1.) DATE: 04/01/2012  2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: MCO  Number: 220  Title: Cultural Diversity and the Media  Credits: 3

   CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;

   Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;

4.) COMMUNITY COLLEGE INITIATOR: JULIE KNAPP  PHONE: 480-423-6410  
   FAX: 480-423-6469

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☒ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
   Core Areas:  Literacy and Critical Inquiry (L)  Awareness Areas:  Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
   ☒ Course Description
   ☒ Course Syllabus
   ☒ Criteria Checklist for the area
   ☒ Table of Contents from the textbook required and/or list or required readings/books
   ☒ Description of how course meets criteria as stated in Item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
   ☒ DEC prefix
   ☒ Elective

   Current General Studies designation(s): L, C

Effective date: 2012 Spring  Course Equivalency Guide

Is this a multi-section course?  ☑ yes  ☐ no

Is it governed by a common syllabus?  ☑ yes  ☐ no  District-wide course competencies/outline

Chair/Director: JUDY GALBRAITH  Chair/Director Signature: Emailed approval to J. Ricker

AGSC Action:  Date action taken:  ☐ Approved  ☐ Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus with grading breakdown: 700/1080 essay points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essays assignments #1, #2, #3 attached</td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

---

<table>
<thead>
<tr>
<th>CRITERION 2:</th>
<th>The composition tasks involve the gathering, interpretation, and evaluation of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course competencies shown through official District Competencies and in the Syllabus</td>
</tr>
<tr>
<td></td>
<td>Online final exam instructions screen shot</td>
</tr>
</tbody>
</table>

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".
<table>
<thead>
<tr>
<th>CRITERION 3:</th>
<th>The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Syllabus showing 230/1,080 points possible (under C-1 &amp; C-2) for discussion boards, 3 of which are formal requiring minimum of 450 words each, 1,350 words for the semester. They also average a total of 100 words in responses to peers. Other 9 average 250 words of initial postings and 100 words in responses. 3 essays, each consisting of 1,200-1,500 words total of 4,200 words. Calendar showing breakdown of assignments. Total of 12 Discussion Boards. Sample of 1 of 3 formal Discussion Boards that total</td>
</tr>
</tbody>
</table>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
## ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
<td>Screenshot of explanation for timely feedback on essays.</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>Sample of a critiqued essay written by a student in Fall 2011.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCO</td>
<td>220</td>
<td>Cultural Diversity and the Media</td>
<td>L</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</td>
<td>More than 50% of points possible in MCO220 are earned through essays that involve critical thought (analysis of cultural issues in media). Three essays with lengths of 1,000-1,250 words are required in the course. Three essays equal 200 points each and a final exam essay equals 100 points. Discussion Boards and Quizzes total 380 points. Writing/Essay assignments are 65% of the total points (700/1,080) of the course.</td>
<td>See Syllabus: Grade points, page 3. Paper #1 is attached as an example. It requires that students research, analyze and take a stand on how the media affected societal perceptions of either the Blackface minstrelsy/African Americans, or American Indian sports logos/Native Americans.</td>
</tr>
<tr>
<td>Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</td>
<td>The essays and commentaries challenge students in their research, examination and analysis to present a supported view of current societal biases that the media face or contributed to throughout the last 150 years. Through the research and commentary, students examine their biases prior to the course and the changes made as they research, read and analyze the topics.</td>
<td>Course Competencies 2, 6, 7, 8, 9, 10 (both in syllabus and in district course competencies (see Syllabus and District Competencies attached). Screen shot of the online Final Exam instructions marked &quot;Final Exam.&quot;</td>
</tr>
<tr>
<td>Criterion 3: The Syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</td>
<td>This course is presented online. Students present information to each other through the Discussion Board. The initial student responses to each week's questions require research and analysis of information presented in the textbook, handouts, readings and video viewings before each student publishes a response. Each student then responds to and gives feedback to at least two of his or her peers.</td>
<td>Syllabus showing 230/1,080 points possible (under C-1 &amp; C-2). 3 essays, each consisting of 1,200-1,500 words each. Calendar showing breakdown of assignments. Two Screen shots of four weeks of discussion questions are also attached. One sample of 3 formal discussions requiring a minimum of 450 words each for initial postings, 100 words each for responses to 2 peers.</td>
</tr>
<tr>
<td>Criterion 4: These substantial writing or speaking assignments</td>
<td>With both the essays and the Discussion Boards, students receive</td>
<td></td>
</tr>
<tr>
<td>Feedback within 7-10 days. The critiques focus upon the research, analysis and success of using supporting information to support the stand taken by each student. However, I also mark up key punctuation and grammar issues to assist the student in not only improving critical thinking, analysis of materials and the presentation of thought, but to improve on the mechanics of writing. I monitor the Discussion Board and comment in a positive manner on student postings, but I don't intrude or correct in the public Discussion Board forum. This is a sensitive course so at times, students may write inappropriate comments even though discussion board etiquette is written in the Syllabus. In those cases, I remove the post then contact the student about the infraction privately through a phone call (preferably) or email so that he or she understands the problem without being embarrassed in front of peers.</td>
<td>See the attached screen explanation for timely feedback on essays. The explanation of timely feedback is found in the &quot;Papers&quot; section of the online course's sections. I find this placement more effective since it is &quot;in their faces&quot; every time they go to the section to see the new paper/esssay assignment. See a sample of a critiqued essay written by a student in Fall 2011.</td>
<td></td>
</tr>
</tbody>
</table>
Official Course Description: MCCCCD Approval: 12-14-1999

MCO220 2000 Fall - 9999

Cultural Diversity and the Media

Images of the diverse cultures and gender issues within the U.S. media. Exploration of racial and gender roles which shape the media as well as media roles which influence U.S. race relations and racial change. Roles, contributions, and challenges of the minority press in the United States.

Prerequisites: ENG101, or ENG107, or equivalent.

Course Attribute(s):
General Education Designation: Cultural Diversity - [C]
General Education Designation: Literacy and Critical Inquiry - [L]

MCCCCD Official Course Competencies:

1. Trace the history of images left by the media of various diverse populations in the United States. (I)
2. Explain the effects of certain images of diverse populations on race relations in the United States. (I)
3. Identify and exemplify major contributions of minority journalists to the media and entertainment industries in the United States. (II)
4. Explain the impact that the Affirmative Action process is having on recruitment and employment of minority journalists in the majority press. (II)
5. List and describe some common roles and challenges of minority journalists in the majority press. (III)
7. Describe the history, contributions, challenges, and future trends of the Hispanic media in the United States. (III)
8. Describe the history, contributions, challenges, and future trends of the American Indian media in the United States. (III)
10. Describe the history, contributions, challenges, and future trends of protected classes (such as older American, women, homosexuals, and the physically challenged) in the U.S. press and media. (III)

MCCCCD Official Course Outline:
I. Images of Diverse Culture and Sexual Identities in the Media
   A. Origins
   B. Impact
   C. Effects on race and cultural relations
   D. Coverage of diverse cultures by the press

II. Minorities in the News and Media Industries
   A. Historical background
   B. Contributions to the news media and entertainment industries
   C. Current issues and agendas
   D. Affirmative Action and the press
   E. Recruitment programs
   F. Roles and challenges of minority journalists in the majority media
   G. Professional organizations

III. Minority Presses in the United States
   A. The African American press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   B. The Hispanic press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   C. The American Indian press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   D. Gender issues in the press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   E. Sexual preference in the press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   F. Age issues in the press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
   G. Issues of the physically challenged in the press and media industries
      1. Historical development
      2. Contributions, roles, and challenges
      3. Trends for the future
Syllabus
MCO220, Cultural Diversity & Media, Spring 2012, Section #38135
Instructor: Julie Knapp; Office: LC-350
Office Hours: MW 8-9 a.m.; Th 10:30-11:30 a.m., or by appointment; Friday online only
Phone: 480-423-6410; FAX: 480-423-6469
Email: julie.knapp@sccmail.maricopa.edu
Meets: Online
Class website: https://ecourses.maricopa.edu

Purpose and Description of the Course
Cultural Diversity and the Media examines images of the diverse cultures and gender issues within the U.S. media. The course also explores racial and gender roles, which shape the media as well as media roles, which influence U.S. race relations and racial change. During the course, we will also discuss roles, contributions, and challenges of the minority press in the United States.

This course is described in greater detail at the following website. You will also be able to read through Course Competencies and a listing of topics at the district: http://www.maricopa.edu/curriculum/M-Z/006mco220.html

Prerequisites: ENG101, or ENG107, or equivalent.

District Course Competencies:
1. Trace the history of images left by the media of various diverse populations in the United States.
2. Explain the effects of certain images of diverse populations on race relations in the United States.
3. Identify and exemplify major contributions of minority journalists to the media and entertainment industries in the United States.
4. Explain the impact that the Affirmative Action process is having on recruitment and employment of minority journalists in the majority press.
5. List and describe some common roles and challenges of minority journalists in the majority press.
10. Describe the history, contributions, challenges, and future trends of protected classes (such as older American, women, homosexuals, and the physically challenged) in the U.S. press and media.

Course Warning!
Because of the controversial nature of many of our studies and discussions, you may hear, read or view information that may be uncomfortable to some. Some materials may contain statements or words that are considered painful in a reasonable society, but to understand the historical significance of media within the context of our studies, they are necessary. If this is so disturbing to you that you cannot be involved in the study, please withdraw from the course. In no way does this course, the instructor or SCC ever condone hurtful words in our society, but the study of them is sometimes necessary in a scholarly setting.

Textbook and Materials
Race/Gender/Media: Considering Diversity Across Audiences, Content, and Producers Second Edition by Rebecca Ann Lind, (ISBN 0-205-53735-9). You may purchase it at the SCC Bookstore, or online. If you order online, please have it shipped overnight immediately so you can stay up on the assignments. The textbook on http://BarnesandNoble.com cost approximately $53 new plus shipping. Bookstore price is around $80 if you don’t want to pay for shipping. The title should also be available at other online bookstores.
Hardware & Software Requirements
You need at least the equipment below. Newer, faster, higher versions will usually work better. Most online students work from a home computer. Computers are available for student use 5 days a week in the Writing Center, the Library and the Business Lab.

Please go to http://www.maricopa.edu/blackboard/support/students/sys_req/index.php to check your computer.

Attendance
You are required to check in online and be involved in our discussion groups at least twice a week. Failure to do so will not only put you behind in the course, but it will also put your course credit in jeopardy.

Withdrawals
If you wish to withdraw from the course at any time, please email or call me.

Online Classroom Expectations
- **Be responsible for your own learning:** Even though you don’t see instructors and classmates – taking classes online is still going to school. You need to take online courses as seriously as you would any traditional learning programs. Remember, too, that instructors can’t read your facial expressions as they would in a traditional setting. If you’re struggling, you need to let your instructor know right away so he or she can get you the help you need. Good study habits are important in online classes as in face-to-face classes.
- **Be self-motivated:** Interest is an important motivation, as is a desire to learn. Why are you in college? Are you self-motivated to learn? These are important factors in your success.
- **Have good organizational and time management skills:** These can be as simple as logging into your classes every day (or at least three times a week) to check message boards and announcements, to starting assignments the day after they are posted, to setting aside a regular time every day or every week when you’ll study. Once you’ve set your goals, stick to them. After a time, they will simply become a part of your every day actions and habits.
- **Read and understand all of the requirements of this course:** In addition to meeting the course prerequisites, you need consistent access to a reliable computer with an internet connection and word processing software. If your computer is unreliable, or you do not have a computer, it will be difficult to successfully complete an online course.
- **Read everything on the class site critically:** No scanning is allowed. If you are someone who will be handed a written assignment in class but still want the instructor to tell you all about it verbally, an online class may be difficult for you. So much of an online class requires careful reading. Turn off your email scanning tendencies while working on your class and read carefully/critically.
- **Participate in online discussions and activities with your peers and the instructor:** You need to participate in online discussions with your classmates, as well as collaborative activities. You will also communicate with classmates and teacher through email and chat sessions. Be proactive and post messages on discussion boards, join in on chat sessions, and start one-on-one email discussions. One of the greatest benefits of online learning is anonymity – so there’s no need to be intimidated. Say or ask what you need to in order to keep learning.
- **Communicate with me, your instructor, when in need:** I am here to help you when you need it. Read all materials carefully and then if you still have questions, contact me. Just because you are online, it doesn’t mean that you should avoid coming in for a face-to-face meeting or call me by phone. It is wonderful for me to meet you face to face. Try to do that at least twice during the semester.

Online Classroom Procedures
In order to succeed in this class, you will have to login regularly (at least every other day, preferably every day), read the class materials carefully and promptly, keep to the class schedule by completing work on time, and take your responsibilities to others in the class seriously. You ought to set aside at least 9 hours a week for this class, spread throughout the week. We will do a lot of writing, but it will be on various topics of interest. All assignments are required; there is no extra credit and no makeup work.
Grading

Because English 101 or 107 is a requirement, you are expected to write at a college level in all of your work.

Grades will be calculated on a point system during the semester. There will be no make-up homework assignments, exams or stories unless you receive approval in advance and/or if you can document extenuating circumstances that led to the absence. You will need a grade of “C” or better to transfer your MCO220 credit to a university.

There are three grading components of the course. The largest portion (700 points possible) is comprised of three essays within the course and one essay as your final exam. In the three essays, you will research, analyze then write a commentary based upon your views after researching the topics that vary from American Indian logos to segregation portrayed in the movie “Lion King.” Your final exam essay will vary based upon the essays you have done and the textbook readings that supported or challenged your views. You will also complete two quizzes on your readings (150 points possible). Finally, a core part of this course requires your participation with your peers through the Discussion Board (230 points possible).

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Point Breakdown (subject to slight changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% = A</td>
<td>Essays: 700</td>
</tr>
<tr>
<td>80-89% = B</td>
<td>Quizzes: 150</td>
</tr>
<tr>
<td>70-79% = C</td>
<td>Discussion Board: 230</td>
</tr>
<tr>
<td>60-69% = D</td>
<td>TOTAL: 1,080</td>
</tr>
<tr>
<td>59% and below = F</td>
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</tbody>
</table>

(All grade descriptions are based upon assignments that come in on time)

A= Outstanding performance. Your work required little or no corrections by the instructor. No factual errors or names misspelled.
B= Superior performance. Your work required minor corrections by the instructor. No factual errors or names misspelled.
C= Adequate performance. Portions of the work required major corrections by the instructor. No factual errors or names misspelled.
D= Marginal performance. Your work contains factual errors or misspelled names and major structural, writing and usage flaws.
F= Unacceptable performance. Your work fails to meet the minimum standards of the assignment. Major factual errors and names are misspelled.

Factual accuracy – including correctly spelled names of people, places, organizations and institutions – is of the utmost importance in your writing. Because of this, factual errors will affect your grade significantly. When you graduate, they will affect your job and your credibility.

If you believe your grade on an assignment is mistaken, you must contact me within one week of having the assignment returned to you, or, in the case of online quizzes, within one week of the posting of the grade. Please keep returned assignments for the semester and check your grades to make sure that the same grade is posted as is on your assignment. Data entry errors do happen. If there is a discrepancy, please contact me immediately. I will not bargain or research old grading at the end of the semester. It is your responsibility to talk to me about grades within one week of receiving the assignment back and graded. Also check your assignments against posted grades. If there is a discrepancy, please bring in or send the graded assignment and alert me immediately.

Plagiarism, Fabrication & Cheating Policy

Plagiarism, fabrication and cheating are serious offenses and will not be tolerated.

Any student who makes things up – quotes, resources, facts (fabrication) – or takes the words of another writer without proper attribution (plagiarism) damages the credibility of him or herself, and steals from the original author. Any work for this class that is plagiarized or fabricated intentionally will receive a failing grade for the semester and the name of the student and situation will be reported to the Vice President of Student Affairs. Please don’t hesitate to ask questions or raise concerns with me whenever you aren’t sure of the material you have collected and/or how to handle it in your story.

Cheating on tests or assignments is a sign of character and personal ethics or the lack of the same. Even if
you are assisting someone in the act of cheating and not cheating yourself, you are equally at fault. Help your friend study and/or give yourself sufficient time to study effectively. Cheating will be handled in the same way as was outlined above for plagiarism and fabrication.

**Extra Help**
My office hours are posted on page 1 of this Syllabus and next to my office door (LC-350). You may also set up an appointment with me for further help or advisement at times outside my office hours. We can also work online together through Blackboard or email, or work through a conversation on the phone. If you are struggling with an assignment, please request extra assistance. I will be glad to help.

If you have a disability or special need that will affect your participation in this course, please contact SCC’s Disability Resources & Services in the Student Center, Room 144, or call the center at 480-423-6517. I cannot make special learning arrangements without the knowledge and assistance of DRS.

**Support Services**
- You can access SCC’s support services through clicking on the “TechHelp” button on the navigation panel on the class Blackboard site.

**Please Note**
It is your responsibility to keep up on the readings and assignments and to become familiar with all aspects of the textbook and accompanying materials. I will be guiding you toward other items pertaining to the subject, but unless you have done your reading assignments on time, much of what is presented will not make sense or will lose much of its value.

I try to adjust the assignments according to the needs of the majority of the class and according to current news events, so some assignments may change. I will announce changes in assignments, course requirements and policies during class time.
# Table of Contents

- Preface, xiii
- Chapter One. Laying a Foundation for Studying Race, Gender, and the Media, Rebecca Ann Lind, 1
  - Part I. Audiences, 13
  - Chapter Two. Considerations of Media Effects, 16
    - 2.1. The Social Psychology of Stereotypes: Implications for Media Audiences, Bradley W. Gorham, 16
    - 2.3. Believing Blogs: Does a Blogger's Gender Influence Credibility?, Cory L. Armstrong and Mindy McAdams, 30
    - 2.4. All I Really Needed to Know (About Beauty) I Learned by Kindergarten: A Cultivation Analysis, Susannah R. Stern, 38
    - 2.5. Body Image, Mass Media, Self-Concept, Michelle A. Wolf, Sandra L. Nichols, and Dave Decelle, 45
  - Chapter Three. Audience Reception, Use, and Interpretation of Media Content, 55
    - 3.2. “Women Who Look Like Me”: Cultural Identity and Reader Responses to African American Romance Novels, Gwendolyn E. Osborne, 62
    - 3.3. Finding Home in a Song and a Dance: Nation, Culture, Bollywood, Sheena Malhotra, 71
    - 3.4. Audience Interpretations of Crash, Debbie A. Owens, 77
    - 3.5. Bamboozled?: Audience Reactions to a Spike Lee Film, Dwight E. Brooks and George L. Daniels, 84
    - 3.6. Arguing Over Images: Native American Mascots and Race, C. Richard King, 91
    - 3.7. The Relevance of Race in Interpreting a TV News Story, Rebecca Ann Lind, 100
  - Part II. Content, 109
  - Chapter Four. Journalism, Advertising, and Public Relations, 112
    - 4.1. Interpreting Media Representation at the Intersections of White and Christian Supremacy, Jaideep Singh, 112
    - 4.2. What's in a Name?: Framing the Immigration Story, Patti Brown, 120
    - 4.3. Confronting the Front Pages: A Content Analysis of U.S. Newspapers, Cynthia M. Lott and M. Junior Bridge, 128
    - 4.5. "The More You Subtract, the More You Add": Cutting Girls Down to Size in Advertising, Jean Kilbourne, 143
    - 4.7. Consuming Orientalism: Images of Asian/American Women in Multicultural Advertising, Minjoeun Kim and Angie Y. Chung, 158
  - Chapter Five. Film and Entertainment Television, 166
    - 5.1. Race, Hierarchy, and Hyenaphobia in the Lion King, Naomi Rockler-Gladen, 166
    - 5.2. Wicked Stepmothers Wear Dior: Hollywood’s Modern Fairy Tales, Lea M. Popielinski, 173
    - 5.3. Hip-Hop Sees No Color: An Exploration of Privilege and Power in Save the Last Dance, Leslie A. Grinner, 180
5.4. The White Man's Burden: Gonzo Pornography and the Construction of Black Masculinity, Gail Dines, 187
5.5. “Me, Only Better!”: Reality Makeover Television and Post-Feminist Gender Ideology, Laura Portwood-Stacer, 195
5.6. The Feminist Façade: The Construction of the Female Presidency on Prime-Time Television, Emily Berg, 201
5.7. Talking About Racism on the Oprah Winfrey Show, Janice Peck, 208
5.8. Queer Life for the Straight Eye: Television's Commodification of Queerness, Laura Stempel, 215
Chapter Six. Music and New Media, 223
6.2. Eminem in Mainstream Public Discourse: Whiteness and the Appropriation of Black Masculinity, Jon B. Martin and Gust A. Yep, 230
6.3. The Gendered Practice of Music Fandom Online, Marjorie Kibby, 237
6.4. Women on Women: The Representation of Women by Female Rap Artists, Katie Blevins and Adrienne Biddings, 244
6.5. Pixel Pinups: Images of Women in Video Games, Nina B. Huntemann, 250
6.6. Community Blogging as Relational and Identity Resolution: Gender, Race, and the Postsecret Phenomenon, Jody D. Morrison, 258
6.7. Pink Sofas, Purple Roofs: Lesbians in Online Chat, Rob K. Baum, 265
6.8. Cyber-Hate and the Disinhibiting Effects of Anti-Gay Speech on the Internet, Cynthia A. Cooper, 271
Part III. Production, 279
Chapter Seven. Producing Documentary and Entertainment Programming, 281
7.1. “Who Is the Market for This Film?”: The Politics of Distributing Mixing NIA, Raína L. Joseph, 281
7.2. Barricaded Intersections: Any Day Now and the Struggle to Examine Ethnicity and Gender, Amanda D. Lotz, 289
7.3. Locating Butch in Out of Bounds: Female Football Players, Expressions of Masculinity, and Participatory Cinema, Cynthia Conti, 296
7.4. The Tom Joyner Morning Show: Activist Urban Radio in the Age of Consolidation, George L. Daniels and Dwight E. Brooks, 302
Chapter Eight. Media and Related Organizations, 310
8.1. Using Feminist Standpoint Theory to Discover Latinas' Realities in Public Relations Organizations, Donalyn Pomper, 310
8.2. Women in TV and Radio News, Robert A. Papper, 318
8.3. Women in British Broadcasting: An Examination of Perceived Opportunities and Constraints, Rebecca Ann Lind, 325
8.4. American Journalism and the Politics of Diversity, Rodney Benson, 333
Chapter Nine. Epilogue and Resources, 341
Contributors, 351
Appendix: Alternate Tables of Contents, 357
Final Exam - Due Friday, Dec. 9

FINAL EXAM: Write an essay of 400–500 words on the topic below. After taking this course, what have you learned about the biases and stereotyping that media tends to portray? How do you think stereotyping in media sometimes helps? How can it hurt? Please use references from your readings and media studied this semester. You must refer to at least three separate authors/media products in your essay. Due by Friday, midnight, Dec. 9. Submit the final to turnitin.com. Title the document Final.

There will be no other assignments. I want to leave this week open for you to work on your Final Exam above. It has been a pleasure reading each of your postings and essays! Please have a happy, safe holiday.
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignments (Calendar and assignments are subject to change)</th>
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<tbody>
<tr>
<td>1:1/17-23</td>
<td>Introduction to Class Examine textbooks</td>
<td>Read:</td>
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<tr>
<td></td>
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<td>— pp. 1-10 Textbook, due 1/22</td>
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<td>— Syllabus &amp; Calendar, due 1/22</td>
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<td>— Fill out form agreeing to Syllabus, due 1/22</td>
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<td>— Discussion Board introduction, due 1/19</td>
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<td>— View Hairspray movie 1/19</td>
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<td>— Discussion Board, due 1/19 &amp; 1/23</td>
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<td>2/1/24-1/30</td>
<td>Final Exam Essay: 100 pts</td>
<td>Read:</td>
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<td>— pp. 11-29, 77-91 Textbook due by 1/25</td>
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<td>— View the movie &quot;Crash&quot; by 1/26</td>
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<td>— Discussion Board: due 1/26 &amp; 1/30</td>
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<td>3/1/31-2/6</td>
<td>Audience &amp; Effects: Racial Profiling</td>
<td>Read:</td>
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<td>— pp. 62-76, 91-107 Textbook due by 2/1</td>
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<td>— Blackface (to help you on Paper #1) 2/5</td>
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<td>— Paper #1 due 2/20</td>
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<td>— Quiz #1 due 2/5</td>
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<td>4/2/7-2/13</td>
<td>Content and Stereotyping</td>
<td>Read:</td>
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<td>— pp. 109-126, 135-149 Textbook due 2/8</td>
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<td>— Discussion Board: due 2/6 &amp; 2/13</td>
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<td>— Paper #1 due 2/20</td>
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<td>5/2/14-2/20</td>
<td>Journalistic Issues</td>
<td>Read:</td>
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<td>— pp. 128-134, 150-165 Textbook due 2/15</td>
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<td>— Read Katie Couric article due 2/16</td>
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<td>— Discussion Board: Differences between male &amp; female roles in advertising due 2/16 &amp; 2/20</td>
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<td>— Paper #1 due 2/20</td>
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<td>Commentary #2: Movie comparisons of Gender/LGBT issues, due 3/19</td>
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<td>— View &quot;Mulan&quot;</td>
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<td>6/2/21-2/27</td>
<td>Film</td>
<td>Read:</td>
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<td>— pp. 166-194 Textbook due 2/22</td>
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<td>— Discussion Board: due 2/23 &amp; 2/27</td>
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<td>— Commentary #2: Movie Comparisons, Gender/LGBT issues, due 3/19</td>
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<td>7: 2/26-3/5</td>
<td>Film</td>
<td>Read:</td>
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<td>— Discussion Board: due 3/1 &amp; 3/5</td>
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<td>— View &quot;As Good As It Gets&quot; &amp; &quot;Lion King&quot; due 3/5</td>
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<td>— Paper #2 due 3/19</td>
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<td>3/6-3/9</td>
<td>Spring break 3/12-16</td>
<td>Read:</td>
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<td>— pp. 195-222 due 3/13</td>
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<td>— View Race &amp; TV presentation due 3/14</td>
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<td>— View &quot;Lone Ranger&quot; episode due 3/14</td>
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<td>— Discussion Board: None-Spring Break</td>
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<td>9/3/20-3/26</td>
<td>Music</td>
<td>Read:</td>
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<td>— pp. 223-249 Textbook due 3/21</td>
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C3 - essays
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<tr>
<th>Date</th>
<th>Topic</th>
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 _Discussion Board: due 3/22-3/26           |
 _Discussion Board: due 3/29 & 4/2           |
 __Paper #3: Has view of Native Americans changed? Due 4/16  
 _Quiz #2 due 4/9, Part II                   |
 _Discussion Board: due 4/19 & 4/23           |
| 15:5/1-5/4   | Final Exam                   |                                            | __Final Exam Essay, due 5/4  
 Covers Part III                                      |
Write a 1,000-1,250 word essay on one of the following topics. This is a commentary, so you must voice an opinion and support it with references. Submit the paper through turnitin.com. The class number and password are listed under the "Papers" navigation button where you found this paper assignment. Title your document Paper #1.

Choose one of these topics for your commentary:

1. The Blackface minstrelsy and its affects on American media's portrayal of African Americans.
2. American Indian sports logos: should they be banned or tolerated? Why?

Doing the research:
You may use the links provided for each of the topics in the Handouts section, but also search for your own material. You will need at least three references in your essay, two of which cannot be in the topic handouts. The references need to be solid research and articles on the topic. You may use Wikipedia, etc. ONLY for definitions but the citations don't count as one of the three. I have provided a link to our campus library for your use. We pay over $100,000 a year for you to have access to top databases for research. Use them!

SCC library link:
http://library.scottsdalecc.edu/content.php?pid=3480&sid=18852
MCO 220 - Paper #2
Due: Monday, Oct. 10 by 11:59 pm.

Write an essay of 1,200-1,500 words on one of the two topics below. This paper is a persuasive essay (sometimes referred to as a commentary), so you are to voice an opinion and support it through examples from the movie assigned to the topic you selected. You may also bring in references to your essay. If you do, make sure that you list the references at the end of your essay in MLA style.

A few of you didn’t really take a stand in the last paper. Please make sure you state a strong, direct opinion right from the beginning of your paper so that you get the maximum points possible for your essay.

Paper is due Monday, Oct. 10 by 11:59 p.m. Submit the paper to turnitin.com. Title the document Paper 2.

**Idea #1: Segregation: Lion King**
Does Lion King promote segregation? Defend your stand through references to the movie and in the reading assignment on pp. 166 – 172.

**Idea #2: Characterization of Gays/Lesbians: “As Good As It Gets”**
Do you believe the movie perpetuates stereotypical beliefs about gays and lesbians, or do you believe the movie assists in breaking the stereotypical mold? Use examples from the movie "As Good As It Gets" to support your view. Script: http://www.awesomefilm.com/script/asitgets.txt (it may help to read pp.215 – 222).
MCO 220 - Paper 3
Due Monday, Nov. 7 by 11:59 p.m.

Write an essay of 1,200-1,500 words on the topic below. This assignment is not a commentary. Instead, you will be studying a major news network, local or national. Select one of the news media below, view at least five dates for at least 30 minutes at a time, and analyze how women, men, races, and cultures are portrayed. Do you see a bias? Stereotyping? How was the bias/stereotyping presented? You may also include not only the news but treatment of reporters and anchors. You may also bring in references to your essay. If you do, make sure that you list the references at the end of your essay in MLA style. You MUST include at least three references to your own research (not you, but what others have written ☞) and to the readings in the textbook. Only one reference may be from your textbook.

Paper due Monday, Nov. 7 by 11:59 p.m. Submit the paper to the turnitin.com and label it Paper 3.

Select one of four networks below for the question:
- CNN (any time - but choose one time slot and be consistent with that time slot with your study)
- MSNBC (any time - but choose one time slot and be consistent with that time slot with your study)
- CBS News (6 p.m., Channel 5, M - F) ☛ ABC, Channel 15 10 p.m. (local) ☛ CBS, Channel 5, 10 p.m. (local) ☛ NBC, Channel 12 (local)

Essay Question: First tell me what program and time slot you selected (i.e. CNN, 6 - 6:30 p.m. on - and give at least five dates you analyzed.) Analyze how women, men, races and cultures are portrayed in the specific time slot and program you selected. Do you see a bias? Stereotyping? How was the bias/stereotyping presented? You may also include not only the news but the treatment of reporters and anchors.
Week 1: 
Hairspray & American Bandstand

Screenshot of Discussion Board Questions
Hairspray was inspired by the TV show American Bandstand (see the links to "Hairspray" the movie and American Bandstand in this Week's Assignments folder), which began airing nationally 50 years ago. According to the Museum of Broadcast Communications, "...it maintained its racially mixed image, thus providing American television broadcasting with its most visible ongoing image of ethnic diversity until the 1970s." Discuss the role you think that music and dance through television had in assisting the success of the Civil Rights Movement. Base your thoughts upon what you saw or read through "Hairspray" and/or American Bandstand. Respond initially by Thursday midnight. Then over the weekend, come back and respond to one other student's initial posting (not responses to your posting) by Monday midnight.

Week 2: Crash

This forum is currently unavailable.

In the movie, "Crash," the narrator starts with, "It's the sense of touch. In a real city, you walk, you know. You brush past people; people bump into you. In L.A. nobody touches you. We're always behind this metal and glass." Then you hear a crash and the scene opens to angry people and damaged cars with broken glass and bent metal. What do you think the quote and the metaphor of car crashes are really saying about our society, and do you think this film has had a positive or negative effect on stereotyping in media? Please be sensitive to others in your discussion.

Please post your initial response to this question by Thursday midnight, and your two responses (minimum) to your peers by Monday midnight.
Week 4: Journalists & Racism

What could journalists do to try to encourage Whites to take issues such as those in this week's readings more seriously (and personally) than they currently do? Is it the journalist's responsibility to do this? Why or why not?

Please give your own thoughts being careful not to simply repeat what someone else has said, then comment on the responses of at least two of your peers. Initial responses due by Thursday midnight. Peer responses due Monday midnight.

Week 5: Young Women & Self-Images

After watching "Ugly Betty" and reading pages, pp. 143-149, please comment on whether or not you think that the show "Ugly Betty" effectively counters the advertising affects on young girls and women author Jean Kilbourne referred to in her article. Please use direct examples from both the show and the Kilbourne article. This shows that you viewed/read and understand the points of the show and article. If your responses are vague, you will lose points.

Please give your own thoughts being careful not to simply repeat what someone else has said, then comment on the responses of at least two of your peers. Initial responses due by Thursday, midnight. Peer responses due by Monday midnight.
**Turnitin.com Access**

To submit your papers, you will need to set up a Turnitin.com account. You can access the site by clicking on the button in the control panel to the left.

Class ID: 4714529
Password: diversity

You will need this information to set up your account. **Please do so by Feb. 13**, about one week before your first paper is due.

**Screenshot of Timely Feedback on Essays**

**Essay Evaluations/Grading**

As essays come in, I will get your essays back to you critiqued within 7-10 days of the deadline. It is crucial that you submit your essays on time because turnitin.com will close out at the deadline time, which will stop your ability to submit. You need to email your assignment to me when that happens. Understand, however, that essay grades will be dropped one grade if the assignment is late up to 24 hours after the deadline. No essays are accepted after that period of time. Please set up your turnitin.com account prior to the Paper #1 deadline so that you can test login.

**Paper #1 due 2/20**

Attached Files [Paper_1.pdf](#) (55.835 KB)

Attached is the assignment for Paper #1. Please note that two handouts to get you started in your research are also provided below. You will turn it in through turnitin.com. Set up your account first with the instructions in this "Papers" section (above).

**Handouts for Paper #1**

Two handouts to help you with your first Paper Assignment are included here.
Example of Critiqued Essay

C4

As Good As It Gets

Throughout classic and contemporary cinema, it is the characters that make or break a film. The escapism which draws us to the medium is almost solely based on identifying or sympathizing with the characters the story explores (explore). With this idea in mind, there are many aspects of those characters that the creators choose to include or leave out. This process can and often does lead to stereotyping some of these particular characteristics. However, important traits that define or refine a character can in fact be attributed without an over-use of classic stereotypes. The 1997 film As Good As It Gets is a great example of incorporating homosexual lifestyle in cinema without abundant homo-stereotypes. In fact, if there were any stereotypes within the film, I would attribute them to the straight, middle-aged 'homophobe'.

The beginning of the film opens with the protagonist Melvin Udall sweetly trying to persuade a dog to him. At first it seems suggested that the owner of the dog is in fact Mr. Udall. (He throws him down a trash chute) It’s not until later that the true ownership of the dog is revealed to be Melvin’s neighbor Simon. Simon (and his partner’s) homosexuality is exposed not through any action of his own, but through
comments the straight, middle-aged Mr. Udall makes. Toward the end of the encounter, Melvin jabs, “What I know is that as long as you keep your work zipped up around me, I don’t give a fuck what or where you shove your show”. This is an innuendo toward Simon and his gay partner whose personal relationship is intertwined with their art exhibition professional life. One could argue that the ownership of the small dog is a stereotype commonly affixed toward gay men. I disagree. Dogs are owned by all kinds of individuals; male, female, gay, straight, black, white. In fact, the film later reveals a special relationship between the same dog, and the homophobic Melvin Udall. Coincidentally, the bond between Melvin and the dog seems stronger.

Another common stereotype against the queer community used often is that gay men are physically weaker, and act more timid than their heterosexual counterpart. This film contrasts that as well. In one sequence Melvin verbally attacks Simon only to be physically confronted by Simon’s partner Frank in the hallway of their apartment building. While one may expect the straight man to have the upper-hand it is quite the opposite. During this scene, Melvin is seen screaming for help while being cornered against an adjacent wall. Eventually, out of fear, Melvin is coerced into giving an apology and a future favor for being so cruel to Simon. This is important because it is a great example how the filmmakers used many other aspects other than sexuality to define their characters. (The characters are not one-dimensional. Good point.)
One could also argue that homosexual Simon plays the classic victim, typical of many gays in fictional media. While Simon is in fact victimized in the sense that he falls prey to a violent burglary, one major plot point in the film is that he slowly but surely learns to take responsibility for his life. While he originally planned to call upon his emotionally distant parents for financial assistance, his own recognition of his talents and inspirations cause him to do otherwise. This is quite contrary to the victim stereotype so prevalent in much media.

So while it is easy to categorize people into one pair of shoes or another, it is important to realize that characters, and their feelings and emotions inside them are not always directly related to such traits as their sexuality, gender or race. As Good As It Gets does a terrific job of exploring human nature in a fun and diverse way without using seemingly acceptable forms of prejudice such as stereotyping homosexuals as an excuse. (don't center)
Sources Cited


San George 1

Very good essay. Xxxxx. Well-argued, clear and logical. I did see a problem in your argument where you thought the dog might be Udall's at the beginning. Otherwise very good. 92/100