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, representation and framing.

TEXT:
The weekly readings can be found on the class ICON site. They are listed in the course outline below. Every student is required to complete all assigned readings. This 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:
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 Academic Policies Handbook at http://clas.uiowa.edu/students/handbook.

Electronic Communication - 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, k.11).

Accomodations for Disabilities - A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty - All CLAS students have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Exam Policies - The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar's web site.

Making a Suggestion or Complaint - Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).
UNDERSTANDING SEXUAL HARASSMENT - Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

REACTING SAFELY TO SEVERE WEATHER - In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

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 professor 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), I am not responsible if it is lost or misplaced. It is always a good idea to keep a copy in case there is a problem.

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 the professor. 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.

RIGHTS AND RESPONSIBILITIES - Student Rights and Responsibilities means that you will respect the other members of the class, including the professor, 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).

RESOURCES - The J-School Writing Assistance Program – Teaching assistants in the School of Journalism are scheduled during the week in the J-School Resource Center E350 Adler Building to help students with their writing. A calendar will be provided as soon as it is available. University Writing Center helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading. http://www.uiowa.edu/~writingc/

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. (Example: 200 points = A+/ 185 points = A-).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique</td>
<td>50pts.</td>
<td>200-185 = A</td>
</tr>
<tr>
<td>Presentation</td>
<td>30pts.</td>
<td>184-164 = B</td>
</tr>
<tr>
<td>Reading essays (9) 4pts. each</td>
<td>36pts.</td>
<td>163-138 = C</td>
</tr>
<tr>
<td>Participation</td>
<td>26pts.</td>
<td>137-125 = D</td>
</tr>
<tr>
<td>Attendance (2pts. each class)</td>
<td>28pts.</td>
<td>below 125 = F</td>
</tr>
<tr>
<td>Media Diary</td>
<td>30pts.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200pts.</td>
<td></td>
</tr>
<tr>
<td>Graduate Student Critique</td>
<td>100pts.</td>
<td></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 any 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 October 12th.

Presentation - Each student will prepare a seven-minute presentation for class on a topic of interest that relates to African Americans and media. Another 2-3 minutes will be allotted for questions-answers-discussion. A one-page abstract/outline must be prepared and distributed to all class members (40 copies). Audio, Video, or print examples must be included in presentation. Your critique can be used as the basis for this presentation.

Reading essays – There are 18 assigned weekly readings. You will write a maximum 1 page reaction essay for each article. Focus on something you relate to, something you don’t agree with or something that is interesting. Must be submitted in normal typeface (12/14 Times), and double-spaced. These will not be graded but in order to receive the points they must be a well thought. 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.

Media diary – You will keep a weekly diary throughout the semester that relates to your interaction with the media. You will document specific examples of racialism that you identify. Briefly explain things that you read, watch or listen to with a connection to racialism. A midterm and final diary submission is required. For the midterm - hand in your weekly diary notes, along with three racialism samples explained in more detail (for example - a copy of a problematic newspaper article, magazine ad or downloaded video, etc.). For the final - hand in your second six week diary notes with three specific examples. Both the midterm and final diaries should be no more than 5 pages, plus samples.

Attendance - Attendance is mandatory. Every class is important so please don’t ask the professor’s permission to miss a class. Missing 30 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 suspension of the penalty. You will receive two points for each class. An attendance sheet will be passed around. It is your responsibility to sign it.

Participation – Class discussion is a very important part of this class. Points will be distributed based on your contribution to class discussions. Minimum contribution/rarely speak 8pts. –average contribution/sometimes speak 16pts. – exceptional contribution/always speak 26pts. All members of the class will be respectful to each other when speaking. No exceptions!

Extra Credit – weekly racialism submissions to the Midwest African American Cultural Center Blog site based on your weekly media diary examples (a minimum of ten weekly submissions to receive credit).

COURSE OUTLINE:

August 20th - Syllabus Overview
Presentation: Racialism and the Media/Evaluating Research Handout
                        Media Framing Exercise and Discussion
Video Analysis  (Racialism Examples)
August 27th  Stereotypes, Representation and Framing
READINGS: Stereotypes and Culture by Perry Hinton * Framing Comparative Risk: A Preliminary Analysis by Oscar Gandy Jr. and Zhan Li
Video Analysis (Ethnic Notions)

September 3th  Labor Day Break

September 10th - News Coverage
Video Analysis (Color Adjustment)

September 17th - Athletes and Sports
READINGS: Roughing the Passer: The Framing of Black and White Quarterbacks prior to the NFL Draft by Eugenio Mercurio and Vincent Filak * Depicting the Quarterback in Black and White by Andrew Billings.
Video Analysis (Third and a Mile: The Black Quarterback)

September 24th – Women and Beauty
READINGS: Conflicting Messages: Overweight & Obesity Ads & Articles in Black Magazines by Teresa Mastin & Shelly Campo * Tyra Banks is Fat: Reading Post Racism and Post Feminism by Ralina Joseph
Video Analysis (The Souls of Black Girls)

October 1st - Ghettofabulous
READINGS: 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/Flavor of Love 2)

*Midterm Week Media Diary DUE! (Aug 20th – Oct 1st)

October 8th – Hate Speech and Class Issues
READINGS: Ruling Class: Disciplining Class, Race & Ethnicity in TV Reality Court Shows by Helene Shugart * Race, Civil Rights and Hate Speech in the Digital Era by Jessie Daniels
Video Analysis (Judge Joe Brown/Judge Greg Mathis/Judge Lynn Toler/Hate Speech Exercise)

October 15th - Film Images
READINGS: Screen Fade to Black: Moving Forward Without Moving Back by David Leonard * Out of the Ghetto, Into the Hood by Paula Massood
Video Analysis (Crash)

October 22nd – Rap Music
READINGS: The Effects of Images of African American Women in Hip Hop on Early Adolescents by Dionne Stephens and April Few * I Got Natural Skill…: Hip Hop, Authenticity and Whiteness by Todd Fraley
Video Analysis (Hip Hop: Beyond Beats and Rhyme)

**Critique Synopsis DUE!

November 5th – Presentations

November 12th – Presentations

**Final Critique DUE!
COURSE OUTLINE (continued)

November 19th - Thanksgiving Break

November 26th - Presentations

December 3rd - Presentations/Wrap Up ** Final Week Media Diary DUE! (Oct 8th – Dec 5th)

December 10th – 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/10-12 page graduate paper will explore a contemporary issue of interest that involves an analysis of the connection between African American culture and the media. 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 the last ten years).

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 from outside resources 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. Wikipedia and other unreliable Internet sources will not be accepted as documentation for any assignment.

You are required to include a minimum of six citations in your bibliography using MLA style. No more than two citations can come from the assigned readings and no more than one from an Internet site (If you look up a book or magazine on the Internet the bibliographic citation must still be written in appropriate MLA style). 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, other critiques and reference information), an analysis section (discussion of key elements or issues interwoven with how they fit or don’t fit with your main points, connected to the outside critiques, plus documented with examples, and finally a conclusion (briefly summarize the most important points).

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 by other entities (school, home, church, business etc.)?
7. Are these messages/images altered/contradicted by other entities (school, home, church, business etc.)?
8. Explain the historical 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?