

SYLLABUS: COMMUNICATION 4445 STEREOTYPES IN THE MEDIA

TUESDAYS, 3 to 4:50 PM
OSU UNIT HYBRID AUTUMN 2021

Course Information

- **Course times and location:** Tuesdays, 3 to 4:50 p.m. in Journalism Building, Room 360 plus weekly Carmen interaction.
- **Credit hours:** 3
- **Mode of delivery:** Hybrid

Instructor

- **Name:** Dr. Felecia Jones Ross
- **Email address:** ross.256@osu.edu
- **Phone number:** (614) 292-3798, office; (614) 530-1043, mobile
- **Office hours:** Tuesdays, 9-11 a.m.; Thursdays, noon-2 p.m. via Zoom
- **Zoom ID:** 520 741 1812 Passcode: 440837
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course description

Stereotypes are generalizations attributed to groups of people usually based on social identities such as race, sex, sexual orientation, physical/mental functioning, age, religion, geographic region and nationality. This class will also include the stereotypes based on gender identity, body size/image, language and socioeconomic status. The media has created, reinforced and validated such stereotypes which has not only influenced our individual attitudes and treatment of certain people but has also perpetuated unjust and oppressive systems.

The purpose of this course is to identify the ways in which the media have presented stereotypes and how these stereotypes have influenced us individually, collectively and systemically. The course will explore stereotypes presented in media formats including

news, advertising, entertainment and social media and develop strategies for the media to represent our pluralistic society more effectively and accurately

Please note that course activities listed in this syllabus are tentative. You will be informed in a timely manner of any changes.

Course learning goals and outcomes

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

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

How This Hybrid Course Works

Mode of delivery: This course is hybrid. We have required sessions each week on Tuesdays from 3-4:50 p.m. in Journalism Room 360. The remainder of your work will take place in Carmen throughout the week. **Class sessions will be virtual beginning with the Nov. 16 class.**

Office hours: Office hours will be delivered via Zoom. The office hours are listed near the beginning of this syllabus.

Audiovisual tools: All videos will be accessible either using the Secured Media Library or the OSU Library's Kanopy as sources. Some videos may be presented during in-person classes.

Examinations: Examinations will be administered using the Carmen quiz tool and will be proctored using Proctorio a tool that requires you to have Google Chrome. The window of time is as follows: on the designated exam date, it opens at 12:01 a.m. and closes at 11:59 p.m. Class will not meet on those days.

Credit hours and work expectations: This is a [3] credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around [3] hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [6] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor will work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)
- As there will be in-person class meetings where discussions are encouraged, I will provide additional guidelines during the first few class meetings.

Encouraging an optimal learning experience

Previous hybrid courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [One Drive for Business](#).
- Students reported that completing assigned readings before viewing lectures (or attending lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

Course Materials, Fees and Technologies

Fees

There are no additional fees for this course.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.
- **Proctorio:** Proctorio, an online proctoring tool, will be used during this course for the examinations. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment; therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you **must be over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and recommended proctoring options are available. Proctorio requires Google Chrome.
- Proctorio offers free [24/7 student support](#) through web chat or email.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Assignments

How Your Grade is Calculated

| Assignments | Points and/or <u>Percentage</u> |
|---|--|
| Attendance and participation | 10 |
| Module Assignments | 10 |
| Expectations, personal bias and reflections | 10 |
| Stereotype example | 10 |
| Examinations | 45 |
| Final paper | 15 |

See [Course Schedule](#) for due dates followed by the list of required readings.

Descriptions of Major Course Assignments

All assignments will be based on a 100 point scale.

Attendance and participation (10%) Attendance, as well as your contributions to class and online discussion assignments will be factors in determining your participation grade. There may also be in-class activities. **Discussion posts are graded. You must follow the directions of the posts to receive full credit. The first discussion post is due Saturday, Aug. 28, 11:59 p.m. EDT. This is a post in which you will introduce yourself. A quiz on the syllabus is graded and due Aug. 27, 11:59 p.m. EDT. You may take it as often as necessary to achieve the desired score.**

Attendance will be taken via **Top Hat beginning with the Aug. 31 class.**

Module Assignments (10%). The module assignments via Carmen will largely be questions and/or discussions on the readings and the audiovisual presentations. Deadlines will be designated with each module. The grades for these assignments will be based on your correctly answering the questions and on following the directions of the assignments. **The two lowest grades will be dropped.**

The first module assignment is due Aug. 27, 11:59 p.m. EDT. This assignment involves defining the word stereotype.

Expectations, personal bias and reflections (10%). 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 in more detail in Carmen and during class meetings. Grading will be based on your timely completion of the assignments. **Expectations assignment submission is due Aug. 27, 11:59 p.m., EDT Carmen drop box. The IAT must be completed by Sept. 3, 11:59 p.m. EDT Reflections paper deadline is Dec. 15, 11:59 p.m. EST Carmen drop box**

Stereotype example (10%). This is a focused-writing assignment in which you are to provide an example of a media stereotype of a group based on race, sex, gender identity, age, physical and mental functioning, etc. This can come from any media form including news, entertainment, social media, books, advertisements, public relations campaigns. Details will be provided in separate instructions posted on Carmen. The example might become the basis of online and/or class discussions, as well as the basis for your final paper. Be sure to check with me on the example that you are considering. A grading rubric will be used. **The deadline for this assignment is Oct. 30, 11:59 p.m., EDT Carmen dropbox.**

Examinations (45%). There will be three midterm examinations given at designated times in the semester. All examinations will be administered using Proctorio. 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. The exams are timed for 110 minutes. No examination will be cumulative. Classes will not meet on examination days.

Midterm 1 is Oct. 5 (opens 12:01 a.m. and closes 11:59 p.m. EDT)

Midterm 2 is Nov. 9 (opens 12:01 a.m. and closes 11:59 p.m. EST)

Midterm 3 is Dec. 14 (opens 12:01 a.m. and closes 11:59 p.m. EST)

Final paper (15%). This paper requires you to identify a problematic media stereotype and develop a strategy for changing it. This requires getting information from advocacy groups and other stakeholders to determine what a desired portrayal for that group might be. More details will be given later in the semester. **This paper is due Saturday, Dec. 4, 11:59 p.m. EST in the Carmen dropbox.**

EXTRA CREDIT

There will be opportunities for you to complete work for extra credit. You may earn up to **9 points** of extra credit that will be added to your examination scores. The extra credit can come from C-REP (Communication Research Experience Program) participation and/or from events/activities the professor will announce in advance. For non-C-REP activities, the professor will provide the requirements for earning the points. You are also encouraged to suggest ideas for extra credit. These ideas will be considered on the basis of their relevancy to course goals and their accessibility to the whole class. See below for more details for earning C-REP credits.

Late assignments

No assignments will be accepted late. This means a grade of a zero for the missed assignment. Considerations will be given in instances when there are technical issues and illnesses. You must inform the professor within seven days if such problems kept you from completing assignments on time.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. I do round fractions up in cases where students show significant participation and improvement over the semester. Please take that into account in computing grades.

C-REP (Communication Research Experience Program) Research Credits: All students enrolled in COMM 4445 may participate in the Communication Research Experience Program ("C-REP"). C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing two hours of C-REP research studies, OR^[1]_{SEP}
- Completing two C-REP alternative written assignments, OR^[1]_{SEP}
- Completing a combined total of two hours of research studies and alternative writing assignments. You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Shannon Poulsen at poulsen.6 @osu.edu.

Other course policies

Academic integrity policy

Policies for this hybrid course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Note: Because this class will have some collaboration, and require reference to information sources such as readings and videos, each assignment will clearly describe the extent to which you can collaborate and make such references.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity, Equity and 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.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the

appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and [free](#).

Masks and social distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among

unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**

Recordings of class sessions

I intend to post recordings of our class sessions on Carmen. These recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

Other related resources

COVID-19 Accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially

use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course schedule (tentative)

All class meetings are in person until Week 13

| Week and Dates | Week Overview | Assignments |
|---|---|---|
| <p>1</p> <p>8/24-8/29</p> | <p>Welcome and Introduction to the topic</p> <p>Welcome and course overview, purpose of studying media stereotypes</p> | <p>Module assignment: Stereotype definition and Expectations Worksheet (both due Friday, Aug. 27, 11:59 p.m. EDT)</p> <p>Discussion Post Introductions; (due Saturday, Aug. 28, 11:59 p.m. EDT)</p> |
| <p>2</p> <p>8/31-9/4</p> | <p>Implicit Biases and Effects of Media Stereotypes</p> <p>Read Steele, <i>Whistling Vivaldi</i>, Chapters 1-2, prior to Tuesday's class</p> <p>Types of Biases and Prejudice, discuss <i>Vivaldi</i>, review IAT assignment</p> <p>Begin Attendance with TopHat</p> | <p>Complete IAT and syllabus quiz (both due Friday, 9/3, 11:59 p.m. EDT)</p> <p>Discussion Post, <i>Video Race & Sex, What We Think But Don't Say</i> (due Saturday, 9/4, 11:59 p.m. EDT)</p> |
| <p>3</p> <p>9/7-9/11</p> | <p>Read Banaji, Chapter 4</p> <p>Discuss <i>Race & Sex</i> video; implicit biases and stereotypes</p> <p>Strategies for mitigating Implicit Biases, IAT results</p> | <p>Module assignment: Croteau and Hoynes, pp. 22-33 (due Friday, 9/10, 11:59 p.m. EDT)</p> <p>Discussion Post, Video <i>Ethnic Notions</i> (due Saturday 9/11, 11:59 p.m. EDT)</p> |
| <p>4</p> <p>9/14-9/18</p> | <p>Purpose of Stereotypes</p> <p>Read Wilson, Gutierrez & Chao, pp. 55-66 prior to Thursday's class, discuss <i>Ethnic Notions</i> video</p> <p>Economics and political and social history behind stereotypes</p> | <p>Module assignment: Watch and answer questions on <i>Latinos Beyond Reel</i> video (due, Friday, 9/ 17, 11:59 p.m. EDT)</p> |
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|---|---|---|
| <p style="text-align: center;">5</p> <p style="text-align: center;">9/21-9/25</p> | <p style="text-align: center;">Racial and Ethnic Stereotypes</p> <p>Latinx and African American stereotypes Discuss <i>Latinos Beyond Reel</i> video</p> | <p>Module assignment: Listen to podcasts “What Hollywood Keeps Getting Wrong About Race” and “Stereotypes of Asian and African American Men” and answer questions (due, Friday, 9/24, 11:59 p.m. EDT)</p> <p>Discussion Posts on podcasts (due, Saturday, 9/25, 11:59 p.m. EDT)</p> |
| <p style="text-align: center;">6</p> <p style="text-align: center;">9/28-10/2</p> | <p style="text-align: center;">Racial and Ethnic Stereotypes</p> <p>Asian and Native American stereotypes Read Miller and Ross; Shah; and Tukachinsky and Mastro before class</p> <p>Discuss podcasts</p> <p>Explanation of Stereotypes example assignment</p> <p>Review for midterm 1</p> | <p>Module assignment: Watch and answer questions on <i>More Than a Word: A film about Native American-based sports mascots and the Washington Redskin</i> (due Friday, 10/1, 11:59 p.m. EDT)</p> <p>Prepare for midterm. Native American video content will be on midterm</p> |
| <p style="text-align: center;">7</p> <p style="text-align: center;">10/5-10/9</p> | <p style="text-align: center;">Midterm 1 Examination</p> <p>The examination will open 10/5 at 12:01 a.m. and close at 11:59 p.m. EDT. Exam is timed for 110 minutes</p> <p>Class will not meet</p> | <p>Module assignment: Read and answer questions on Nick, Harwood and Springer’s and Parrott & Parrott’s articles (due 10/8, 11:59 p.m., EDT)</p> |

| | | |
|-------------------------------------|---|---|
| | | Discussion Post: Video, <i>Beauty Mark: Body Image & the Race for Perfection</i> . |
| 8 10/12-10/16 | Age, Disability and Body Image Stereotypes Discuss <i>Beauty Mark</i> video and module assignment readings Autumn Break, Oct. 14-15 | Module assignment: Watch and answer questions on <i>Tough Guise 2</i> video (due Friday, Oct. 15, 11:59 p.m. EDT) |
| 9 10/19-10/23 | Gender and LGBTQ Stereotypes Read Wolin, 111-129 before class Discuss <i>Tough Guise 2</i> , male and LGBTQ stereotypes . | Module assignment: Watch <i>Killing Us Softly 4</i> . Answer questions (due Friday, 10/22, 11:59 p.m. EDT) Discussion Post: <i>Killing Us Softly 4</i> video (due Saturday, 10/23, 11:59 p.m. EDT) |
| 10 10/26-10/30 | Gender and LGBTQ Stereotypes Read Bond, discuss <i>Killing Us Softly 4</i> video and female and language stereotypes | Module assignment: Brock, 529-549; Wilson, Gutierrez & Chao, 202-218 (due Friday, 10/29, 11:59 p.m. EDT) |

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| | | Submit Stereotypes Example assignment (due, Saturday, 10/30, 11:59 p.m. EDT) |
| 11 11/2-11/6 | Strategies for Correcting Stereotypes Discuss module assignment readings Explain final paper assignment Review for midterm | Study for midterm |
| 12 11/9-11/13 | Midterm 2 Examination 11/9 Midterm examination using Proctorio. The examination will open at 12:01 a.m. and close at 11:59 p.m. EST. Exam is timed for 110 minutes. Class will not meet | Module assignment: Wilson, Gutierrez & Chao, 219-240 (due Friday, Nov. 12, 11:59 p.m. EDT) Discussion Post: Listen to podcast “The Untold Story of Lyndie B. Hawkins” (due Saturday, Nov. 13, 11:59 p.m. EDT) |
| 13 11/16-11/20 Begin virtual instruction period | Strategies for Correcting Stereotypes Discuss module assignment and podcast Possible guest speaker | Module assignment: Wilson, Gutierrez & Chao, 243-264 Discussion Post: Counterstereotyping (due Saturday, Nov. 20, 11:59 p.m. EST) |
| 14 11/23-11/27 Thanksgiving | Discuss module assignment, discussion post and hashtag activism | Work on final paper |

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| <p>15 11/30-12/4</p> | <p>Read Neubaum, Sobieraj, Raasch and Riese, pp. 1-14 Continue discussing strategies for correcting stereotypes</p> | <p>Submit final paper (due, Saturday, Dec. 4, 11:59 p.m. EST)</p> |
| <p>16 12/7-11</p> | <p>Semester Wrap Up Midterm 3 Review</p> | <p>Prepare for midterm</p> |
| <p>Final Exam (3rd Midterm)</p> | <p>Tuesday, Dec. 14 Midterm examination using Proctorio. The examination will open at 12:01 a.m. and close at 11:59 p.m. EST. Exam is timed for 110 minutes.</p> | <p>Submit reflection paper (due, Wednesday, 12/15, 11:59 p.m. EST) The reflection paper is the final assignment for the semester.</p> |

Required Reading List

Banaji, M.R. (2013). *Blindspot: Hidden Biases of Good People*. New York: Delacorte Press.

Bond, B.J. and Compton, B.L. (2015). Gay on-screen: The relationship between exposure to gay characters on television and heterosexual audiences' endorsement of gay equality. *Journal of Broadcasting and Electronic Media*, 59(4), 717-732. DOI: 10.1080/08838151.2015.1093485

Brock, A. (2012). From the blackhandside: Twitter as a cultural conversation. *Journal of Broadcasting and Electronic Media*, 56(4), 529-549. DOI: 10.1080/08838151.2012.732147

- Croteau, D.P. and Hoynes, W.D. (2018). The economics of the media industry. In G. Dines, J. M. Humez, B. Yousman and L.B. Yousman (Eds.) *Gender, race, and class in media: A critical reader* 5th edition (pp. 23-33). Los Angeles: Sage.
- Freelon, D., McIlwain, C. and Clark, M. (2016). Quantifying the power and consequences of social media protest. *New Media & Society* 20(3), 990-1011. DOI: 10.1177/1461444816676646
- Miller, A. and Ross, S.D. (2004). They are not us: Framing of American Indians by the *Boston Globe*. *The Howard Journal of Communications*, 15(4), 245-259. DOI: 10.1080/10646170490521716
- Neubaum, G., Sobieraj, S., Raasch, J. and Riese, J. (2020). Digital destigmatization: How exposure to networking profiles can reduce social stereotypes. *Computers in Human Behavior*, 112, 1-14. DOI: 10.1016/j.chb.2020.106461
- Nick, J, Harwood, J. and Springer, S. (2020). The sweet spot: Curvilinear effects of media exemplar typicality on stereotype change. *Journal of Media Psychology*, 32(2), 59-69. <https://doi.org/10.1027/1864-1105/a000258>
- Parrott, S. & Parrott, C.T. (2015). Law & disorder: The portrayal of mental illness in U.S. crime dramas. *Journal of Broadcasting & Electronic Media*, 59(4), 640-657. DOI: 10.1080/08838151.2015.1093486
- 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. DOI: 10.3138/sim.3.3.002
- Steele, C.M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Co.

- 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. DOI: 10.1111/josi.12094
- 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. 55-66). Thousand Oaks: Sage.
- 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.
- 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.
- 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.
- Wolin, L.D. (2003). Gender issues in advertising—An oversight synthesis of research: 1970-2002. *Journal of Advertising Research*, 43(1), 111-129. DOI: 10.2501/JAR-43-1