COURSE OBJECTIVE:
This course will explore the theoretical notion of racialism in various genres of mass communication - radio/music, print media television/cable, film, Internet, and social 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, historical myths, stigmas, problematic representations, biased framing, and traditional racism.

TEXT:
The weekly readings can be found on the class ICON site. 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 be added throughout the semester.

MULTICULTURAL LEARNING GOAL
To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to media communications.

Learning Objective 1: Students will demonstrate an ability to assess media that serve the needs and interests of diverse communities and reflect their voices and experiences.

Learning Objective 2: Students will demonstrate sensitivity to and understanding of the problematic images and messages about cultures, histories, perspectives, socio-economic, and political situations of diverse groups in media.

Learning Objective 3: Students will demonstrate an ability to discuss and work with members of diverse groups engaging publicly over issues of cultural interest and concern.

CLASS NOTES:
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. In the case of really bad weather like an ice storm, please check your email before coming to class. If the class is cancelled I will send an email notice as far ahead as possible. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

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 must use this account for correspondences. (Operations Manual, III.15.2. Scroll to k.11.)

ATTENDANCE - Attendance is mandatory. Every class is important so please don’t ask my permission to miss a class. If you must miss a class you will need to provide a written explanation and adequate documentation for me to consider suspending the penalty. Missing 30 minutes of one class can be considered an absence. You can miss two classes without penalty.
CHANGES - It may be necessary to make changes in the syllabus according to how readings, videos, and assignments flow throughout the semester. A number of new videos have been ordered. So 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 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 on the Internet.

DEADLINES - Deadlines in this class are firm. Late assignments should 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 email), at some other time (before or after due date), the professor not responsible if it is lost or misplaced. It is always a good idea to keep a copy in case there is a problem.

COLLABORATION – If a group project is assigned, each group member is expected to contribute equally. If, the professor receives a complaint, each student will be required to complete a self-evaluation describing the equality or the lack of it during the group’s project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty.

RIGHTS AND RESPONSIBILITIES - Student Rights and Responsibilities include your right to expect a classroom environment that enables all to learn comfortably, plus you have a responsibility to this class and your own education to help create a classroom environment where the same is possible for everyone. At the most basic level, this 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.

INAPPROPRIATE USE OF COMPUTER OR PHONE - Once class starts you may not use the computer to check your email, go on Facebook or any other computer activity outside of class work. You will lose 5 points each time the professor discovers an inappropriate use of the computer. It is also rude and unacceptable to work on the computer while the professor or fellow students are presenting to the class or a video is playing. Please be respectful at all times.

UNIVERSITY NOTES:

Administrative Home
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (https://clas.uiowa.edu/students/handbook).

Electronic Communication
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (https://sds.studentlife.uiowa.edu/).

Nondiscrimination in the Classroom
UI 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 at diversity@uiowa.edu or diversity.uiowa.edu.
Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address.

CLAS Final Examination Policies
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals. (https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies.)

Making a Complaint
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).

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 must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see https://osmrc.uiowa.edu/.

Illness
Students with the flu, colds, or other viruses are encouraged by the health care community to stay home and not to seek care since viruses spread quickly in public places. UI Student Health no longer provides documentation to students for short-term illness. A student with a long-term illness (or generally those who miss more than two days of classes beyond what is allowed by the instructor’s attendance policy) must provide a record of appointments or documentation from a health care provider, such as a note stating the student has been under the doctor's care.

Resources for Students
Students will find the Writing Center and the Speaking Center useful for this course. The Tutor Iowa site is also valuable for students seeking extra help. The School of Journalism Resource Center (E350 Adler) also offers a broad range of help including computer access, writing assistance and relevant materials.
Writing Center: https://writingcenter.uiowa.edu/
Speaking Center: https://speakingcenter.uiowa.edu/
Tutor Iowa: https://tutor.uiowa.edu/

Religious Diversity
University holidays are not religious holy days, although a religious holy day may coincide with a University holiday. The University is prepared to make reasonable accommodations in its work assignments, test schedules, and classroom attendance expectations in a manner which is consistent with the University Policy on Human Rights (see II-3) and does not unfairly burden employees and 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 if the total points are on the cut off. (Example: 200 points = A+/ 185 points = A-). You should plan to put sufficient time and attention into this class.

<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>20pts.</td>
<td>184-164 = B</td>
</tr>
<tr>
<td>Reading essays (20)</td>
<td>40pts.</td>
<td>163-138 = C</td>
</tr>
<tr>
<td>Participation</td>
<td>30pts.</td>
<td>137-125 = D</td>
</tr>
<tr>
<td>Attendance</td>
<td>30pts.</td>
<td>below 125 = F</td>
</tr>
<tr>
<td>Media Diary (15pts. Midterm/Final)</td>
<td>30pts.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>200pts.</td>
<td>Graduate Student Critique 100pts.</td>
</tr>
</tbody>
</table>
ASSIGNMENT DESCRIPTIONS:

Critique – a maximum 5 pages, plus footnotes and/or bibliography. You will write a critique examining a contemporary issue focusing on African Americans and the media focusing on one of three areas discussed - framing, representation or stereotypes. This is a critical evaluation that will require 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 five-page critique, graduate students are required to write a 10 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 focusing on one of the three areas discussed framing, representation or stereotypes. **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 9th.

Reading essays – There are 20 assigned readings (2 each week). You will write a 1 page reaction essay for both readings. Specifically focus on something you relate to, something you don’t agree with or something that is interesting in each reading. Make sure you clearly include something from both readings in your essay otherwise you will get credit for only one. Must be submitted in normal typeface (12/14 Times) and double-spaced or space and a half. These will not be graded, but in order to receive the points it must be a well thought out response. Essays must be submitted during the class where the readings are discussed - **NO exceptions!!!!! Essays should not be sent through email unless approved by the professor.

Participation – This is a discussion class, therefore class discussion is essential. Points will be distributed based on your participation in class discussions. Minimum contribution/rarely speak 10pts. –average contribution/sometimes speak 20pts. – exceptional contribution/always speak 30pts. All members of the class must be respectful when speaking or responding. **No exceptions!!!!!

Media diary – You will keep a weekly diary throughout the semester identifying and documenting specific examples of racialism in the media. In one paragraph, list the date, time, name of medium and discuss what you read, watched or listened to, finally briefly explain the connection to racialism. A six-week midterm and six-week final diary submission is required. For both the midterm and final diaries – you will hand in your typed diary notes, including here possible a copy or print out of the newspaper article, magazine ad, and/or the html address of video. Your media diary should include a minimum of three entries each week (minimum total entries - 18). NOTE – all entries must focus on a critique of the media as it presents race NOT a racial issue in general (for example - how a news article discusses black youth and a failing education system NOT how the educational system is failing black youth).

Presentation - Each student will prepare a 5 minute final presentation for the class on a topic of interest that relates to African Americans and media based on their final critique. About 2 minutes will be added for questions-answers-discussion. Have one or two questions for the class ready at the end to get the discussion started. Audio, video, or print examples must be included in the presentation but they should be no longer than two minutes out of the five.

Extra Credit – You can receive extra credit by attending various cultural events during the semester that involve African American Culture. You will be required to write a one-page overview of the event, identify speaker(s), topic and event details to submit in class to the professor.

COURSE OUTLINE:
August 21-23rd - Syllabus Overview/Plagiarism Issues
Presentation: Racialism and the Media (Racialism Examples)
Video Analysis (Ethnic Notions)

August 28-30th Stereotypes, Representation and Framing
Video Analysis (Color Adjustment) Response Essay Due Thurs
COURSE OUTLINE (continued)

September 4-6th – In the News
READINGS WEEK 2: Framing Comparative Risk: A Preliminary Analysis by Oscar Gandy Jr. and Zhan Li (2005)*
Video Analysis (Examples of Black news issues) Response Essay Due Thurs

September 11-13th - Women and Beauty
READINGS WEEK 3: Ethnicity and Body Consciousness: Black and White American Women’s Negotiation of Media Ideals and Other’s Approvals by Dara Greenwood and Sonya Cin (2012) *
Video Analysis (The Souls of Black Girls) Response Essay Due Thurs

Sept 18-20th - Athletes and Sports
READINGS WEEK 4: The Experience of Media and Race in the NFL by Biber, Fisher, Czech and others (2015) *
Video Analysis (Third and a Mile: The Black Quarterback) Response Essay Due Thurs

Sept 25 –27th - Film Images and Messages
Video Analysis (Reel Black Love) Response Essay Due Thurs

October 2-4th – Rap Music
READINGS WEEK 6: Shake it Baby, Shake it: Consumption and the New Gender Relation in Hip Hop by Margaret Hunter (2009) *
Video Analysis (Hip Hop: Beyond Beats and Rhyme) Response Essay Due Thurs

October 9-11th – Reality TV: Courtrooms and the Good Life
READINGS WEEK 7: Ruling Class: Disciplining Class, Race and Ethnicity in Television Reality Court Shows by Helene Shugart (2006) *
African American Stereotypes in Reality Television by Tia Tyree (2011).
Video Analysis (Judge Shows – Joe Brown, Lynn Toler/ Reality Shows - Housewives of Atlanta, Love and Hip Hop) Response Essay Due Thurs

October 16-18th – Ghettofabulous
READINGS WEEK 8: So-called Black Ghetto Cool: From the Colorline to the Colorblind by Karen Bettez Halnon (2011) *
Video Analysis (Delicia Greene - 10 min/Black Jesus/Color Coded Video Games) Response Essay Due Thurs

October 23-25th - The First African American President
READINGS WEEK 9: Black Man in the White House: Ideology and Implicit Racial Bias in the Age of Obama by Kristin Lane and John Jost (2011) *
Video Analysis: (Barack Obama’s Race Speech) Response Essay Due Thurs

*Critique Topic must be approved by October 11th!

**Midterm Media Diary DUE – Sept 27th! (August 28th-September 26th)

*Critique Outline Due October 18th!
COURSE OUTLINE (continued)

October 30-November 1st - Advertising
Video Analysis: (Blacks in Advertising) Response Essay Due Thurs

November 6-8th - Globalization and Authentication
Video Analysis: (Bleaching Black Culture) Response Essay Due Thurs

November 13-15th – Presentations

November 20-22nd – Thanksgiving Break

November 27-29th - Presentations

December 4-6th - Presentations/Wrap Up Evaluations

**Final Critique DUE November 15th!

December 11-13th - Final Graduate Paper Due December 11th!

Bibilography


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**Critique and Final Graduate Student Paper Guidelines**

Your 5 page critique/10 page graduate paper will explore a contemporary issue of interest concerning African American culture and the media. In this critique, you will focus on one of the three theoretical areas: stereotypes, framing, or representation to analyze and discuss a media production from radio, television, film, Internet, cable/satellite, print (books, magazines, newspapers). Five pages is a small assignment, so you must 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 decade).

This is not a personal essay, but an in-depth critique therefore you are required to include other critical viewpoints, related resources, and specific examples to confirm or highlight the point(s) you want to make. In other words, this critique should be a mix of your main ideas, other theoretical and critical viewpoints, plus relevant examples as confirmation. Critiques must be typed in an average typeface such as Times 12/14 and double-spaced. They 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 five citations in your text and bibliography (Use MLA or APA structure for citations). No more than two citations can come from the assigned readings and no more than two from an Internet site (This means - if you look up a book or magazine on the Internet the bibliographic citation should still be structured in appropriate MLA or APA style - NOT www.Newsweek.com).

An example of how to organize your critique: an introduction (explain what the critique will cover), background information (your main points, explain the theoretical idea chosen, outside resources/critic reviews, and other reference information), an analysis section (discussion of key elements or issues from the text to explain how key
elements influence main points, connect to outside reviews, and document with examples). Finally, finish with a conclusion that briefly summarizes your 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. Discuss how such messages/images could influence/impact the African American community specifically and/or influence/impact general mainstream society.
5. Explain the historical and cultural context, especially as it may shape the messages/images discussed?
6. 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?
7. If you had control, in what ways might you change this message/image to eliminate the issue or problem?