COURSE OBJECTIVE:
This course will explore the notion of racialism in various genres of mass communication, specifically - radio/music, television/cable, film, and print media. We will analyze and discuss contemporary images and messages in the media related to African-American culture paying close attention to the impact of stereotypes, insensitivity, racism, myths, stigmas, problematic representation and biased framing.

TEXT:
The weekly readings can be found on the class ICON site and in the J-School Resource Center E350 Adler Building. Readings are listed in the course outline below for each week. Every student is required to complete all assigned readings and reading responses. This reading material will be synthesized, debated, and critically evaluated through class discussions, critiques and presentations. Additional readings may also be assigned throughout the semester.

GE GOALS & OBJECTIVES: Cultural Diversity
Cultural Diversity courses foster greater understanding of the diversity of cultures in the United States and provide knowledge and critical understanding of these cultures. Most courses focus on one or more non-dominant cultures or peoples of the United States. Although some include comparative study with cultures outside the United States, the primary focus is on the experience within the US. Students may use 3 s.h. of course work approved in this area to partially complete the Distributed General Education component of the General Education Program.

NOTES:
DISABILITY - I would like to hear from anyone who has a disability which may need some modification of seating, testing or other class requirements so that appropriate arrangements can be made. Please see me after class or during my office hours.

EMAIL - Make sure your email account is active and connected to the University system so that you can get J-MC School, UI and class messages. You should check your email regularly. University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

ATTENDANCE - Attendance is mandatory. Every class is important so please don’t ask my permission to miss a class. Missing 20 minutes of any one class can be considered an absence. If you must miss a class you will need to provide a written explanation and adequate documentation for me to consider suspending the penalty.

DEADLINES - Deadlines in this class are firm. Late assignments must be pre-approved. NO assignment will be extended more than one week past the deadline – NO exceptions. It is your responsibility to turn in your assignments directly to the teaching assistant when they are due. If you turn in an assignment in some other way (under office door or in box), at some other time (before or after due date), we are not responsible if it is lost or misplaced. It is always a good idea to keep a copy in case there is a problem.

UNIVERSITY EXAM POLICY - Final Examinations. An undergraduate student who has two final examinations scheduled for the same period or more than three examinations scheduled for the same day may file a request for a change of schedule before the published deadline at the Registrar’s Service Center, 17 Calvin Hall, 8-4:30 M-F, (384-4300). Missed exam policy. University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Excused absence forms are required and are available at the Registrar web site:
http://www.registrar.uiowa.edu/forms/absence.pdf
CHANGES - It may be necessary to make changes in the syllabus according to how readings, videos, speakers, and assignments flow throughout the semester. A number of new videos have been ordered. A currently listed video in the syllabus may be replaced by a new one depending on arrival date.

WARNING - If any of the videos shown in class are offensive to you talk to your TA. You are not required to stay and view them. However, each video has been selected because of its appropriateness to the particular section studied. And all are available on television or from video stores. Keep in mind that some of the videos will have response essays connected to them that cannot be made up.

SUGGESTIONS OR COMPLAINTS - Student complaints concerning faculty/TA actions - first attempt to resolve the matter with the TA, if not possible, contact the professor, if you are still not able to settle it go to department executive officer, Dr. David Perlmutter, 335-3486. Complaints must be made within six months of the incident. [www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5]

SEVERE WEATHER OR OTHER CRISIS – If there is a weather or other crisis members of the class should seek appropriate shelter and stay until the crisis is over. In the case of really bad weather, please check your email before coming to class. If the class is cancelled I will send an email notice as far ahead as possible. (Operations Manual, Part IV, 16. items e, h, and i.)

ACADEMIC MISCONDUCT - Plagiarism and any other activities when students present work that is not their own are academic fraud. Cheating includes copying someone else's work or purposefully allowing someone else to copy your work. Disciplinary actions - the professor will inform you immediately of the allegation. If found guilty you will receive an F on the assignment, you may also receive an F in the entire course, probation, suspension or even expulsion. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on consequences at the departmental level while CLAS enforces additional consequences at the collegiate level. [www.clas.uiowa.edu/students/academic_handbook/ix.shtml]

ADMINISTRATIVE HOME - The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS Student Academic Handbook. [www.clas.uiowa.edu/students/academic_handbook/index.shtml]

SEXUAL HARASSMENT - Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit [www.sexualharassment.uiowa.edu] for definitions, assistance, and the full University policy.

RIGHTS AND RESPONSIBILITIES - Student Rights and Responsibilities means that you will respect the other members of the class, the professor/TA, and treat everyone with the same courtesy you want to receive in return. Students have the right to a classroom environment that encourages learning. The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behavior also is a violation of the Code of Student Life. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for Student Services and Dean of Students).

GRADING:
You must earn 60% of the available points in order to pass this class. This means there are rigorous expectations. **Assignments will be graded with these guidelines in mind: A = Exceptional work, B = Very good work, C = Average work, D = Poor work, F = Unacceptable work. Grades are not based on percentages, but on points. The final grade will be based on the total points earned for all class assignments and activities (see grade scale below). Plus/minus grading will only be allocated for the final grade and only if the total points are on the cut off.**
You should plan to put sufficient time and attention into this class. The College of Liberal Arts and Sciences suggests that students work at least two hours outside class per week for each semester hour of course credit.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique</td>
<td>40 pts.</td>
<td>200-185 = A</td>
</tr>
<tr>
<td>Presentation</td>
<td>25 pts.</td>
<td>184-164 = B</td>
</tr>
<tr>
<td>Reading essays (16)</td>
<td>2 pts. each</td>
<td>163-138 = C</td>
</tr>
<tr>
<td>Participation</td>
<td>30 pts.</td>
<td>137-125 = D</td>
</tr>
<tr>
<td>Attendance (2 pts. each class)</td>
<td>28 pts.</td>
<td>below 125 = F</td>
</tr>
<tr>
<td>Group Framing Exercise</td>
<td>15 pts.</td>
<td></td>
</tr>
<tr>
<td>Media Diary (15 pts. Midterm/final)</td>
<td>30 pts.</td>
<td>Graduate Student Critique 100 pts.</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DESCRIPTIONS:**

**Critique** – a maximum 6 pages, plus footnotes and/or bibliography. You will write a critique examining a contemporary issue concerning African Americans and the media. This is a critical evaluation that requires extensive research. It is not a personal essay (see attached critique handout for details). Wikipedia and other unreliable Internet sources will not be accepted as documentation for this assignment.

**Graduate Student Critique** – Instead of a six-page critique graduate students are required to write a 12 page critique/research paper. It will be an in-depth critical analysis of a major area of interest related to an issue concerning African-Americans and the media. **All graduate students must set up an appointment to meet with the professor outside of class to discuss their proposed final paper no later than March 22nd.**

**Presentation** - Each student will prepare a seven to ten-minute presentation for the class on a topic of interest that relates to African Americans and media. Another 2-4 minutes will be allotted for questions-answers-discussion. A one-page abstract/outline on topic must be prepared and distributed to all class members (36-40 copies). Audio, video, or print examples must be included in presentation but should be no longer than 3 minutes. Your critique can be used as the basis for this presentation.

**Reading essays** – There are 16 assigned weekly readings. You will write a minimum 1/2 page maximum 1 page reaction essay for each reading. For your reaction, specifically focus on something you relate to, something you don’t agree with or something that is interesting in each paper. If you choose to combine the two readings and write one page on a common issue make sure you clearly connect to both in your essay otherwise you will only get credit for one essay. Must be submitted in normal typeface (12/14 Times), and double-spaced. These will not be graded but in order to receive the points it must be a well thought out response. Essays must be submitted before or during the class where the readings are discussed - **NO exceptions!!!!** Essays should not be sent through email unless approved by professor.

**Media diary** – You will keep a weekly diary throughout the semester that relates to your interaction with the media. You will identify and document specific examples of racialism in the media. Briefly explain what you read, watch or listen to, and the connection to racialism. A midterm and final diary submission is required. For the midterm (Jan 26th – Mar 8th)- hand in your diary notes, pulling out three specific racialism samples (for example - a copy of a problematic newspaper article, magazine ad or downloaded video, etc.). For the final diary (Mar 22nd – May 3rd)- hand in your second diary notes and examples the same way. Both the midterm and final diaries should be no more than 6 pages, plus samples. Your media diary should average about three entries a week. Your entries must be connected to the media rather than a more general race issue.

**Participation** – This is a discussion class, therefore class discussion is a very important component. Points will be distributed based on your contribution to class discussions. Minimum contribution/rarely speak 10 pts. – average contribution/sometimes speak 20 pts. – exceptional contribution/always speak 30 pts.. All members of the class must be respectful to each other when speaking or responding. **No exceptions!!!!**
COURSE OUTLINE:

January 19th - Syllabus Overview
Presentation: Racialism and the Media/Evaluating Research Handout (Racialism Examples)
Video Analysis (Ethnic Notions)

January 26th Black Stereotypes and Framing
READINGS WEEK 1: Stereotypes and Culture by Perry Hinton * Framing Comparative Risk: A Preliminary Analysis by Oscar Gandy Jr. and Zhan Li
Video Analysis (Color Adjustment)

February 2nd - Blacks in the News and TV Courtrooms
Video Analysis (Judges – Joe Brown, Lynn Toler and Greg Mathis)

February 9th - Black Athletes and Sports
Video Analysis (Third and a Mile: The Black Quarterback)

February 16th – Black Women and Beauty
READINGS WEEK 4: Boys in the Burbs: A Critical Analysis of The Boondocks by Alyse Nicole Jenkins * Performing Race in Flavor of Love and the Bachelor by Rachel Dubrofsky and Antoine Hardy
Video Analysis (Cultural Criticism and Transformation - Bell Hooks)

February 23rd - Group Presentations - Media Framing Examples *Midterm Media Diary DUE! (January 26th-March 8th)

March 1st – Ghettofabulous
READINGS WEEK 5: Boys in the Burbs: A Critical Analysis of The Boondocks by Alyse Nicole Jenkins * Performing Race in Flavor of Love and the Bachelor by Rachel Dubrofsky and Antoine Hardy
Video Analysis (Boondocks - 30 min/Flavor of Love 2 - 30 min)

March 8th - Black Film & Black Images
READINGS WEEK 6: Black is Blak: Bamboozled and the Crisis of a Post Modern Racial Identity by Phil Chidester, Shannon Campbell and Jamel Bell * Screens Fade to Black: Moving Forward Without Moving Back by David Leonard
Video Analysis (Bamboozled)

March 15th – Spring Break

March 22nd – Rap Music
READINGS WEEK 7: * I Got Natural Skill….: Hip Hop, Authenticity and Whiteness by Todd Fraley * Relationships Between Exposure to Rap Music Videos and Attitudes towards Relationships Among African American Youth by Yaphet Bryant
Video Analysis (Hip Hop: Beyond Beats and Rhyme)

March 29th – The First African American President
Video Analysis: (Barack Obama’s Race Speech) **Final Critique DUE!
COURSE OUTLINE (continued)

April 5th – Presentations

April 12th – Presentations

April 19th - Presentations

April 26th - Presentations

May 3rd - Presentations/Wrap Up

** Final Media Diary DUE! (March 22nd – May 3rd)

May 7th – Final Graduate Paper Due!

Bibliography


Gandy Jr., Oscar and Zhan Li, Framing Comparative Risk: A Preliminary Analysis, *The Howard Journal of Communications*, vol. 16, 2005, 71-86.


Critique and Final Graduate Student Paper Guidelines

Your 6 page critique/12 page graduate paper will explore a contemporary issue of interest that involves an analysis of the connection between African American culture and the media. This is a critique of the media so you can choose – radio, television, film, Internet, cable/satellite, print (books, magazines, newspapers), etc. to examine. Six pages is a small assignment, so you should select a focused topic and explore it in-depth (for example- an analysis of the stereotypes found in the movie Bringing Down the House) rather than choosing a broad topic and only covering the surface (like -a general analysis of stereotypes in black films over a ten year period).

This is not a personal essay, but an in-depth critique, therefore you are expected to include other critical viewpoints, related resources and specific examples to confirm or highlight the point(s) you want to make. The critique/paper should be a mix of your main ideas, other critical viewpoints and relevant examples. Critiques must be typed in an average typeface such as Times 12/14 and double-spaced. Critiques will be graded on clarity/logic, depth of critical analysis, structure/organization, grammar/other mechanics and endnotes/bibliography.

You are required to include a minimum of six citations in your text and bibliography using MLA style. No more than two citations can come from the assigned readings and no more than one from an Internet site (This means - if you look up a book or magazine on the Internet the bibliographic citation must still be written in appropriate MLA style NOT www.Newsweek.com).

An example structure for this critique/paper includes an introduction (explain what the critique/paper will cover), background information (your main points, ideas from outside resources/critics and reference information), an analysis section (discussion of key elements or issues explain how they fit or don’t fit with main points, connect to outside critiques and document with examples. Finally, finish with a conclusion that briefly summarizes the most important points and findings.

You are not required to, but you can use the questions below (as many as you like) to stimulate your analysis:

1. Describe the messages and images involved in your media example.
2. Explain how the messages/images are positive, negative, biased or problematic.
3. Are the messages/images aimed at a specific audience, why or why not?
4. Have or could such messages/images influence/impact you? How?
5. Contrast how such messages/images could influence/impact the African American community specifically and/or influence/impact general mainstream society.
6. Are these messages/images reinforced/perpetuated at school, home, church, business or other entity?
7. Are these messages/images altered/contradicted at school, home, church, business or other entity?
8. Explain the historical and cultural context, especially as it may shape the messages/images discussed?
9. How does your analysis relate to the cultural messages/images of other minorities in the media or to other groups such as women, kids, elderly, disabled, gay/lesbian, etc?
10. If you had control, in what ways might you change this message/image to eliminate the issue or problem?