing Us Softly 4.”

*** Prep for Concepts/Methods Test

June 23: Concepts/Methods Test

June 24: Music, race and gender

To prepare for this class please read and watch “*Love the Way You Live*” video on YouTube:

1. Lind book, “Eminem in Mainstream Public Discourse: Whiteness and the Appropriation of Masculinity,” p. 263-268.
2. Angela Leicht, “The Top 10 Misogynistic Songs of 2013”, Houston Chronicle, http://blogs.houstonpress.com/rocks/2013/12/the_top_10_misogynistic_songs.php

June 25: Gays, lesbians, bisexual and transgender people in media.

To prepare for this class, please read:

1. Time Magazine: The Transgender Tipping Point: <http://time.com/135480/transgender-tipping-point/>
2. Laverne Cox on Caitlyn Jenner & Vanity Fair: <http://lavernecox.tumblr.com/post/120503412651/on-may-29-2014-the-issue-of-timemagazine>
3. Read the Stylebook created by the National Association of Lesbian and Gay Journalists Association (Available on Blackboard)

DVD: “The Celluloid Closet”

June 29: Men and male stereotypes. Absence from media: Native Americans, Asians, people with disabilities, the elderly and the poor.

To prepare for this class, please read:

1. Lind book, “Arguing Over Images: Native American Mascots and Race,” p. 87-94.
2. Nieman Reports - Steve Maganini, “Covering Indian Country: How an Outsider Gets In. (Available on Blackboard)

DVD: “Tough Guise” – Part I

June 30: Video games and sports.

To prepare for this class, please read:

1. Lind book, “Video Game Design and Acceptance of Hate Speech in Online Gaming,” p. 44-49.
2. Elena Bertozzi, “You Play Like a Girl! Cross-Gender Competition and the Uneven Playing Field.” [IN COURSE PACKET]
3. Kat Chow, A Brief History of Racial Protest in Sports, NPR Code Switch, http://www.npr.org/blogs/codeswitch/2014/12/02/367766230/a-brief-history-of-racial-protest-in-sports?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=202602

DVD: “Not Just a Game: Power, Politics and American Sports”

PART 3: TELEVISION AND FILM

July 1: Reality TV, film and stereotypes.

To prepare for this class read:

1. Jeanine Poggi, “In Living Color: Diversifying TV is Good for Advertisers”, <http://adage.com/article/media/living-color-diversifying-tv-good->

advertisers/297903/?utm_source=mediaworks&utm_medium=newsletter&utm_campaign=adage&ttl=1428956480

2. Lind book, "Is Daddy's Little Girl a Bitch or a Princess?: Narratives of Female Identity on 'My Super Sweet,'" p. 213-218.

DVD: "People Like Us: Social Class in America"

July 2: Princesses, wicked stepmothers and representation of race in Disney films

To prepare for this class please read:

1. Lind book, "Race, Hierarchy and Hyenophobia in 'The Lion King,'" p. 192-198.

DVD: "Mickey Mouse Monopoly."

July 6: Framing of Asians South Asian Indians and Muslims.

Watch "60 Minutes" interview of Jeremy Lin on YouTube:

<http://youtu.be/EfnS2hGD30w>

Read "What Drives Success?" by Amy Chua and Jed Rubenfeld, New York Times,

<http://www.nytimes.com/2014/01/26/opinion/sunday/what-drives-success.html?emc=eta1&r=1> Available on Blackboard)

July 7: Latinos/Latina Images

1. Read, "The Impact of Media Stereotypes on Opinions and Attitudes Toward Hispanics," a report prepared by the National Hispanic Media Coalition and Latino Decisions. <http://www.nhmc.org/sites/default/files/LD%20NHMC%20Poll%20Results%20Sept.2012.pdf> (Available on Blackboard)

DVD: "The Bronze Screen: 100 Years of the Latino Image in Hollywood."

July 8 & 9: Presentations of final project.

July 9: Presentations of final projects / Wrap Up Lecture

FINAL PROJECT due by midnight Wednesday, July 8th through Turnitin.com. You must work in groups of two. Choose ONE of these two:

1. Find an old news magazine or newspaper that would have been available to one of your elder family members or friends at a designated place and time. Read the front page of the newspaper (or 3-4 long stories from the magazine) to discern patterns of depictions of people. Are stereotypes included, either overtly or more subtly? How did you identify these? Why do you think these depictions are used? Are there patterns of these depictions within that main page (or 3-4 stories)? What about photos, headlines, cutlines, bylines, story

placement (and table of contents, if magazine)? Who are the sources quoted in stories: official or non-official; male or female; described by appearance or described by title? What do these elements reveal about representations in that era? Visit with your elder family member or friend to discuss your findings, your assumptions and conclusions, and see whether these match his or her own perceptions of that era's news media coverage. You'll write a three- to four-page, double-spaced report of your own findings (mini-content analysis), incorporating the comments from your family member or friend (oral history). Attach charts and a sample of what you analyzed.

OR

2. Complete a content analysis of news media, entertainment media or advertising, using the tools of qualitative and quantitative studies. For example, choose a Web site, magazine, TV news or newspaper, and then create a body of texts to study, such as first-page or homepage stories, obituaries, sports articles, several days of reporting from the same source about a particular event. Or choose movie or movies, television shows, roles of particular people in movies or TV shows, a particular advertising campaign, portrayals of particular people in ads, video games, music videos, Web sites or other facets of entertainment media. You should analyze the text for aspects of race, gender, sexuality or other topics we have discussed in class. You'll write a three- to four-page, double-spaced report of your own findings (mini-content analysis), including numbers along with descriptive analysis that helps you find patterns or themes. Attach charts or graphs of the numbers you counted or themes you found and a sample of what you analyzed. Be sure to note what is significant about your findings and point out both positive and negative implications.