

# Course Syllabus: Race, Class, Gender, and Media

## Course Information

- **Course Title:** RTV3411, Race, Class, Gender, and Media
- **Course Code:** 16724
- **Semester:** Fall 2024
- **Class Time:** Asynchronous
- **Location:** Online
- **Instructor:** Michael Leslie, Ph.D.
- **Email:** mleslie@jou.ufl.edu
- **Office Hours:** Tuesday and Thursday, 10-12

## Course Description

This course examines the intersections of race, class, and gender in media through the lens of Rebecca Lind's book, *Race/Gender/Class/Media: Considering Diversity Across Audiences, Content, and Producers*, 5th Edition. Students will critically analyze media representations and consider the impacts on audiences, content creation, and the media industry.

## Learning Objectives

By the end of this course, students will be able to:

1. Understand and articulate key concepts related to race, class, and gender in media.
2. Critically analyze media texts for representations of diverse groups.
3. Assess the role of media producers and the impact of their backgrounds on media content.
4. Evaluate the influence of media on public perceptions of race, class, and gender.
5. Develop informed arguments about media diversity and representation.

## Required Text

- Lind, R. (Ed.). (2019). *Race/Gender/Class/Media: Considering Diversity Across Audiences, Content, and Producers* (5th ed.). Routledge.

## Course Schedule and Individual Student Learning Assessments

### Module 1: Introduction to Media Studies and Diversity

- **Readings:** Lind, Introduction (pp. 1-18)
- **Topics:** Overview of key concepts, the importance of studying media, race, gender, and class.
- **Specific Learning Objectives:**
  1. Define and explain key terms related to race, class, and gender in media.
  2. Discuss the significance of media studies in understanding societal structures.
  3. Identify various media sources and analyze their potential influence on perceptions of diversity.
- **Discussion:** Icebreaker activity, discuss personal media consumption.
- **Exercise:** Identify and list different media sources students engage with regularly.
- **Individual Student Learning Assessment:** Reflection paper on personal media consumption habits and initial thoughts on diversity in media.
- **Video Link:** [The Danger of a Single Story | Chimamanda Ngozi Adichie](#)

## Module 2: Considering Diversity in Media: Audiences, Content, Producers

- **Readings:** Lind, Chapter 1: Considering Diversity in Media: Audiences, Content, Producers (pp. 19-44)
- **Topics:** Diversity in media audiences, content, and production.
- **Specific Learning Objectives:**
  1. Identify the different dimensions of diversity in media.
  2. Analyze how media content is shaped by the diversity of its producers.
  3. Evaluate the impact of diverse media representations on different audiences.
- **Reference:** "Considering Diversity in Media: Audiences, Content, Producers" (Lind, p. 20).
- **Assignment:** Write a 2-page paper on the significance of diversity in media.
- **Quiz:** Key terms and concepts from readings.
- **Individual Student Learning Assessment:** Short quiz on key concepts and a 2-page analytical paper.
- **Video Link:** [Why is Media Diversity important?](#)

## Module 3: Media Effects: Social and Psychological

- **Readings:** Lind, Chapter 2: Media Effects: Social and Psychological (pp. 45-74)
- **Topics:** Theories of media effects, social and psychological impacts of media.
- **Specific Learning Objectives:**
  1. Explain key theories of media effects.
  2. Analyze the social and psychological impacts of media consumption.
  3. Evaluate the strengths and limitations of different media effects theories.
- **Reference:** "Theories of Media Effects" (Lind, p. 50).
- **Discussion:** Application of media effects theories to current media examples.
- **Exercise:** Group work to apply media effects theories to a media text.
- **Individual Student Learning Assessment:** Group presentation on applying a media effects theory to a current media example.
- **Video Link:** [Media Effects Theory Explained](#)

## Module 4: Representations of Race in Media

- **Readings:** Lind, Chapter 3: Representations of Race in Media (pp. 75-106)
- **Topics:** Racial stereotypes, media portrayals of different racial groups.
- **Specific Learning Objectives:**
  1. Identify common racial stereotypes in media and their historical origins.
  2. Critically analyze media texts for representations of different racial groups.
  3. Discuss the concept of white privilege and its manifestation in media content.
- **Reference:** "Racial Stereotypes in Media: A Critical Analysis" (Lind, p. 80).
- **Assignment:** Analyze a media text for racial representations using a provided framework.
- **Quiz:** Multiple-choice and short-answer questions on race and media.
- **Individual Student Learning Assessment:** Media analysis paper on racial representations.
- **Video Link:** [Talking about Race in America](#)

## Module 5: Representations of Class in Media

- **Readings:** Lind, Chapter 4: Representations of Class in Media (pp. 107-138)
- **Topics:** Class disparity, media depictions of poverty and wealth.
- **Specific Learning Objectives:**
  1. Describe how different social classes are portrayed in media.
  2. Analyze the impact of media representations on public perceptions of poverty and wealth.
  3. Compare and contrast media portrayals of different social classes.
- **Reference:** "Class and Media: The Visibility of Poverty and Wealth" (Lind, p. 110).
- **Discussion:** Class representations in popular TV shows or movies.
- **Exercise:** Compare and contrast media portrayals of different social classes.
- **Individual Student Learning Assessment:** Comparative essay on class portrayals in two different media texts.
- **Video Link:** [Poverty in America is by Design](#)

## Module 6: Representations of Gender in Media

- **Readings:** Lind, Chapter 5: Representations of Gender in Media (pp. 139-168)
- **Topics:** Gender roles, sexism, and media influence on gender perceptions.
- **Specific Learning Objectives:**
  1. Identify and analyze gender stereotypes in media.
  2. Discuss the impact of media on public perceptions of gender roles and sexism.
  3. Create a presentation on gender stereotypes in advertising.
- **Reference:** "Gender Stereotyping in Media: An Ongoing Issue" (Lind, p. 140).
- **Assignment:** Create a presentation on gender stereotypes in advertising.
- **Quiz:** Identification of gender stereotypes in media.
- **Individual Student Learning Assessment:** Group presentation on gender stereotypes in a selected set of advertisements.
- **Video Link:** [Media Re-presentation](#)

## Module 7: Representations of Sexuality in Media

- **Readings:** Lind, Chapter 6: Representations of Sexuality in Media (pp. 169-200)
- **Topics:** Media portrayals of LGBTQ+ communities, heteronormativity.
- **Specific Learning Objectives:**
  1. Identify and analyze media representations of LGBTQ+ communities.
  2. Discuss the impact of heteronormativity in media content.
  3. Create an analysis of a media text focusing on sexuality.
- **Reference:** "Sexuality in Media: Representation and Reality" (Lind, p. 170).
- **Assignment:** Analyze a media text for representations of sexuality.
- **Quiz:** Multiple-choice and short-answer questions on sexuality in media.
- **Individual Student Learning Assessment:** Analytical paper on representations of sexuality in a selected media text.
- **Video Link:** [LGBTQ+ Representation in Media](#)

## Module 8: Intersectionality in Media Representations

- **Readings:** Lind, Chapter 7: Intersectionality in Media Representations (pp. 201-230)
- **Topics:** Intersection of race, class, gender, and sexuality in media.
- **Specific Learning Objectives:**
  1. Define and explain the concept of intersectionality.
  2. Analyze media representations through the lens of intersectionality.
  3. Reflect on personal media experiences considering intersectionality.
- **Reference:** "Intersectionality and Media Representation: A Complex Matrix" (Lind, p. 205).
- **Discussion:** Case studies on intersectional media representations.
- **Exercise:** Write a reflection on personal media experiences through the lens of intersectionality.
- **Individual Student Learning Assessment:** Reflection paper on the role of intersectionality in personal media experiences.
- **Video Link:** [Intersectionality 101](#)

## Module 9: Media Production and Industry Dynamics

- **Readings:** Lind, Chapter 8: Media Production and Industry Dynamics (pp. 231-260)
- **Topics:** Diversity behind the scenes, impact of producer backgrounds.
- **Specific Learning Objectives:**
  1. Analyze the diversity within the media industry and its impact on content.
  2. Research the backgrounds of media producers for a specific show or movie.
  3. Discuss how producer diversity influences media representations.
- **Reference:** "The Role of Producers in Shaping Media Content" (Lind, p. 235).
- **Discussion:** Guest speaker from the media industry (if possible).
- **Exercise:** Research the backgrounds of media producers for a specific show or movie.
- **Individual Student Learning Assessment:** Research paper on the background and influence of media producers.
- **Video Link:** [Diversity in the Media Industry](#)

## Module 10: Media Audiences and Reception

- **Readings:** Lind, Chapter 9: Media Audiences and Reception (pp. 261-288)
- **Topics:** Media effects, audience interpretation, and resistance.
- **Specific Learning Objectives:**
  1. Describe how different audiences interpret and respond to media content.
  2. Conduct a survey on media consumption patterns among peers.
  3. Analyze and present findings from the media consumption survey.
- **Reference:** "Understanding Audience Engagement with Media" (Lind, p. 265).
- **Assignment:** Conduct a survey on media consumption patterns among peers.
- **Quiz:** Questions on media consumption theories and audience analysis.
- **Individual Student Learning Assessment:** Survey report and analysis on peer media consumption patterns.
- **Video Link:** [Media Consumption and Its Impact](#)

## Module 11: New Media and Digital Diversity

- **Readings:** Lind, Chapter 10: New Media and Digital Diversity (pp. 289-316)
- **Topics:** Social media, digital divides, and new media representations.
- **Specific Learning Objectives:**
  1. Analyze the role of social media in shaping public perceptions of diversity.
  2. Evaluate the digital divide and its impact on media access and representation.
  3. Conduct an analysis of a social media platform for diversity and representation.
- **Reference:** "Diversity in the Digital Age: Challenges and Opportunities" (Lind, p. 295).
- **Discussion:** Digital activism and social media campaigns.
- **Exercise:** Analyze a social media platform for diversity and representation.
- **Individual Student Learning Assessment:** Analytical paper on diversity and representation on a selected social media platform.
- **Video Link:** [Digital Media and Diversity](#)

## Module 12: Media Policy and Regulation

- **Readings:** Lind, Chapter 11: Media Policy and Regulation (pp. 317-344)
- **Topics:** Policies impacting media diversity, regulatory frameworks.
- **Specific Learning Objectives:**
  1. Explain key media policies and their impact on diversity.
  2. Write a policy brief on a current media regulation issue.
  3. Discuss the implications of media regulation on content diversity.
- **Reference:** "Media Policies: Their Impact on Diversity" (Lind, p. 320).
- **Assignment:** Write a policy brief on a current media regulation issue.
- **Quiz:** Key policies and their implications for media diversity.
- **Individual Student Learning Assessment:** Policy brief on a current media regulation issue.
- **Video Link:** [Media Regulation and Diversity](#)

## Module 13: Media Advocacy and Activism

- **Readings:** Lind, Chapter 12: Media Advocacy and Activism (pp. 345-370)
- **Topics:** Role of media in social justice, advocacy, and change.
- **Specific Learning Objectives:**
  1. Analyze the role of media in social justice movements.
  2. Develop a media campaign for a social justice issue.
  3. Discuss strategies for effective media advocacy and activism.
- **Reference:** "Media Activism: Using Media for Social Change" (Lind, p. 350).
- **Assignment:** Develop a media campaign for a social justice issue.
- **Discussion:** Strategies for effective media advocacy.
- **Individual Student Learning Assessment:** Media campaign project and presentation.
- **Video Link:** [Media Activism and Social Justice](#)

## Module 14: Case Studies and Contemporary Issues

- **Readings:** Lind, Selected case studies (pp. 371-394)
- **Topics:** Current events, case study analysis.
- **Specific Learning Objectives:**
  1. Analyze recent media events and their representation of race, class, and gender.
  2. Write a detailed case study analysis on a recent media controversy.
  3. Discuss the impact of contemporary media issues on public perceptions.
- **Reference:** "Case Study: Media Representation in Recent Events" (Lind, p. 375).
- **Assignment:** Write a detailed case study analysis on a recent media controversy.
- **Quiz:** Understanding of contemporary issues in media.
- **Individual Student Learning Assessment:** Case study analysis paper on a recent media controversy.
- **Video Link:** [Media Representation and Its Impact](#)

## Module 15: Course Review and Final Exam Preparation

- **Topics:** Review key concepts, prepare for final exam.
- **Specific Learning Objectives:**
  1. Review and summarize key concepts from the course.
  2. Participate in group study sessions to prepare for the final exam.
  3. Complete a comprehensive review worksheet to assess understanding of course material.
- **Exercise:** Group study sessions and review games.
- **Discussion:** Open Q&A session for final exam preparation.
- **Individual Student Learning Assessment:** Participation in review sessions and a comprehensive review worksheet.
- **Video Link:** [How to Study Effectively for Exams](#)

## Assessments

- **Participation:** 10%
- **Weekly Reading Responses:** 20%
- **Midterm Exam:** 20%

- **Research Paper:** 25%
- **Final Exam:** 25%

## Course Policies

- **Attendance:** Regular attendance is required. More than two unexcused absences will affect your participation grade.

## EXCUSED AND UNEXCUSED ABSENCES

Students may only participate in classes if they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences

- **Late Assignments:** Assignments turned in late will be penalized by one grade level per day late.
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will be handled according to university policies.

## Additional Resources

- [University Library](#)
- [Writing Center](#)
- [Counseling and Wellness Center](#)

## Instructor's Note

I look forward to an engaging semester exploring the critical intersections of race, class, and gender in media with you. Let's strive for thoughtful discussions and deep analysis throughout the course.

### COURSE FORMAT

This course consists of assigned reading, chapter summaries, a journal (blog), discussions, exploratory activities, team topic presentations and exercises, and a course paper or literature review.

**The readings** are intended to provide essential information and promote informed discussion of intercultural issues.

**Weekly Chapter summaries** test your grasp of the subject matter.

**Discussions** are opportunities for you to dialogue about pertinent issues.

**Topic Presentations** allow you to showcase didactically your understanding of the material presented in each module of this course.

**Term Paper/Literature Review, Project:** You will choose a term paper or literature review on an intercultural topic in consultation with the instructor.

### INSTRUCTOR EXPECTATIONS

1. **Research presentations:** Each student or student team will be assigned to make 2-3 recorded presentations. You are responsible for preparing a brief on your assigned topic and presenting that topic to the class. Presentations should not exceed 5 minutes and should be supported by external audio-visual materials. PowerPoint or similar presentation software is recommended. See Announcements for details on posting this presentation. You will upload your presentation to the course drive and provide a link to it under the appropriate Discussion.
2. **Presentation Summaries:** This is a minimum 3-page, double spaced summary of your assigned research presentation. It should include an introduction, identification of the various sub-issues or perspectives, and annotated references from recent books, periodicals, journals or qualified web resources that discuss the topic. By annotation, I mean one paragraph describing the essential content of each of the books, periodicals, journals or qualified web resources you researched and reviewed on the topic. **This summary should be posted by FRIDAY, preceding the Monday you are scheduled to post your presentation to the class, under the Assignments tab for Presentations.**
3. **Weekly Reading Assignment Summaries:** Each student will contribute a weekly paper, summarizing the assigned reading and addressing some significant issue raised by the reading. These reflections will be evaluated based on your success in logically and coherently summarizing the assigned reading(s), incorporating ideas from your own additional reading with proper citation style, and your thoughtful consideration of the implications of what you have learned for the practice of intercultural communication. **These should be submitted by midnight Friday each week.**
4. **Discussions** begin with the **Discussion Question** that is offered in each module. These **weekly** discussions are **critical** to the success of this course. You are expected to read the assigned reading before responding to the discussion prompt. One of the purposes of class discussion is to reveal multiple perspectives on and understandings of course topics. Differences of opinion are not only expected but healthy, and contributions to others' posts are encouraged. **Your discussion post should be submitted by the end of each week.** One way you can contribute to class discussions is to post relevant articles, photographs, website materials or videos you find that relate to course topics.

5. **Final Paper/Literature Review/Project:** You will write a paper researching and discussing some aspect of the intercultural communication process. **The paper is due on Friday of the last week of class.**
6. Note: You are expected complete all of the assigned readings, to do your weekly reflection on the readings, enrich the course by contributing other relevant readings/resources, and participate meaningfully in online discussions. When you are assigned to make a research presentation or be a discussion leader, your performance in this role will be included in your grade.

**ASSIGNMENT WEIGHTS:**

Discussion Participation: 20%

Weekly Summaries: 20%

Topic Research Presentations 20%

Research Paper/Project or Literature Review 20%

Activities and Exercises 20%

**Total: 100%**

**EVALUATION:**

Your final grade is dependent on your performance on the class assignments:

Course grades will be assigned on a curve, with the following percentages used for *guidance*:

100-93 % A 92-83% A/B 82-78% B/C 77-73% C 72-68% C/D 67-63% D 62-00% F

**CLASS ETIQUETTE:**

Students are expected to conduct themselves professionally and ethically.

**LATE ASSIGNMENT POLICY:**

Assignments should be turned in by Friday of each week.

They may be turned in early.

Your grade will be adjusted downward for any late assignment.

**PLEASE PLAN AHEAD!**

## Plagiarism and Academic Honesty

For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit anytime you draw on someone else's writing or work. If you're not certain you understand what's acceptable and what isn't, check out this website:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> (Links to an external site.)  
[Links to an external site.](#)

If you read these materials and still aren't certain what's acceptable, ASK ME! Do not assume that any other student or professor can tell you what will be acceptable in my class. There is no penalty for asking questions -- but there ARE penalties for failing to credit someone else's work properly because you didn't ask questions.

Be especially careful about the use of information you find on the Internet. It is all too easy to copy and paste background information into your papers, but unless you enclose such information in quotation marks and clearly cite the website from which it came, this constitutes plagiarism. Even if you paraphrase, you must include a clear reference to any written materials on which you've drawn.

Be aware that if I suspect, for whatever reason, that material in one of your submissions is plagiarized, I will submit it to a web-based plagiarism checking program. Relatively minor and *clearly unintentional* instances of plagiarism will result in your being required to re-write and re-submit your work. More extensive plagiarism, even if unintended, and ANY instance I believe represents an intentional attempt to pass off someone else's work as your own will result in a failing grade for that submission, at the least. If the plagiarism is severe enough (for example, if a substantial portion of your submission has been copied from others' work), you will receive a failing grade for the class and I will report the incident to the Office of Student Judicial Affairs as academic dishonesty.

Another no-no is recycling your own work for this class. Let's make the policy clear and simple: **You will NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution.** If you want to write on a topic you've worked on before, that may well be acceptable IF you discuss it with me and get permission IN ADVANCE.

In accordance with UF policy, I'm also including in this syllabus the definitions of the types of academic dishonesty that seem most likely to be potential problems for students in this class. If a situation ever arises in which you think something you're contemplating MIGHT constitute one of these types of academic dishonesty, ASK BEFORE YOU DO IT.

**From the Office of Student Judicial Affairs website:**  
**<http://www.dso.ufl.edu/Academichonestyfaculty.html>**

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes taking another's work and handing it in as your own; lying to a teacher to increase your grade and lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

**A Note about Office Hours:** As much as humanly possible, I will be available during my office hours. If you cannot meet with me during my office hours, please make an appointment. **Unless you have made an appointment in advance, please respect the fact that I need to attend to other tasks -- research, writing, planning for class, grading papers, meeting with other students, conducting committee work, etc., during my non-office hours.** If you make an appointment and then can't keep it, please call or email me as soon as possible to let me know. Remember, the most efficient method to communicate with me is via email.

## **Useful Resources**

### **Journals & Trade Publications**

**Howard Journal of Communications** ISSN 1064-6175 Academic/Scholarly. Taylor & Francis, Inc. 1988-current While many Communication Studies journals publish articles on Intercultural Communication, the Howard Journal of Communication, according to Ulrich's, "examines ethnicity, gender, and culture as domestic and international communications concerns. Addressing topical issues on television and culture, gender and communication, and African American film, HJC offers a multiethnic interdisciplinary research vehicle. The HJC emphasizes the link between communication and culture." Quarterly.

**Human Relations** ISSN 0018-7267 Academic/Scholarly. Sage Publications. 1947-current Considered the most valuable resource of research in intercultural communication in interpersonal, small group, and organizational relationships. Monthly.

**Intercultural Communication** ISSN 1404-1634 Academic/Scholarly. University of Goteborg, Department of Linguistics. 1999-current <http://www.immi.se/intercultural/> ([Links to an external site.](#))[Links to an external site.](#) An online journal, whose stated goal is to "promote research but also education and training in the area of intercultural communication."

**Journal of Cross-Cultural Psychology** ISSN 0022-0221 Academic/Scholarly. Sage Publications. 1970-current Examines research on responses of individuals and groups from different cultures or environments to similar stimuli or situations. Bimonthly.

**Journal of Intercultural Studies** ISSN 0725-6868 Academic/Scholarly. Routledge.

According to Ulrich's, "the Journal of Intercultural Studies is an interdisciplinary, international journal that provides a forum for research related to intercultural studies. Two issues are published each year, with one issue thematic, examining a common topic from a variety of disciplinary perspectives as reflected by writers from different countries, and the other presenting a wide range of timely topics for reflection and discussion."

#### Other Intercultural Communication Research Journals

**Journal of Intercultural Communication Research**

**Journal of International and Intercultural Communication**

**Do a Google Scholar search for additional publications and resources!**

#### **Bibliography**

The following list is by no means inclusive of the vast number of books available for persons wanting to learn more about intercultural communication. Some of the references focus on teaching intercultural communication; others provide a theoretical foundation; still others are useful resources for experiential activities that can be used as launching points for developing activities and small-group projects or demonstrations in intercultural communication teaching, practice or research.

Bennett, M. J. (1993). Towards ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 1-51). Yarmouth, ME: Intercultural Press.

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