

Spring Semester 2020

Communication 4445 Stereotypes in Media (Hybrid)

M: 3-4:50 p.m. 360 Journalism

The University strives to make all learning experiences as accessible as possible. 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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Professor: Felecia G. Jones Ross

Office: 3110 Derby Hall

Office hours: M, 9-11 a.m.; T, 1:30-3:30 p.m.

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

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

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

Course Goals and Learning Objectives

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

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

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Course Goal 2: Understand the characteristics of stereotypes

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

Course Goal 3: Understand the purpose of media stereotypes

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

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

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

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

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

Textbooks

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

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

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Class Requirements

Attendance and participation (5%) It is the desire of the professor for this class to be as interactive as possible. Attendance, as well as your contributions to class and online discussion assignments will be factors in determining your participation grade. There will also be in-class group activities. Attendance will be taken via **Top Hat beginning with the Jan. 13 class**

Module Assignments (10%). The module assignments will largely be questions on the readings and the online video presentations. Deadlines will be designated with each module. The grades for these assignments will be based on your answering the questions correctly, as well as on following the directions of the assignments. The two lowest grades will be dropped.

Expectations, personal bias and reflections (5%). At the beginning of the semester, you will be asked to indicate your expectations for the class and at the end of the semester, you will be asked to reflect on what you have learned from the class largely based on course goals and learning objectives. This category also requires you to take the Implicit Association Test (IAT). Details will be provided on a separate handout. **Expectations paper submission is due Jan. 10, 11:59 p.m., Carmen drop box. The IAT must be completed by Jan. 17, 11:59 p.m. Reflections paper deadline is April 24, 11:59 p.m. 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 on a separate handout. This example might become the basis of an online and/or class discussion, as well as the basis for your final paper. Be sure to check with me on the example that you are considering. **The deadline for this assignment is Feb. 28, 11:59 p.m., Carmen dropbox.**

Examinations (50%). There will be three examinations given at designated times in the semester with the last one given during finals week. All examinations will be administered in the classroom. The final examination will not be cumulative and will be based on the material covered since the second examination. The examinations will consist of multiple choice and true-false questions based on reading assignments, lectures, class activities, online and class discussions and audiovisual presentations. **Midterm 1 is Feb. 17; Midterm 2 is March 23; Midterm 3 is 4-5:45 p.m., Friday, April 24.**

Final paper (19%). The focus of this paper is to offer strategies for minimizing stereotypes when designing media messages. Details will be provided on a separate handout. **Final paper is due Friday, April 17, 11:59 p.m. Carmen dropbox.**

Final paper proposal (1%). Topics for the final paper must be approved. A form will be provided. No final papers will be accepted without approval. If your topic has been approved and

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you decide to change it, you must notify the professor in advance so that the professor can re-approve it. **Proposal is due March 6, 11:59 p.m. Carmen dropbox.**

EXTRA CREDIT

There will be opportunities for you to complete work for extra credit. You may earn up to six points of extra credit that will be added to your examination scores. The extra credit can come from C-REP participation and/or from events/activities the professor 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.

Out-of-Class Communication

Dr. Ross welcomes and encourages one-on-one communication with the students. In addition to office hours, students are encouraged to communicate using email. Email and **Carmen** will also be used for class announcements. **Carmen** will be used to supplement class information and activities. Should class be canceled for any reason, Dr. Ross will either notify you during class or via Carmen. There is also a course Q & A portal where you can ask questions between class meeting times.

Because this course is in a hybrid format, the learning can be challenging. Thus, Dr. Ross encourages you to give feedback as needed. There is a survey in Carmen where you can answer questions concerning your learning needs that can allow for adjustments to be made in the course.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This hybrid course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**

- **Secured Media Library:** Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary. **The professor will make efforts to link videos to the Carmen site.**

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- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for hybrid courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Safe & Healthy

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

Academic Misconduct:

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

Late Assignments

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

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

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In Person and Online Class Activities Schedule (Tentative)

Caring About Media Representations and Defining and Understanding Stereotypes

Week 1

Jan. 6

In class topic: Why should we care? Why study stereotypes in the media?

Expectations Assignment due 11:59 p.m., Jan. 10

Implicit Biases and Effects of Media Stereotypes

Week 2

Jan. 13

In-class topics: Video and discussion, *Race & Sex: What We Think, But Don't Say*, discussion of expectations and implicit biases

Module assignment Steele, *Whistling Vivaldi*, Chapters 1-2, 11:59 p.m. Jan. 17

Complete IAT, 11:59 p.m., Jan 17

Week 3

Jan. 20

NO CLASS, MARTIN LUTHER KING JR. HOLIDAY

Module assignment Steele, *Whistling Vivaldi*, Chapters 3-8 due 11:59 p.m., Jan 24

Purpose of Stereotypes and Media Economics

Week 4

Jan. 27

In-class topics: IAT results, *Whistling Vivaldi*, mitigating implicit bias

Reading:

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.

Video:

Mickey Mouse Monopoly [OSU library and Secured Media Library]

Module assignments on reading and video are due 11:59 p.m., Jan. 31

Racial and Ethnic Stereotypes in News and Entertainment

Week 5

Feb. 3

In-class topic: The economics of the media industry

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Reading:

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.

Video:

Latinos Beyond Reel [OSU library and Secured Media Library]

Module assignments on reading and video are due 11:59 p.m. Feb. 7

Week 6

Feb. 10

In-class topic: Viewing of *Ethnic Notions* and discussion of *Latinos Beyond Reel* video. Overall focus is on purpose and history of these stereotypes. Review for midterm.

Week 7

Feb. 17

Midterm Examination 1

Readings:

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.

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

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

Module assignments on readings are due 11:59 p.m., Feb. 21

Gender and Sexuality Stereotypes

Week 8

Feb. 24

In-class topic: Viewing and discussion of *More Than a Word: A film about Native American-based sports mascots and the Washington Redskins*; race stereotypes; explanation of stereotypes example assignment

Readings:

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

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

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

Video:

Tough Guise 2

Module assignments on readings and video are due 11:59 p.m., Feb. 28

Stereotype examples assignment is due 11:59 p.m. Feb. 28

Week 9

March 2

In-class topics: Viewing of *Killing Us Softly 4*, sex and sexuality stereotypes, explanation of final paper

Submit final paper proposal, 11:59 p.m. March 6

Toward Truthful Depictions of Reality: Reducing Stereotypes

Week 10

March 9

NO CLASS, SPRING BREAK

Week 11

March 16

In-class topics: Continued discussion of sex and sexuality stereotypes; review for midterm 2

Week 12

March 23

Midterm Examination 2

Readings:

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

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

Module assignment on readings are due 11:59 p.m., March 27

Week 13

March 30

In-class topic: The role of language in perpetuating and reducing stereotypes

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Readings:

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.

Steele, Chapters 9-11

Module assignment on readings are due 11:59 p.m., March 27

Week 14

April 6

In-class topic: Strategies for reducing stereotypes

Readings:

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.

Module assignment on readings are due 11:59 p.m., April 3

Week 15

April 13

In-class topic: Strategies for reducing stereotypes, work on final paper

Final paper due 11:59 p.m., April 17

Week 16

April 20

Semester Wrap Up and Review for Midterm 3

FINAL PAPER IS DUE, 11:59 p.m. Friday, April 17

FINAL EXAMINATION/MIDTERM 3 IS 4-5:45 p.m., Friday, April 24.

REFLECTION PAPER IS DUE, Friday, April 24, 11:59 P.M.

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 Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

School of Communication Statement of Inclusion

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