



ETST 2294 Section 001 RACE AND MEDIA

Term: Fall 2017

Course dates/times: M/T/F 10:20-11:15 AM;
R 9:15-10:20 AM

Course location: East High School

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East High, Room 404

Phone: (720) 423-8300

Office Hours: By appt.

Course Description: Virtually all Americans are susceptible to the blatant and subtle socializing and conditioning effects of the modern media (film, television, the internet). Explains the variety of cultural values transmitted through the media, with particular emphasis on racial issues.

This course is designed to investigate the history and role of the various forms of media and how they have made virtually all Americans susceptible to the blatant and subtle socializing and conditioning effects of the modern media (film, television, print media, the internet, music, etc.). This course explains the variety of cultural values transmitted through the media, with particular emphasis on racial issues. It also examines and analyzes the relationships between media and various racial groups including representation in the media, interpretations and misinterpretations of various racial groups. Further, this course will analyze how media continues to shape and influence perceptions of racial groups.

Objectives:

1. Examine aspects of the history and characteristics of media pertaining to the portrayal of various ethnic groups.
2. Identify how media and popular culture shape concepts of race.
3. Discuss the history of the relationship of the representation of race in the media and the discourse of race relations.
4. Develop an awareness of how various audiences interpret the relationship of media with minority groups from the past and present.
5. Analyze the role played by racially coded cultural forms such as hip-hop in dealing with race and images as a way of combating historically negative images.
6. Explore how historically changing modes of media affects the representation of various racial groups.
7. Research different aspects of the struggle of ethnic and racial minorities in the United States past and present.
8. Review concepts of race, prejudice, discrimination, stereotypes, and stigma in a media timeline.
9. Study how stereotyping evolved and the effects of stereotypical imagery on viewers, readers, etc.

10. Acquire a fundamental knowledge of various issues over media relationships with racial groups from the past to the present.
11. Investigate the social class characteristics of ethnic and racial conflict portrayed by the media.
12. Promote greater tolerance of cultural diversity in the media.
13. Examine how racial groups function as media audiences and media creators from past to present.
14. Identify key issues facing media personnel of color from past to present.

Textbooks:

Gonzalez, Juan and Torres, Joseph. *News For All The People: The Epic Story of Race and the American Media*. Verso Books. 2012 (You must purchase this text.)

**Dines, Gail and Humez, Jean M. *Gender, Race, and Class In Media*. Sage Publications. 2011
(Copies of this text are available in the school library as reference material.)**

Readings for this class will also include a compilation of selected book chapters, articles, essays and cartoons. In addition, students will view films, interact with guest speakers, produce projects, and participate in discussions.

The instructor expects students to read the appropriate material in advance and bring the reading material to each class session prepared to discuss.

Credits:

This course earns three (3) college credit hours and five (5) high school credits.

This course is designed to allow students to experience and meet the expectations in a beginning college course. If a student successfully completes the requirements, he/she will earn 5 high school credits in the Social Studies or General Elective area and 3 college credits through the University of Colorado at Denver.

The cost of the three credit hours is \$250. The students will apply and register on-line and the tuition amount will be billed to the school. Students will pay \$100 out of pocket. The remainder of the tuition is covered by Post Secondary Options. Students must earn a "C" or better. If the student earns a lower grade for the semester, they will be required to reimburse the program the \$150 paid by Post Secondary Options and forfeit the \$100 paid by the student. The amount due will be placed on your school bill.

Attendance:

The goal is 100% attendance! High performance and achievement are directly linked to attendance. Thus the attendance policy will be strictly enforced. If you are absent, you must bring in an excused absence slip from the attendance office. I will not accept a note from a parent. If I do not receive an excuse slip given by the attendance office, your absence will remain unexcused in my grade book. This will affect your grade. Your attendance grade will be averaged with your other grades as follows:

You will earn a 50 point ATP (Attendance, Tardy, Participation) Grade each six week period. You will lose 10 points for every unexcused absence and 10 points for every 3 unexcused tardies. **Excessive absences are not acceptable whether they are excused or unexcused. It may result in failing the course.** Thus attendance is expected everyday!

Materials:

You need the following materials for this class.

- ❑ Spiral notebook
- ❑ 3 ring binder or folder
- ❑ highlighter
- ❑ sticky notes
- ❑ pens and pencils

Grades:

Grades in this class are based on a point system. They will be comprised from discussions, reaction papers, short research papers, essays (25%), debate panels and projects (30%), attendance, participation (20%), tests, quizzes, final exam (25%) .

WRITTEN ASSIGNMENTS:

- **All written assignments must be neatly typed in Times New Roman 12 font, 1.5 spacing, and proof read for standard spelling, grammar, etc. before submission.**
- **Assignments are to be submitted on the date due at the beginning of the class period.**
- **Computer or printer problems at the last minute are not adequate reasons for exceptions to the late work policy in this class!**
- **It is the responsibility of the student to get makeup work, assignments and notes.**

Late work will NOT be accepted unless a documented emergency has occurred and is approved by the professor.

Note:

This syllabus is an outline only, and is subject to change at the discretion of the professor. If you have any questions whatsoever regarding the course requirements, materials, grading, etc., please speak with the professor as soon

as possible. Feel free to come and see me during office hours. This is especially important if you are having difficulty or doing poorly in the course.

Course Communication:

In addition to announcements made and written handouts distributed in class, the professor may need to contact students between classes, through individual email messages. Students are responsible for any messages, including assignments and schedule changes sent via email. Instructors may also be contacted via email in addition to being available during office hours and/or by phone if necessary.

Civility:

- **Cellphones and other electronic devices are not allowed in class.**
Adherence to the Student Conduct Code is required.
- **Headphones are not allowed in class.**
- Hats and other headgear are **NOT** allowed to be worn in class unless it is for religious purposes. (The professor requires prior notification to exceptions.)
- If infractions occur, the above materials will be confiscated and turned into the Dean's office.

ACADEMIC INTEGRITY:

You are required to develop and complete original work unless appropriately cited. If you are caught cheating or plagiarizing, you will receive a zero for the assignment and you will **NOT** be allowed to make it up.

CLAS Incomplete Policy:

Incomplete grades (IW or IF) are NOT granted for low academic performance. To be eligible for an incomplete grade, students MUST:

- Successfully complete a minimum of 75% of the course
- Have special circumstances beyond their control that preclude them from attending class and completing graded assignments
- Make arrangements to complete missing assignments with the original instructor. Verification of special circumstances is required.

Completion of a CLAS Course Completion Agreement is strongly suggested. Incompletes cannot be awarded that stipulate: (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor.

The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 2024.

CU Succeed Fall 2017 Registration Schedule and Deadlines

See the schedule on the CU Succeed website at:
www.ucdenver.edu/cusucceed

Have questions or want more information regarding the above information?

Please contact:

Angela Alton

CU Succeed Programs

Phone: 303-315-7030

Email: Angela.Alton@ucdenver.edu

www.ucdenver.edu/cusucceed

Semester Schedule with dates: (The course syllabus is subject to change and the Instructor reserves the right to modify this schedule.)

Week 1 – August 22-25

- **Course expectations**
- **Overview**
- **Introductory Activities**
- **Hot Topics**

Week 2 – August 28-September 1

- **Pre-Assessment**
- **Vocabulary assignment**
- **What prior knowledge do we have on media and race? (discussion)**
- **Assignment: My First Experience. (Essay on first impressions) (Due Sept. 8th)**
- **Reading: Gonzalez and Torres *Introduction* (pp.1-15)**

Week 3 – September 5-8

- **A brief introductory history on race and media in the United States.**
- **Introduction of the 1st Amendment to the U.S. Constitution**
- **Concepts of identity, stereotyping, and prejudice in the media.**
- **Video clips on stereotyping.**
- **Reading: Dines and Humez *Chapter 1* (pp.7-17.)**
- **Diversity Media Project #1 (due: October 17)**

Week 4 –September 11-15

- **Lecture on power and privilege in America and the social outcomes.**
- **Stereotyping, invisibility and marginalization.**
- ***What Would You Do?* exercise.**
- **Discuss the implications of the 1st Amendment on media and race relations in America**
- **Reading: Dines and Humez *Chapter 10* (pp.81-84.)**

Week 5 – September 18-22

- Midterm Exam #1 (September 21)
- Videos Clips: Free speech, marginalization and power. (Freedom Fighters vs. Thugs)
- Introduction: History of the news media and marginalized groups.
- Diversity Media Project #2 (due October 12)

Week 6 – September 25-29

- History of the news media and marginalized groups.
- Discussion: What is the meaning of Blackness in network news?
- The creation of “Othering.” (Us vs. them in network news.)
- Hot Topics
- Reading: Gonzalez and Torres *Chapters 6, 7 & 8* (pp. 93-134)

Week 7 – October 2 – 6

- Introduction: History of marginalization and pandering to minorities in advertising. (Aunt Jemima to Cheerios)
- Video Clips: Old advertisements
- Assignment (Due Oct. 10th): Find 3 advertisements, describe them if they are videos, and write a paragraph on how they represent marginalization or pandering to a particular ethnic group.
- Film: *Bamboozled*
- Diversity Media Project #3 (due December 12)

Week 8 – October 9– 13

- Discussion: *Bamboozled*
- Project Assignment (Due Oct. 20st): Create the perfect advertisement. Instructions given in a separate handout.
- Introduction: History of marginalization of people of color in film.
- Discussion: “Life on the Chitlin’ Circuit,” “Zoot suits and Latino Roots,” “Cowboys and Indians?,” “Aren’t all of them Chinese?”
- Hot Topics
- Reading: Dines and Humez *Chapter 12* (pp. 95-100)

Week 9 – October 16 – 20

- Film Clips: *Flower Drum Song, King & I, The Bronze Screen: 100 Years of the Latino Image in America, John Wayne (compilation)*
- Introduction: Historical look at images of people of color in film and television.
- Discussion: “Black, White and the rest of ya’ll”
- Guest Speaker: Amber N. Smith, MA., M.Ed., LPC- Concepts of marginalization, power and privilege and their psychological effects.
- Reading: Gonzalez and Torres *Chapters 9* (pp. 137- 160)

Week 10 – October 23 – 25

- Midterm #2 (October 24)
- Introduction: History of print media. “Who’s front page news?”
- Project (Due Nov. 3rd): Image Collage. Instructions will be on a separate page.
- Reading: Gonzalez and Torres *Chapter 10* (pp. 161-182)

Week 11 – October 30 - November 3

- Discussion: Criminalization of marginalized people.
- Introduction: “Your phobia is showing, you might want to clean it up.”
- Clips: Politics, Religion, World News
- Hot Topics
- Reading: Gonzalez and Torres *Chapters 12 & 13* (pp.209-255)

Week 12 – November 6 – 10

- Introduction: “From Sarah Baartman to Zendaya, you’re just too much” (Distortion and marginalization of images of Black women in the media).
- Panel Discussion: Black women and Body Image
- Class project: Image Dolls
- Hot Topics

Week 13 – November 13 – 17

- Discussion on Identity: “I don’t see me on t.v.”
- Project (Due Dec.2nd): “Siskle and Ebert”
- Film: *Reel Injuns*
- Research opportunity (Library)
- Reading: Gonzalez and Torres *Chapter 14* (pp. 257-276)

THANKSGIVING BREAK

Week 14 – November 27 - December 1

- Discussion: Perpetuation of stereotypes through time of Native Americans.
- Introduction: Owning your image. “Hip Hop is life.”
- Presentations Due
- Discussion: Does Hip Hop embrace stereotypes?
- Reading: Dines and Humez *Chapter 16* (pp.137-142)

Week 15 – December 4 – 8

- Presentations (Complete)
- Small Groups: “Rhyme Time”
- Introduction & Discussion: Journalistic Ethics “You owe me my 15 minutes.”
- Reading: Gonzalez and Torres *Chapter 17* (pp. 343-376)

Week 16– December 11 – 15

- Discussion: Working in Journalism in Black, White and Technicolor.
- Lecture/Discussion: “Traversing the Information Highway; Navigating In The Age Of The Internet”
- Wrap Up
- Final Review

Week 17 – December 18 – 21

- FINAL EXAM

HAVE A WONDERFUL WINTER BREAK!

