



SYLLABUS

COMM 4445

Stereotypes in the Media

Autumn 2023

3 credit hours

Hybrid (Carmen & Caldwell Lab, Room 220)

COURSE INFORMATION

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.; Wednesdays, noon-2 p.m. via Zoom**
 - Office hours Zoom link: 520 741 1812 Passcode: 440837

Course Zoom Link: TBA

Note: My preferred method of communication for questions is email. Class-wide communications will be sent through Announcements 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. The media has created, reinforced, and validated such stereotypes which have 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.

This class will be presented in a hybrid format in which we will meet in-person twice a week yet conduct other activities using Carmen as a platform to review and submit assignments and take examinations. All announcements pertaining to class policies, changes and any other relevant business will be placed on Carmen. While the structure of this course requires students to work independently, every effort will be made to address the learning needs of each individual student.

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

Course expected learning goals and outcomes

- By the end of this course, students will do the following:
- Care about the way the media represents the realities of society
- Understand the characteristics of stereotypes
- Understand the purpose of media stereotypes
- Understand the impact media stereotypes have on individuals and society
- Appreciate the ability to change the way the media portrays their subjects

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 hybrid 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](#).
- 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. These meetings will occur beginning with the **Nov. 21 class**.

HOW THIS HYBRID COURSE WORKS

Mode of delivery

This course is hybrid. We will meet in-person twice a week on Tuesdays and Thursdays from 2:20 to 3:40 p.m. in Caldwell Lab Room 220. The remainder of your work will take place in Carmen throughout the week. Class sessions will be virtual beginning with the Nov. 21 class. There may be virtual sessions prior to Nov. 21. Such sessions will be announced in a timely fashion.

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.

Attendance, participation, and discussion requirements

Attendance, as well as your contributions to class discussions will be factors in determining your participation grade, which will account for five percent (5%) of your final grade. There may also be in-class group activities. Attendance will be taken via **Top Hat** beginning with the **Sept. 5 class**.

The introduction assignment asks you to introduce yourself by posting on the discussion board either a video or statement using prompts to guide you. Consider this a fun, low stakes assignment and it is due, **Saturday, Aug. 26, 11:59 p.m. EDT**. This deadline will be flexible to allow for late enrollments.

The syllabus quiz is designed for you to know and understand the policies, expectations, and activities of this class. It is in the participation category and is graded. You may take it as often as necessary to achieve the desired score. This quiz must be completed by **Friday, Aug. 25, 11:59 p.m. EDT**.

There will also be periodic **check-in surveys** allowing you to self-assess your learning of the course material, as well as give me feedback on what is going well and what can be improved regarding course instruction. This is a graded activity that

will go in the participation and attendance category. The first survey is due **Saturday, Sept. 9.**

COURSE MATERIALS TECHNOLOGIES

There is no text for this course. All reading materials will be posted on Carmen.

Audiovisual tools

All videos will be accessible on Carmen. You might also access them through the OSU Library's Kanopy service. Some videos may be presented during in-person classes.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

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

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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

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

GRADING AND FACULTY RESPONSE

How your grade is calculated

Following are the point values and/or percentages for each assignment:

Assignments	Points and/or Percentage
Participation and attendance	5
Weekly assignments	10
Midterm examinations	40
Expectations, personal bias, and reflections	10
Stereotype example	10
Stereotypes solution group project	25

Description of major assignments

Participation and attendance (5 %)

Attendance, as well as your contributions to class discussions will be factors in determining your participation grade. Your introduction, syllabus quiz and periodic check-in surveys are in this category.

Midterm examinations (40%)

The midterm examinations will be based on reading materials and in class content that can include audiovisual presentations, guest speakers, lectures, and class discussions. There will be two midterm examinations each of equal weight. The first midterm is tentatively scheduled for **Oct. 5** and the second midterm is tentatively scheduled for **Nov. 16**. Both examinations will be taken online using Proctorio. As in an in-person format, you will be given 80 minutes to complete it. Because you will be taking it at different locations that may have various technological issues, the exam will open at 12:01 a.m. and close at 11:59 p.m. Class will not meet on examination days.

Weekly assignments (10%)

These assignments will be located in Carmen modules corresponding to the topics located in the syllabus as well as presented in class. These assignments will largely be questions and/or discussions on the readings and the audiovisual presentations. These assignments also include graded discussion posts seeking your thoughtful comments on topics (including current events) relevant to the class. These posts usually require you to respond to another classmate's post. Rubrics will be provided. The discussion posts are due on Saturdays.

Expectations, personal biases, 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. 25, 11:59 p.m., EDT Carmen drop box. The IAT must be completed by Sept. 15, 11:59 p.m. EDT. Reflections paper deadline is Dec. 6, 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 project. 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. 14, 11:59 p.m., EDT Carmen dropbox.

Stereotypes Solution Group Project (25%)

The professor and/or Carmen will assign students to groups who will identify a problematic stereotype and develop a strategy for changing it to a more desirable portrayal for that group. This requires getting information from advocacy groups and other stakeholders to determine what a desired portrayal for that group might be. This will be done in the form of an asynchronous presentation. The presentations will begin toward the end of the semester. More details will be given later in the semester.

Late assignments

No assignments will be accepted late. This means a grade of 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. The deadlines for the introductions and expectation assignments will be more flexible to allow for later enrollees.

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

Note: CarmenCanvas, Ohio State's learning management system, 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.

Extra credit

There will be opportunities for you to complete work for extra credit. You may earn up to 4 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.

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
- Completing two C-REP alternative written assignments, OR
- Completing a combined total of two hours of research studies and alternative writing assignments.

Note: 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 **Jessica Ryu at ryu.205@osu.edu**.

Instructor feedback and response times

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**.

OTHER COURSE POLICIES

Academic integrity policy

Policies for this course

- Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow American Psychological Association 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.

University-wide academic misconduct policy

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 Younklin 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)

Illness Policy

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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.

Recording of class sessions

Class lectures will not be recorded or posted. Students are responsible for getting information by taking notes during class sessions. Please inform the professor if you have any special needs concerning your ability to access the information provided in class.

Other related resources

- 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.

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)

Week and Class Dates	Week Overview	Assignments
1 8/22-8/26	Welcome and Introduction to the topic Course overview, purpose of studying media stereotypes	Syllabus quiz and Expectations Worksheet (due Friday, 8/25, 11:59 p.m. EDT) Discussion Post introducing yourself (due Saturday, 8/26, 11:59 p.m. EDT) Note that the deadlines for the assignments this week are flexible.
2 8/29-9/2	Implicit Biases and Effects of Media Stereotypes Read Steele, <i>Whistling Vivaldi</i> , Chapters 1-2, prior to Tuesday's class Types of Biases and Prejudice, discuss <i>Vivaldi</i> , review IAT assignment	Complete IAT (due Friday, 9/1, 11:59 p.m. EDT) Discussion Post, <i>Video Race & Sex, What We Think, But Don't Say</i> (due Saturday, 9/2, 11:59 p.m. EDT)
3 9/5-9/9	Read Banaji, Chapter 4 Discuss <i>Race & Sex</i> video; implicit biases and stereotypes; mitigating implicit biases Begin taking attendance using Top Hat	Weekly assignment: Croteau and Hoynes, pp. 22-33 (due Friday, 9/8, 11:59 p.m. EDT) Discussion Post Video <i>Ethnic Notions</i> (due Saturday 9/9, 11:59 p.m. EDT)
4 9/12-9/16	Purpose of Stereotypes	Weekly assignment: Watch and answer questions on <i>Latinos Beyond Reel</i> video

	<p>Read Wilson, Gutierrez & Chao, pp. 55-66 prior to Thursday's class</p> <p>Tuesday, Economics and stereotypes</p> <p>Thursday, Political and social history and stereotypes</p>	<p>(due, Friday, 9/15, 11:59 p.m. EDT)</p> <p>Discussion Post TBA (due Saturday, 9/16)</p>
<p>5</p> <p>9/19-9/23</p>	<p>Racial and Ethnic Stereotypes</p> <p>Tuesday-Thursday Latino and African American stereotypes</p>	<p>Weekly assignment: Listen to podcasts "What Hollywood Keeps Getting Wrong About Race"; and "Stereotypes of Asian and African American Men" and answer questions (due, Friday, 9/23, 11:59 p.m. EDT)</p> <p>Discussion Posts on podcasts (due, Saturday, 9/23, 11:59 p.m. EDT)</p>
<p>6</p> <p>9/26-9/30</p>	<p>Asian and Native American stereotypes</p> <p>Explanation of Stereotypes Example assignment</p> <p>NO CLASS THURSDAY, SEPT. 28</p>	<p>Weekly assignment: Read and answer questions, Miller and Ross; Shah; and Tukachinsky and Mastro (due Friday, 9/29, 11:59 p.m. EDT)</p> <p>Discussion Post: <i>More Than a Word: A film about Native American-based sports mascots and the Washington Redskins</i> (due Saturday, 9/30, 11:59 p.m. EDT)</p> <p>Begin preparing for Midterm 1</p>
7	Tuesday Review for midterm	

10/3-10/7	Thursday, 10/5 Midterm 1 examination using Proctorio. The examination will open at 12:01 a.m. and close at 11:59 p.m. EDT. Exam is timed for 80 minutes	Weekly assignment: Watch <i>Tough Guise 2</i> . Answer questions (due 10/6, 11:59 p.m., EDT) Discussion Post: Based on <i>Tough Guise 2</i> video (due, 10/7)
8 10/10-10/14	Gender and LGBTQ Stereotypes Read Wolin, 111-129 and Bond, 717-732 Discuss <i>Tough Guise 2</i> , male and sexual orientation stereotypes Autumn Break, Oct. 12-13, no class Thursday, Oct. 12	Weekly assignment: Watch <i>Killing Us Softly 4</i> . Answer questions (due Friday, 10/13, 11:59 p.m. EDT) Submit Stereotypes Example assignment (due, Saturday, 10/14, 11:59 p.m. EDT)
9 10/17-10/21	Female stereotypes; discuss <i>Killing Us Softly 4</i> video, language stereotypes Explain Group Project	Weekly assignment: Read and answer questions on Parrott & Parrott's articles (due 10/20, 11:59 p.m., EDT) Discussion Post: TBA
10 10/24-- 10/28	Age and Disability Stereotypes Discuss module reading and begin work on group project	Weekly assignment: Read and answer questions on Equitable Hiring, Wilson, Gutierrez & Chao, 219-240 (due Friday, Oct. 27, 11:59 p.m. EST)
11 10/31-11/4	Strategies Toward Truthful, Accurate Portrayals	Readings on hashtag activism and

	AAA strategies; work on group project	counterstereotyping
12 11/7-11/11	Hashtag activism and counterstereotyping; work on group project	Prepare for Midterm 2
13 11/14-11/18	Review for Midterm 2 Thursday, 11/16 Midterm 2 examination using Proctorio. The examination will open at 12:01 a.m. and close at 11:59 p.m. EDT. Exam is timed for 80 minutes	Work on group project
14 11/21-11/25 Virtual Instruction	Work on group project; prepare for presentations Thanksgiving Holiday Thursday, no class	Work on group projects
15 11/28-12/2	Begin group project presentations	Work on group projects
16 12/5-9	End group project presentations	Submit reflection paper (due, Wednesday, 12/6, 11:59 p.m. EST)

Required Reading List (Tentative)

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

- 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

