### CAL STATE LONG BEACH

### Dept. of Journalism & Mass Communication

### JOURNALISM 415

**Minorities & the Media**

(New name approved by the department:

Gender, Class and Ethnicity in the Media)

**Tuesdays and Thursdays, 2:00 pm – 3:15 pm**

**LA 4, room 105**

Instructor: Dr. Heloiza Herscovitz

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Office: LA 4 – 206 D

Office Hours: Tuesdays, 12:30 pm -1:30 pm

**Course Description**

This course explores issues related to gender, race, class and ethnicity in the media. It promotes a theoretical understanding of the marginalization, misrepresentation and discrimination of different groups in the U.S. through the study of mass media theories such as framing, symbolic representation and those associated to critical/cultural studies. Furthermore, it helps students gain a sense of how news, entertainment (TV, film, music, etc.), and advertising/public relations as well as social media influence our perceptions of different groups and how these groups impact the media as well.

**Course Outcomes**

Upon completing this course successfully, students will be able to:

1. Explain how media content in the United States is produced within particular social, political, commercial and cultural contexts, and how content can affect perceptions of reality.
2. Apply the knowledge, theories and methods from mass communication and social psychology to identify and examine patterns and stereotypes of gender, ethnicity, class, and sexuality in media
3. Write clear and organized analyses on how media shapes and perpetuates cultural norms and stereotypes concerning ethnicity, class, gender and sexuality in the United States
4. Write and reflect on how elements of popular culture inform and/or challenge personal attitudes about gender, ethnicity, class and sexuality
5. Discuss, research and evaluate diversity in media in light of 21st century developments—developments such as social media and hyper personalization

**Corresponding Assignments**

Short reaction papers, midterm exam, final paper on the media representation of an identified group, quizzes, poster session, group analysis and discussion summaries. Rubrics are available on BeachBoard.

**Modes of Instruction**:

Lectures, small and large group discussions, short videos and guest speakers.

Students must complete the assigned readings prior to class and be prepared to ask and answer questions regarding the material. Lectures will be based on the material from the book and key studies.

**Required Text:** Dines, G. and Humez, J.M. (2015). Gender, Race and Class in the Media: A Critical Reader, 4th edition, Thousand Oaks, CA: Sage.

Further texts and videos will be available on BeachBoard.

**Additional Bibliography**:

1. Carter, C.; Steiner, L. and McLaughlin, L. (2014). The Routledge Companion to Media and Gender. NY: Routledge.
2. Holtzman, L. and Sharpe, L. (2014).
3. Lind, R.A. (2012) Race/Gender/Media, Considering Diversity across Audiences, Content, and Producers, 3rd edition, Pearson.
4. Krijnen, T. and Van Bauwel, Sofie (2015). Gender and Media: Representing, Producing, Consuming. NY: Routledge.
5. Wilson, C., Gutierrez, F. and Chao, L.M (2013). Racism, Sexism and the Media, 4th

edition, Sage.

**Main Units**

Social constructions of gender, race, class and ethnicity (theories)

Media Coverage of different groups

The Entertainment Media: Stereotypes

Reading Media Texts Critically

Problems in Advertising and Consumer Culture

Audience Perceptions and Interpretations of Mass Media and Social Media

Exhibition of Student Projects (poster session)

**Grading:**

Short Assignments: 30 points (10 each)

Midterm: 100 points

Final Paper: 100 points

Poster: 15 points

Group Summaries: 50 points (10 each)

Quizzes: 10 points (5 each)

Class Participation: 15 points

Total: 320 points (subject to change with fair notice if we include or cut short assignments)

Grading scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 100% – 90% | B 89% - 80% | C 79% - 70% | D 69% - 60% | F 59% and below |

If, at the end of the semester, you miss the cutoff **by one point**, I will automatically move your final grade up to the next grade.

**Deadlines and Course Rules**

Printed assignments need to be doule-spaced and use 12. Times New Roman Font. Indent paragraphs, add your name, course, word count and a creative title. Bibliography required when citing the textbook or other sources.

All assignments will be submitted via Beachboard with the exception of quizzes, midterm or in-class activities. **Assignments posted online have a cutoff time to be uploaded to Beachboard, which is** **6:00 am** **on the day they are due**. **Plan accordingly because technical difficulties do happen and they won’t concern me. Please, do not ask for cancellation of penalties if you submit late work. Final Paper turned in one the same day but after the deadline will be marked down 20 points. On the second day it will be marked down 50 points. A final assignment that is more than two days late will receive zero points. Short Reaction Papers posted online after the deadline but on the same day they are due will be marked down 50%. After that they will receive 1 point only**. **Do not send assignments by email unless instructed by me.**

**Attendance**

***Attendance* *is mandatory*. After two unexcused absences during this semester, each additional absence will lead to a 5-point penalty for each one. I will excuse only legitimate absences as defined by the Journalism Department and CSULB (see the syllabus addendum) and only with adequate supporting documents and my consent.**

***Perpetual tardiness is* disruptive and will affect your final grade. After the third one, every tardy one will lead to a 1–point penalty.** Yet, if you arrive up to ten minutes late, I rather have you entering the classroom quietly than standing in the hall and missing important content.

Therefore, missed points related to absences and tardies will lower your final grade.

There is **no** make up for quizzes at all, and make-ups for the midterm will be accepted **only** in extreme cases according to the university policy and my own evaluation. Please, read CSULB policy on attendance, late assignments and missed exams:

<http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/>

**Course Etiquette and Netiquette**

Our class etiquette policy requires that you **leave all electronic devices in your backpack**, **including your laptop, iPad, iPod and cell phone (with the ringer turned off, please).** We use traditional note taking in class. Bring pencils, pens and paper pads.

When emailing me, make sure you use a CSULB address. Add your full name and course. See this link for more information on netiquette: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

**Cheating and Plagiarism**

**Any student caught cheating or plagiarizing at any time and on any type of assignment risks receiving an “F” for the course at the instructor’s discretion.** Additionally, a copy of the offense may be forwarded to the Office of Judicial Affairs for review and potentially action on your permanent school record. **Ignorance of what constitutes plagiarism or cheating is not a valid excuse**. Please read the CSULB policy on Turnitin at <http://www.csulb.edu/lats/itss/bb/faculty/turnitin_assignments.html>

**Assignments**

**Short Reaction Papers**: Around 250/300 words posted on dropbox/Beachboard by the deadline. They are based on questions posed online or in class and frequently are related to current events. 10 points each. See the rules for format and deadline elsewhere.

**Group Summaries**: In-class assignments. In pairs or groups of no more than 4 people, students write down their perspectives based on a set of questions posed in class. There is no make-up for in-class assignments.10 points each.

**Quizzes**: at least two during the semester worth 5 points each based on course content.

**Midterm:** I will post a study guide on Beachboard. Bring a scantron with letters 882-E type.

**Poster:** You will select a TV show/series (comedy or drama), watch three episodes and produce a critical assessment of it paying attention to a few elements related to characters and plot. Your poster should reflect your research findings. Answer the following:

1. What’s the show about (define it in a couple of sentences)? Identify if it as comedy or drama.
2. Are the main characters multilayered or presented in black and white?
3. How are minorities or women portrayed in the TV show/series? Use at least 3 adjectives to define each of them.

**4**. Does the show/series offer an accurate representation, or does it simply regurgitate well-known stereotypes? What kind of stereotypes have you identified?

**5**. Does the show/series transcend (go beyond) race/ethnicity/gender/class issues or relies/reinforces these elements to exploit conflict / underscore social differences? Attention: the show may reinforce certain elements in a critical way; in this case, explain it.

**Poster Instructions**:

Use a 22” x 28” poster

You need to include title, name, findings, and conclusion. Distribute them well on the page.

Feel free to be creative and use illustrations. You may use the show/series logo in your poster.

Students will display their posters in class by the deadline. No late work, please.

See rubric for poster.

**Final Paper:**

You will be required to write a final paper on an issue of diversity and the media. The paper must include a minimum of 6 sources. Scholarly sources are preferred but one third of your sources may be articles published by the media. The paper should be between 1,200 and 1,500 words long. It should demonstrate your understanding of the material. It should be on a subject of interest to you. You should examine the issue, take a position, and support your position. Additionally, you should address issues, evidence, or arguments that run counter to your position. All material should be proofread for spelling, grammar, and syntax errors. Check our textbook for ideas. You can also pick a current topic related to minorities (or a specific group) and social media or minorities and political campaigns. Cite appropriate sources using APA style. Avoid long quotes. Paraphrase and indicate the source as in (Herscovitz, 2015, p. X).

APA style: <https://owl.english.purdue.edu/owl/section/2/10/>

Scholarly sources can be found in the Communication and Mass Media database of our library (<http://csulb.libguides.com/c.php?g=39154&p=249638>). Our journalism and public relations librarian, Carol Perruso, can help you. Her email is [carol.perruso@csulb.edu](mailto:carol.perruso@csulb.edu)

See rubric for paper.

**Class Participation**:I keep a record of your class participation in class and transfer it to an Excel spreadsheet. Therefore, the margin for error is minimal. Whenever you speak in class, state your first and last name loud and slowly. Class participation is distinct from attendance. **See attendance policy**.

**Absences from Class:** Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as

1. illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB- sanctioned or approved activities [2002-03 Catalogue, p.75]. *These and any other requests for an excused absence must be documented*.

## **CSULB Cheating/Plagiarism/Fabrication Policy:** CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. Making something up constitutes fabrication. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor. Instances of cheating, plagiarism and/or fabrication may result in your immediate removal from class with a failing grade, removal from the College of Liberal Arts and expulsion from the university.

**Responses, Penalties and Student Rights:** Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalogue also outlines student rights. Any instance of academic dishonesty can result in a student’s immediate expulsion from the class with a grade of “F” and may lead to the students being dropped from the Department of Journalism and/or other sanctions as the instructor deems appropriate.

The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

# ACEJMC has established educational requirements and standards and provides a process of voluntary program review by professionals and educators, awarding accredited status to programs that meet its standards. Through this process, the Council assures students, parents, journalism and mass communications professionals, and the public that accredited programs meet rigorous standards for professional education.

Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communications. Students in an accredited program can expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty.

ACEJMC lists 12 professional values and competencies that must be part of the education of all journalism, public relations, and mass communication students.

Therefore, our graduates who major in journalism and public relations should be able to do the following:

* + understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
  + demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
  + demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
  + demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
  + understand concepts and apply theories in the use and presentation of images and information;
  + demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
  + think critically, creatively and independently;
  + conduct research and evaluate information by methods appropriate to the communications professions in which they work;
  + write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
  + critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
  + apply basic numerical and statistical concepts;
  + apply tools and technologies appropriate for the communications professions in which they work.