

Spring Semester 2016

Communication 4445 Stereotypes in Media

TR: 9:35-10:55 a.m. Room 360 Journalism Building

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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Office hours: T, 1- 3 p.m.; W, 11:30 a.m.-1:30 p.m.

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Course Description: The mass media are an integral part of our lives in that we use this institution as a major source of information. The media can take us to places and people that we may not personally be able to go, meet and experience. Thus, we have formed opinions and chosen our behaviors based on the information we get from the media.

Stereotypes are generalizations attributed to groups of people usually based on race, sex, sexual orientation, physical ability, age, religion and nationality. The media can and have developed, reinforced and validated the stereotypes we have about the different groups in our society.

The purpose of this course is to identify the ways in which the media have presented stereotypes and how these stereotypes have influenced the way we think, behave and react to certain groups in our society. The course will explore stereotypes presented in news, advertising, entertainment and social media and develop strategies for the media to represent our pluralistic society more effectively and accurately.

Course Goals and Learning Objectives

Course Goal 1: Care about the way the media represents the realities of society

- Critique media content overall
- Articulate why it is important to know the role the media plays in stereotyping
- Explain how we use the media to form opinions and attitudes about individuals we do not personally know.
- Recognize our own personal biases

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Course Goal 2: Understand the characteristics of stereotypes

- Define the term stereotype
- Identify language that perpetuates stereotypes
- Recognize the stereotypes the media assigns to individuals from certain groups

Course Goal 3: Understand the purpose of media stereotypes

- Describe how individuals' personal biases perpetuate stereotypes
- Explain how media routines and structures affect their presentation of content overall
- Explain how social and political forces have intersected with the media to form and perpetuate stereotypes
- Explain how stereotyping is a natural way of processing phenomena

Course Goal 4: Understand the impact media stereotypes have on individuals and society.

- Explain how media stereotypes psychologically affect the members of stereotyped groups
- Explain how media stereotypes affect the attitudes and behaviors toward members of stereotyped groups
- Explain how media stereotypes have influenced policies affecting members of stereotyped groups

Course Goal 5: Appreciate the ability to change the way the media portrays their subjects

- Identify and construct strategies for the media to minimize its use of stereotypes that cause harm
- Identify and construct ways for the media to more adequately show the range of realities of their subjects
- Recognize our own abilities and power to challenge and change media portrayals
- Commit to doing our part to ensure that the media becomes a vehicle for empowering rather than marginalizing the public(s) who consume it

Textbooks

Readings will be posted on Carmen. Sometimes the professor will post relevant links. She will inform you of new postings and readings in a timely manner.

Class Requirements

Participation (5%). It is the desire of the professor for this class to be as interactive as possible. Attendance, as well as your contributions to class and online discussions, will be factors in determining your participation grade. The online discussions can be based on issues raised in class, as well as your reactions to examples of media portrayals.

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Expectations and reflections (5%). At the beginning of the semester, you will be asked to indicate your expectations for the class and at the end of the semester, you will be asked to reflect on what you have learned from the class largely based on course goals and learning objectives. Details will be provided on a separate handout. **Expectations paper deadline is from Jan. 11-22. Reflections paper deadline is May 2.**

Stereotype example (5%). This is a one-page paper, double-spaced (12-point font, Times New Roman) that describes an example of a stereotype in the media. This can come from any media form including news, entertainment, social media, books, advertisements, public relations campaign. Details will be provided on a separate handout. This example might become the basis of an online and/or class discussion, as well as the basis for your final paper. **Deadlines are staggered.**

Examinations (60%) . There will be three examinations worth 20% each given at designated times in the semester with the last one given during finals week. The final examination will not be cumulative and will be based on the material covered since the second examination. The examinations will consist of multiple choice and true-false questions based on reading assignments, lectures, class activities, online and class discussions and audiovisual presentations. **Midterm 1 is Feb.11; midterm 2 is March 10; final is May 2.**

Final paper (24%). The focus of this five-page paper is to offer strategies for minimizing stereotypes when designing messages. Details will be provided on a separate handout. **Paper is due April 22.**

Final paper proposal (1%). Topics for the final paper must be approved by the TA or the professor. A form will be provided. No final papers will be accepted without approval. If your topic has been approved and you decide to change it, you must notify the professor in advance so that the professor can re-approve it. **Proposal is due Feb. 12.**

EXTRA CREDIT

There will be opportunities for you to complete work for extra credit. You may earn up to six points of extra credit that will be added to your examination scores. The extra credit can come from C-REP participation and/or from events/activities the professor or TA will announce in advance. For non-C-REP activities, the professor or TA will provide the requirements for earning the points.

Out-of Class Communication

The professor welcomes and encourages one-on-one communication with the students. In addition to office hours, students are encouraged to communicate using email. Email and **Carmen** will also be used for class announcements. **Carmen** will be used to supplement class information and activities. In the case of inclement weather, the professor will email you concerning class cancellations.

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Safe & Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University. Students are encouraged to stay home if they are sick and may be asked to leave class if they are coughing/sneezing. Students who are sick and cannot attend class must contact Dr. Ross *BEFORE* class to receive any materials and turn in assignments via the drop box or email. If your illness is too severe to make contact BEFORE class, then notify Dr. Ross within a reasonable time period (seven days) and provide appropriate documentation. If you do not notify Dr. Ross in a timely manner, **your assignment will not be accepted.**

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-31-02). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp)

Late Assignments

NO ASSIGNMENTS WILL BE ACCEPTED LATE. THIS MEANS A GRADE OF A ZERO FOR THE MISSED ASSIGNMENT.

Grading scale will follow the Carmen default: 93 or higher, A; 90-92, A-; 87-89, B+; 83-86, B; 80-82, B-; 77-79, C+; 73-76, C; 70-72, C-; 67-69, D+; 60-66, D; below 60, E.

Class Activities Schedule (Tentative)

Icebreakers and Why We Should Care About Media Representations

Week 1

Jan. 12-14 Overview of Course; Critiquing the Media

Defining and Understanding Stereotypes

Week 2

Jan. 19 Lippmann, W. (1922). Stereotypes In W. Lippmann, *Public opinion* (pp. 49-58). New York: Feather Trail.

Jan. 21 Dyer, R. (1999.) The role of stereotypes In P. Marris and S. Thornham (Eds.), *Media studies: A reader* 2nd edition. Edinburgh: Edinburgh University.

Video: *Race & Sex: What We Think But Don't Say*

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Purpose and Effects of Media Stereotypes

Week 3

Jan. 26 Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Disparaging the “other.” In C. Wilson II., F. Gutierrez & L.M. Chao, *Racism, sexism, and the media: Multicultural issues into the new communications age* (pp. 55-63). Thousand Oaks: Sage.

Jan. 28 Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Stereotypes extend into television and the video age In C. Wilson II., F. Gutierrez & L.M. Chao, *Racism, sexism, and the media: Multicultural issues into the new communications age* (pp. 68-103). Thousand Oaks: Sage.

Video: *Ethnic Notions*

Week 4

Feb. 2 Croteau, D.P., Hoynes, W.D., and Milan, S. (2015). The economics of the media industry. In G. Dines and J. M. Humez (Eds.) *Gender, race, and class in media: A critical reader* 4th edition (pp. 28-38). Los Angeles: Sage.

Feb. 4 Crocker, J. & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigmas. *Psychological Review*, 96(4), 608-630.

Week 5

Feb. 9 Power, J., Murphy, S., & Coover, G. (1996). Priming prejudice: How stereotypes and counterstereotypes influence attribution of responsibility and credibility among in-groups and outgroups. *Human Communication Research*, 23, 36-58.

Review for Midterm 1

Feb. 11 Midterm Examination 1

Racial Stereotypes in News and Entertainment

Week 6

Feb. 16 Bramlett-Solomon, S. and Carstarphen, M. (2014). Twenty-first century press and diversity issues In *Race, Gender, Class and Media: Studying mass communication and Multiculturalism* 2nd edition (pp. 73-92). Dubuque: Kendall Hunt.

Feb. 18 Mastro, D. E. and Greenberg, B. S. (2001). The portrayal of racial minorities on prime time television. *Journal of Broadcasting & Electronic Media*, 44(4), 690-703.

Week 7

Feb. 23 Shah, H. (2003). Asian culture and Asian American identities in the television and film industries of the United States. *Studies in Media & Information Literacy Education*, 3(3), 1-9.

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Lacroix, C.C. (2011). High Stakes Stereotypes: The emergence of the “Casino Indian” trope in television depictions of contemporary Native Americans. *Howard Journal of Communication*, 22, 1-23.

Feb. 25 Video: *Latinos Beyond Reel*

Gender and Sexuality Stereotypes

Week 8

March 1 Law, C., & Labre, M. P. (2002). Cultural standards of attractiveness. A 30-year look at changes in male images in magazines. *Journalism & Mass Communication Quarterly*, 79 (3), 697-711.

March 3 Video: *Tough Guise 2*

Week 9

March 8 *Tough Guise* discussion and Midterm 2 Review

March 10 2nd Midterm Examination

SPRING BREAK, MARCH 14-18, NO CLASSES

Week 10

March 22 Wolin, L.D. (2003). Gender issues in advertising—An oversight synthesis of research: 1970-2002. *Journal of Advertising Research*, 43(1), 111-129.

March 24 Video: *Killing Us Softly 4*

Week 11

March 29 Raley, A.B. & Lucas, J.L. (2006). Stereotype or success? Prime-time television’s portrayals of gay male, lesbian, and bisexual characters. *Journal of Homosexuality*, 51(2), 19-38.

March 31 Li-Vollmer, M. & LaPointe, M.E. (2003). Gender transgression and villainy in animated film. *Popular Communication*, 1(2), 89-109.

Toward Truthful Depictions of Reality: Stereotype Reduction

Week 12

April 5 Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Advocacy: Pressuring the media to change In C. Wilson II., F. Gutierrez & L.M. Chao, *Racism, sexism, and the media: The rise of class communication in multicultural America* (pp. 202-218). Thousand Oaks: Sage.

April 7 Brock, A. (2012). From the blackhand side: Twitter as a cultural conversation. *Journal of Broadcasting and Electronic Media*, 56(4), 529-549.

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Week 13

April 12 Holt, L. F. (2013). Writing the wrong: Can counter-stereotypes offset negative media messages about African Americans? *Journalism & Mass Communication Quarterly*, 1-18.

April 14 Rhodes, M. Leslie, S., & Tworek, C.M. (2012). Cultural transmission of social essentialism. *PNAS* 109(34), 13526-13531.

Week 14

April 19 Semester Wrap Up and Review for Midterm 3

April 21 Work on Final Paper, due 11:55 p.m. in Carmen drop box **April 22**

FINAL EXAMINATION/MIDTERM 3 IS MONDAY, MAY 2, 8-9:45 A.M. IN THE CLASSROOM