

## Spring Semester 2017

### Communication 4445 Stereotypes in Media

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

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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

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- Explain how we use the media to form opinions and attitudes about individuals we do not personally know.
- Recognize our own personal biases

### **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**

Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Co.

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

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### 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.

**Expectations, personal bias 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. This category also requires you to take the Implicit Association Test (IAT). Details will be provided on a separate handout. **Expectations paper submission is from noon, Jan. 10 to 11:55 p.m. Jan. 20, Canvas drop box. The IAT Test must be completed by Jan. 27. Reflections paper deadline is May 1, 11:55 p.m. Canvas drop box**

**Stereotype example (5%)**. This is a focused-writing assignment. 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. **The deadline for this assignment is Feb. 24, 11:55 p.m., Canvas dropbox.**

**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. 9; Midterm 2 is March 23; Midterm 3 is May 1.**

**Final paper (24%)**. The focus of this paper is to offer strategies for minimizing stereotypes when designing messages. Details will be provided on a separate handout. **Final assignment is due April 23, 11:55 p.m. Canvas dropbox.**

**Final paper proposal (1%)**. Topics for the final paper must be approved. 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 March 24, 11:55 p.m. Canvas dropbox.**

### **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

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in advance. For non-C-REP activities, the professor 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 **Canvass** will also be used for class announcements. **Canvas** will be used to supplement class information and activities. In the case of inclement weather, the professor will email you concerning class cancellations.

### **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](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 Canvass 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)**

#### **Caring About Media Representations and Defining and Understanding Stereotypes**

##### **Week 1**

##### **Jan. 10-12**

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

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

### Implicit Biases and Effects of Media Stereotypes

#### Week 2

Jan. 17-19

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

Steele, *Whistling Vivaldi*, Chapters 1-2

**Jan. 20** Expectations paper is due 11:55 p.m., Canvass drop box

#### Week 3

Jan. 24-26

Steele, *Whistling Vivaldi*, Chapters 3-8

**Jan. 27** Submit IAT worksheet to Canvas dropbox, 11:55 p.m.

### Purpose of Stereotypes and Media Economics

#### Week 4

Jan. 31-Feb. 2

Discuss IAT Results

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* 4<sup>th</sup> edition (pp. 28-38). Los Angeles: Sage.

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.

#### Week 5

Feb. 7-9

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.

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**Video and discussion: *Ethnic Notions***

### **Review for Midterm 1**

**Midterm 1 is Feb. 9**

#### **Racial and Ethnic Stereotypes in News and Entertainment**

**Week 6**

**Feb. 14-16**

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 2<sup>nd</sup> edition* (pp. 73-92). Dubuque: Kendall Hunt.

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.

Tukachinsky, R., Mastro, D. and Moran, Y. (2015). Documenting portrayals of race/ethnicity on primetime television over a 20-year span and their association with national-level racial/ethnic attitudes. *Journal of Social Issues*, 71(1), 17-38.

**Week 7**

**Feb. 21-23**

**Video and discussion: *Latinos Beyond Reel***

**Feb. 24     Stereotypes example assignment due, 11:55 p.m. Canvas drop box**

#### **Gender and Sexuality Stereotypes**

**Week 8**

**Feb. 28-March 2**

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

Bazzini, D.T., Pepper, A., Swofford, R. and Cochran, K. (2015). How Healthy Are Health Magazines? A Comparative Content Analysis of Cover Captions and Images of Women's and Men's Health Magazine. *Sex Roles*, 72: 198-210.

**Video and discussion: *Killing Us Softly 4***

**Week 9**

**March 7-9**

**Video and discussion: *Tough Guise 2***

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**March 13-17 NO CLASS SPRING BREAK**

**Week 10**

**March 21-23**

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.

**Review for Midterm 2**

**Midterm 2 is March 23**

**March 24 Proposal for final assignment topic due**

### **Toward Truthful Depictions of Reality: Reducing Stereotypes**

**Week 11**

**March 28-30**

Steele, Chapters 9-11

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

**Week 12**

**April 4-6**

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

Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Advocacy: Keeping their feet to the fire 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.

**Week 13**

**April 11-13**

Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Access: Equitable hiring principles elude media employers In C. Wilson II., F. Gutierrez & L.M. Chao, *Racism, sexism, and the media: The rise of class communication in multicultural America* (pp. 219-240). Thousand Oaks: Sage.

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Wilson, C. II, Gutierrez, F. & Chao, L.M. (2013). Alternative media In C. Wilson II., F. Gutierrez & L.M. Chao, *Racism, sexism, and the media: The rise of class communication in multicultural America* (pp. 243-264). Thousand Oaks: Sage.

### **Week 14 April 18-20**

Semester Wrap Up and Review for Midterm 3  
No class April 20 to work on final assignment

**Final Assignment, due April 23, 11:55 p.m. in Canvas drop box**

**FINAL EXAMINATION/MIDTERM 3 IS MONDAY, MAY 1, 8 TO 9:45 A.M.**

### **School of Communication Statement of Inclusion**

**The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.**