SYLLABUS
COMM 4445

Stereotypes in the Media
Spring 2025
3 credit hours
In-Person (Journalism Building, Room 270)

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: **Mondays, 10-noon.; Tuesdays, 4:30-6:30 p.m. via Zoom or in 3110 Derby Hall Tuesday's hours are virtual only**
    - 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 meet in-person twice a week and conduct other activities using Carmen as a platform to review and submit assignments and take examinations. The class will begin meeting virtually after the second midterm examination. All announcements pertaining to class policies, changes and any other relevant business will be placed on Carmen and announced in class. 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 **April 8** class. Such meetings may occur prior to this date and you will be informed of them in a timely manner.

HOW THIS IN-PERSON COURSE WORKS

Mode of delivery

We will meet in-person twice a week on Tuesdays and Thursdays from 2:20- 3:40 p.m.. in Journalism Building, Room 270. The remainder of your work will take place in Carmen throughout the week. Class sessions will be virtual beginning with the **April 8** class. There may be virtual sessions prior to **April 8**. Such sessions will be announced in a timely fashion. One such session will be Thursday, February 6. This session will be asynchronous.

Credit hours and work expectations

This is a [3] credit-hour course. According to Ohio State bylaws on instruction (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 **January 7 class.** This attendance will not count toward your participation grade. It will be used so that the professor can report to the registrar the names of enrolled students who have not attended or participated in class. Attendance will begin counting toward your participation grade on **January 14.**

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, January 11, 11:59 p.m. EST**. To allow for late enrollments, the assignment will remain open until **February 1**

The syllabus quiz is designed for you to know and understand the policies, expectations, and activities of this class. It is also 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, Jan. 10, 11:59 p.m. EST.** To allow for late enrollments, this quiz will remain open until **February 1**.

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.

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	15
Midterm examinations	40
Expectations, IAT, and reflections	10
Stereotype example	10
Stereotypes solution group project	20

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 and the syllabus quiz 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 **Feb. 18** and the second midterm is tentatively scheduled for **April 1**. Both examinations will be taken online using Honorlock. 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. on their designated days. Class will not meet on examination days.

Weekly assignments (15%)

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. Some of these posts will require you to respond to another classmate's post. Rubrics will be provided. The discussion posts are usually 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 **Jan. 10, 11:59 p.m., EST**. The IAT must be completed by **Jan. 17, 11:59 p.m. EST**. Reflections paper deadline is **April 22, 11:59 p.m. EDT**.

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 group 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 **Feb. 22, 11:59 p.m., EST**.

Stereotypes Solution Group Project (20%)

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, likely the week of **April 8.**

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 documented extenuating circumstances, and illnesses. You must inform the professor within seven days if such problems kept you from completing assignments on time. The deadlines for the syllabus quiz, introduction, and expectation assignments will be more flexible to allow for later enrollees. These assignments will **close February 1**. Note: You are responsible for making sure that your submissions go through correctly. Be careful not to submit assignments that are blank. Blank submissions will be treated as non-submissions and result in a zero (0) grade.

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 6 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.**

Below are some important deadlines regarding C-REP participation:

- 04/14 at 9PM: Deadline for requesting the alternative assignment to the CREP coordinator
- 04/21 at 9PM: Deadline for submitting the alternative assignment/participating in research studies

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 for this

- 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.

Use of Artificial Intelligence

Given that the learning goals of this class are caring about the way the media represents society's realities, as well as appreciating the ability to improve such representations through assignments that require writing and audiovisual presentations, the use of generative artificial intelligence (GenAI) tools such as Copilot, Sudowrite, or ChatGPT, are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity(opens in new window) policy and Code of Student Conduct(opens in new window) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct(opens in new window).

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

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from

all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at **equity.osu.edu**,

2. Call 614-247-5838 or TTY 614-688-8605,

3. Or Email **equity@osu.edu**

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 no longer 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.

Student illness or absence

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.

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. 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

- 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/COVD-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.

Inclement Weather Policy

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via [CarmenCanvas, email or other mode 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)

Week and Class Dates	Week Overview	Assignments
1 Jan. 7-11	**Welcome and Introduction to the topic** Course overview, purpose of studying media stereotypes, defining stereotypes	Syllabus quiz and Expectations Worksheet (due Friday, 1/10, 11:59 p.m. EST will close 2/1 11:59 p.m. EST) Discussion Post introducing yourself (due Saturday, 1/11 11:59 p.m. EST; will close 2/1) .
2 Jan. 14-18	**Implicit Biases and Effects of Media Stereotypes** Read Steele, *Whistling Vivaldi*, Chapters 1-2, prior to Tuesday's class Types of Biases and Prejudice, discuss *Vivaldi*, review IAT assignment	Complete IAT (due Friday, 1/17 11:59 p.m. EST) Discussion Post, *Video Race & Sex, What We Think, But Don't Say* (due Saturday, 1/18, 11:59 p.m. EST
3 Jan. 21-25	Read Banaji, Chapter 4 Discuss *Race & Sex* video; implicit biases and stereotypes; mitigating implicit biases	Weekly assignment: Croteau and Hoynes, pp. 22-33 (due Friday, 1/24, 11:59 p.m. EST) Discussion Post Video *Ethnic Notions* (due Saturday 1/25, 11:59 p.m. EST)
4	**Purpose of Stereotypes**	Weekly assignment: Watch and

Jan. 28-Feb. 1	Read Wilson, Gutierrez & Chao, pp. 55-66 prior to Thursday's class Economics and stereotypes Political and social history and stereotypes	answer questions on *Latinos Beyond Reel* video (due, Friday, 1/31, 11:59 p.m. EST) Introductions, expectations assignment, and syllabus quiz close (Saturday, 2/1, 11:59 p.m. EST)
5 **Feb. 4-8**	**Racial and Ethnic Stereotypes** Tuesday-Thursday Latino and African American stereotypes Class Thursday will not meet in person. View the recorded lecture for that day.	Weekly assignment: Listen to podcast: "Stereotypes of Asian and African American Men" and answer questions (due, Friday, 2/7, 11:59 p.m. EST) Discussion Posts: Discussion Post: *More Than a Word: A film about Native American-based sports mascots and the Washington Redskin* (due, Saturday, 2/8, 11:59 p.m. EST)
6 **Feb. 11-15**	Asian and Native American stereotypes Explanation of Stereotypes Example assignment Review for Midterm 1	Weekly assignment: Watch *Tough Guise 2* and answer questions (due, Friday, Feb. 14, 11:59 p.m. EST) Prepare for Midterm 1
7	**Gender and LGBTQ Stereotypes**	

Feb. 18-22	Tuesday, **2/18 Midterm 1 examination using Honorlock. The examination will open at 12:01 a.m. and close at 11:59 p.m. EST. Exam is timed for 80 minutes** Thursday, Begin unit on gender stereotypes	Weekly assignment: Watch *Killing Us Softly 4.* Answer questions (due 2/21, 11:59 p.m., EST) Submit Stereotypes Example assignment (due, Saturday, 2/22, 11:59 p.m. EST)
8 Feb. 25- March 1	**Gender and LGBTQ Stereotypes** Read Bond, 717-732 for Tuesday's class Discuss *Killing Us Softly 4* and female and sexual orientation stereotypes Explain Group Project	Weekly assignment: Read and answer questions on Parrott & Parrott's articles (due 2/28, 11:59 p.m., EST) Discussion Post: "Let's End Ageism" (due Saturday, March 1, 11:59 p.m. EST)
9 March 4-8	Disability, Ageism and Other Stereotypes Discuss weekend assignments Work on Project	Weekly assignment: Read and answer questions on Advocacy: Keeping Their Feet to the Fire, Wilson, Gutierrez and Chao, 202-216 (due, Friday, March 7, 11:59 p.m. EST) Group Project Survey (due, Saturday, March 8, 11:59 p.m. EST)
10 March 11-15	**Spring Break NO CLASSES**	No assignments
11 March 18-22	Strategies Toward Truthful, Accurate Portrayals	Weekly assignment: Read and answer questions on Equitable Hiring Principles Elude Media

	AAA strategies; work on group project	Employers, Wilson, Gutierrez and Chao; 219-240 (due Friday, 3/21, 11:59 p.m. EDT)
		Discussion Post: Debunking Stereotypes (due, Saturday, March 29, 11:59 p.m. EDT)
		Project Topic (due, Saturday, 3/22, 11:59 p.m. EDT)
12 **March 25-29**	Hashtag activism and counterstereotyping Work on group project Review for Midterm 2	Group Project Check-In (due Saturday, March 29, 11:59 p.m. EDT) Prepare for Midterm 2
13 **April 1-5**	Debunking stereotypes and media strategies Work on Project Tuesday, 4/1 Midterm 2 examination using Honorlock. The examination will open at 12:01 a.m. and close at 11:59 p.m. EDT. Exam is timed for 80 minutes	Group Project Check-In (due Saturday, April 5, 11:59 p.m. EDT)
14 **April 8-12** **Virtual Instruction**	Work on group project; prepare for presentations	Group Project Check-In (due Saturday, April 12, 11:59 p.m. EDT)
15 **April 15-19**	Upload and view project presentations Last day of class is April 17	Work on project as needed
16 **April 22-24**	Group project presentations, assessments, and revisions as needed	Submit reflection paper (due, Tuesday, 4/22,11:59 p.m. EDT)

Required and Suggested 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

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.