Community Media

JMC:2500:001
Spring 2020
Tuesday and Thursday / 11:00 am to 12:15 pm
W332 Adler Journalism Building

Professor: Rachel Young, PhD, MPH
Office: W333 Adler Journalism Building
Drop-in hours: Wednesday 1:00-3:00 pm; Thursday 12:30-1:30 pm or by appointment
Email: rachel-young@uiowa.edu
Course website: icon.uiowa.edu

Course Objectives: Stories in the media are how we learn about communities that we don’t inhabit or interact with. But many communities and identities are poorly represented in media, especially in the news. How can journalists and other storytellers create media that respect and engage with communities? How can they listen deeply and reflect lived experiences, not just reproduce stereotypical stock stories? In this course we will begin to address these vital and complicated questions. At the end of this class, you should be able to:

- Use simple smartphone tools to construct digital stories.
- Identify the structural foundations of media misrepresentation.
- Define individual and systemic bias and understand their effects on individuals and communities.
- Practice techniques such as active listening that help in developing empathy and understanding of diverse viewpoints.
- Collaborate with community partners on a multimedia storytelling project.

Our community partner for the semester will be the Coralville Community Food Pantry. The values statement of the pantry is: Everyone deserves good food. Throughout the semester, you will critique media representations of food insecurity and related issues; volunteer at the pantry; and collaborate with staff, volunteers, and clients to produce an audio story and a final digital story.

SJMC Learning Outcomes: The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here on the SJMC Website. This course contributes to these learning outcomes by helping you understand analyze media representations of communities and develop your own digital stories. Achieving these outcomes means the ability to:

- Analyze and interpret media messages through an understanding of media practices and institutions.
- Learn how to create and disseminate media messages in various forms.
- Gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.
• Produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.
• Work with members of diverse groups to engage publicly over issues of community interest.

Class Rules and Conduct: In this class, we practice active learning, which allows you to learn by continually practicing the skills we’ll develop in class. Active learning requires a supportive learning environment and engaged students who come ready to give focused attention and participate in all class activities. We will often use class time to practice specific skills, provide peer critiques, or develop drafts. To be successful in accomplishing course objectives, you will need to come to class ready to learn and participate, and to give your full attention to class lessons, discussions, and activities.

• Using class time for anything other than the work of this class will get in the way of your learning and that of your fellow students. Please do NOT use cell phones, tablets, or laptops during class, unless you’re using them for a class project.
• Attendance is required for both Tuesday and Thursday classes.

Our procedure for addressing problems will be:
• Issues with attendance or attentiveness in class will be discussed in a meeting with the professor. The student will develop a plan for addressing the issues and consequences if the plan isn’t followed.
• Failure to adhere to the plan will result in the agreed-upon consequences, such as a lower grade, additional work, or, in extreme cases, failing the class.

Grading
In this class, many assignments will be graded not just on the finished product but on commitment to the process. This means you’ll be graded on your Personal Story, but also on your participation in a story circle, the first draft of your script, your peer critique of others’ scripts, and your final digital story. Most steps in the assignment process will be graded on a plus/minus system. All assignments will have detailed rubrics that explain what is expected and the standards by which assignments will be assessed.

Final grades will be assessed using these categories. Note that I do not give A+ grades in workshop classes:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87.5-89.9%</td>
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<tr>
<td>B</td>
<td>82.5-87.4%</td>
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<tr>
<td>B-</td>
<td>80-82.4%</td>
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<tr>
<td>C+</td>
<td>77.5-79.9%</td>
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<tr>
<td>C</td>
<td>72.5-77.4%</td>
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<tr>
<td>C-</td>
<td>70-72.4%</td>
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<tr>
<td>D+</td>
<td>67.5-69.9%</td>
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<tr>
<td>D</td>
<td>62.5-67.4%</td>
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<tr>
<td>D-</td>
<td>60-62.4%</td>
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<tr>
<td>F</td>
<td>59.9% or below</td>
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Readings
There is no textbook for this class, and all readings will be provided on the course ICON site by the week before they’re due. You should complete assigned readings (or listen to podcasts or watch videos) for that week before coming to class on Tuesday, unless otherwise noted on the schedule.

Assignments
Our assignments for this class are designed to build your skills in three areas: (1) different modes of digital storytelling; (2) critiquing media representations; and (3) communicating with and about diverse communities.

Personal Story (10% of grade; 100 points)
Your first assignment will be a personal essay in a digital storytelling format. You will use still photographs and an audio-recorded script, that you will write, to explore an avowed or ascribed identity that aligns with
one of the identity faultlines we'll discuss the first week of class. We will use the StoryCenter model of digital storytelling to develop these digital personal essays. You will have opportunities in class to develop scripts and give and receive peer critiques.

**News Critique (15% of grade; 150 points)**
You will find news representations of the identity explored in your personal story. You will analyze those stories to critique stereotypical representation, identify areas of invisibility, and suggest strategies for improvement in media coverage.

**Volunteering (15% of grade; 150 points)**
Part of getting to know a community well enough to tell stories with and about them will be in spending time in that community. Throughout the semester, you will complete at least two volunteer shifts with the Coralville Community Food Pantry. You will be responsible for signing up for volunteers shifts through the pantry web site and recording your volunteer hours. This assignment be graded on a contract basis – the more you volunteer, the better your grade will be.

**Audio Story (15% of grade; 150 points)**
To practice your interview skills, you and a classmate will interview someone associated with our community partner: staff, volunteers, or clients. You'll audio record your interview and edit it into a 3-minute audio piece. You will have opportunities in class to develop interview questions and practice interviewing.

**Community Story (35% of grade; 350 points)**
The culmination of our coursework will be your community story you will produce alone or with a small group. The format and topic of the story will be developed with our community partner.

**Weekly Reflections (10% of grade; 100 points/10 points for each)**
An important part of this class will be reflecting on readings and discussions. Reflections will be for answering weekly prompts, discussing your experiences with volunteering and other assignments, and communicating with me in a safe, private space for questioning and comment. Every week except the last two weeks of class and the week after spring break I’ll post a reflection prompt to ICON by the Friday before the reflection is due. Reflections will be due to ICON before class begins on Tuesday. Reflections will be graded as complete or incomplete (ie, credit or no credit). You can’t make up weekly reflections or turn them in late, but I will drop your lowest three scores.

**Attendance/Participation**
In this class, everyone starts with 100% for attendance and participation. If you are not giving your best during class or with our community partner or you miss class more than twice, you will be required to meet with the professor and develop a plan for improvement. Consequences will typically be deductions from your final grade at the +/- level.

**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](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).

Accommodations for Disabilities
A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Honesty
All CLAS students or students taking classes offered by CLAS 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 Examination Policies
The final examination schedule for each class is announced by the Registrar, generally by the fifth week of classes. 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 date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a 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). The DEO for the School of Journalism & Mass Communication is Prof. David Ryfe, phone 319.335.3486.

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 Office of the Sexual Misconduct Response Coordinator for assistance, definitions, and the full University policy.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, diversity@iowa.edu or visit diversity.uiowa.edu.
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.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and the University of Iowa Operations Manual.

Tentative schedule:
This syllabus is a living document, subject to change. Any changes to readings or deadlines will be announced in class and through email/on ICON. Read the assigned reading **before** class each week, unless otherwise noted.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Class Media, Readings/Video</th>
<th>Assignments Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Defining community-based media</strong></td>
<td><em>Cross-Cultural Journalism</em>, Ch. 1 (for Thursday)</td>
<td>Weekly reflection (done in class)</td>
</tr>
<tr>
<td>21 &amp; 23 Jan</td>
<td>Tuesday: Introductions, syllabus</td>
<td>Bryant, H. “We are responsible for how we use our power.”</td>
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<td></td>
<td>Thursday: Reading discussion; Introduce Personal Story assignment</td>
<td>Neiman Lab. (for Thursday)</td>
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<td></td>
<td>Digital storytelling</td>
<td>Digital storytelling cookbook</td>
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<td>Week 2</td>
<td>Monday: One-button Studio Visit; work on person stories</td>
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<td>Weekly reflection (due Tuesday)</td>
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<td>28 &amp; 30 Jan</td>
<td>Tuesday: Story circle; Technology training</td>
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<td>Week 3</td>
<td><strong>Personal digital stories</strong></td>
<td>Watch: Colon, J. <em>Little things are big</em>. Facing history.</td>
<td>Weekly reflection (due Tuesday)</td>
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<td>4 &amp; 6 Feb</td>
<td>Tuesday: Work on personal stories</td>
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<td>Thursday: Watch personal stories</td>
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| Week 4 11 & 13 Feb | **Snap judgments and stereotypes**  
Tuesday: Discuss readings, introduce News Critique  
Thursday: Visit from Coralville Food Pantry | **Cross-Cultural Journalism**, Ch. 3  
“*The new face of hunger,*”  
*National Geographic* | **Weekly reflection** (due Tuesday)  
Volunteer application due in class Thursday – bring a paper copy to class |
|---|---|---|---|
| Week 5 18 & 20 Feb | **News critique**  
Tuesday: Discuss reading  
Thursday: Work on news critique | Oluo, Ch. 2: What is racism?  
McMillan, T. “*What do we think poverty looks like?*”  
*NY Times* | **Weekly reflection** (due Tuesday) |
| Week 6 25 & 27 Feb | **Listening across difference**  
Tuesday: Discuss reading  
Thursday: Present news critique in class | **Cross-Cultural Journalism**, Ch. 2  
Plazas, D. “*How The Tennessean hosts meetings to listen and understand.*”  
*American Press Institute.* | **Weekly reflection** (due Tuesday)  
News Critique due to ICON by class Thursday (2/27) |
| Week 7 3 & 5 March | **The craft of interviewing**  
Tuesday: Interviewing craft and power; Introduce audio story  
Thursday: Practice interviews | Listen to: NPR. “*The art of the interview, ESPN-style*” | **Weekly reflection** (due Tuesday)  
Interview questions due in class Thursday (3/5), bring two copies to class |
| Week 8 10 & 12 March | **Audio editing**  
Tuesday: Reading discussion  
Thursday: Work on audio stories | Listen to: Radiolab, “*Nazi summer camp*” (this first)  
Listen to: Transom, “*Finding the story when you know too much*” (this second) | **Weekly reflection** (due Tuesday) |
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<th>Week 9 17 &amp; 19 March</th>
<th>Spring Break</th>
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| Week 10 24 & 26 March| **Deep reporting**  
Tuesday: Reading discussion  
Thursday: Listen to audio stories  
Verzemnieks, I. “Life in Obamacare’s Dead Zone,” NY Times. |
|                      | Weekly reflection (due Tuesday)  
Audio stories due to ICON by start of class Thursday (3/26) |
| Week 11 31 March & 2 April | **Image, inclusion, and representation**  
Tuesday: Reading discussion; introduce Community Story  
Thursday: Community story brainstorming  
“In a homecoming video meant to unite campus…,” New York Times  
|                      | Weekly reflection (due Tuesday) |
| Week 12 7 & 9 April | **Ethics and engagement**  
Tuesday: Ethics and engagement  
Thursday: Community story work  
StoryCenter Ethics |
|                      | Weekly reflection (due Tuesday) |
| Week 13 14 & 16 April | **Food insecurity: what are the stock stories?**  
Tuesday: Reading discussion  
Thursday: Community story work  
Food insecurity readings TBD |
|                      | Weekly reflection (due Tuesday) |
| Week 14 21 & 23 April | **Community story work**  
Tuesday: Reading discussion; Community story work  
Thursday: Community story work  
Cross-Cultural Journalism, Ch. 15 |
<p>|                      | Weekly reflection (due Tuesday) |</p>
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<tr>
<th>Week 15</th>
<th>Community Story Work</th>
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| 28 & 30 April | Tuesday: Community story work  
Thursday: Community story work |

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<tr>
<th>Week 16</th>
<th>Critiques</th>
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| 5 & 7 May | Tuesday: Peer critiques, community critiques  
Thursday: Revisions, wrap-up |

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<thead>
<tr>
<th>Draft community story due in class</th>
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<td>Tuesday, May 5</td>
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<tr>
<th>Finals Week</th>
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<td>Community Presentations (times TBD)</td>
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Resources for Students:
Writing Center – 110 EPB, 335-0188, [https://writingcenter.uiowa.edu/](https://writingcenter.uiowa.edu/)
University Counseling Center – 3223 Westlawn, 335-7294, [https://counseling.uiowa.edu/](https://counseling.uiowa.edu/)
Rape Victim Advocacy Program – 335-6000, [https://rvap.uiowa.edu/](https://rvap.uiowa.edu/)
Student Disability Services – 3015 Burge, 335-1462, [https://sds.studentlife.uiowa.edu/](https://sds.studentlife.uiowa.edu/)