

Stereotypes in the Media

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CES 404/COM 471
Summer 2007
MTWTH 10:30-11:50

Office Hours: Wednesdays 9:00 A.M. – 10:00 A.M.
and by appointment

Overview

This course offers an critical examination of stereotypes in the media. Specifically, it reviews representations of race, gender, and sexuality. Readings and discussions survey a broad range of media, including film, television, music, sport, and the internet. Students will be asked to produce a multimedia project detailing one set of stereotypes and their significance.

Objectives

This course has three prime objectives. First, it seeks to provide students with tools with which to understand media stereotyping. Second, it strives to create a space for students to advance their individual interests and projects. Third, it endeavors to promote a fuller understanding of media studies.

Expectations and Policies

This course emphasizes active learning. It stresses discovery, analysis, and application through listening, talking, reading, reflecting, and writing. It sets aside lecturing in favor of interaction and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All participants are expected to come to class prepared, to be engaged and open once in class and to contribute to our ongoing discussions. A few points of etiquette warrant reiteration:

- **Treat others with respect and courtesy.**
- **Show up to class on time.** Students arriving late or leaving early disrupt the class and should not anticipate receiving credit for attendance.
- **Do the readings and assignments.**
- **Do not have private conversation in class.**
- **Do not read the paper or work on assignments for other classes.**
- **Turn your cell phones off.**

This is a reading intensive, discussion oriented class, thus I expect each student to carefully read and think critically about the assigned readings and come to class prepared to actively participate in class discussion, group activities, and individual writing assignments. Student participation will be evaluated on quality as well as quantity. If you remain quiet throughout the semester or rarely express yourself, you can expect to your participation grade to suffer accordingly. Of course, one cannot participate, if s/he does not attend class. Students are expected to attend every class and will be awarded points for each day that they do. Missing class for legitimate, documented reasons will be excused; oversleeping, job interview, work, dental visit and the like are important to be sure, but not legitimate reasons to miss class.

Requirements

To this end, the course requirements are as follows (a) read critically, attend class regularly, and participate actively [25%], (b) proposal for term project [10%], (d) annotated bibliography [20%], (e) multimedia presentation of research, suitable for CES webpage [30%], and (f) essay contextualizing and assessing your term project [15%].

Academic Integrity

PLAGARISM OR CHEATING OF ANY KIND ON ANY ASSIGNMENT OR EXAM WILL NOT BE TOLLERATED AND WILL RESULT IN A FAILING GRADE IN THE COURSE. (Consult the WSU Student Handbook for further details). In other words, do your own work. If using the ideas, work or wordings of another in written assignments acknowledge the sources.

Disability Accommodation

I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. Please go to the Disability Resource Center (DRC) during the first two weeks of every semester to seek information or to qualify for accommodations. All accommodations MUST be approved through the DRC, located in the Administration Annex Bldg, Room 205. To make an appointment with a disability counselor, please call 335-3417.

Office Hours

As noted above, I will hold regular office hours each week (Wednesdays 10:00-12:00). Come see me if you are intrigued by something you read about for class or that was said in class and would like to read more about it. Come see me if you are puzzled or troubled about something that was said in class. Come see me if you need help with the term project, writing assignments, or readings. Come see me to talk about your grade. Come see me if you have ideas about how to make the course better.

Email

I check my email at least once a day. If you cannot make my office hours or simply find it more convenient to use electronic mail, let me know via computer what is troubling, perplexing, and/or inspiring you.

Required Text

The following text is available for purchase at the Bookie and Crimson and Grey—but consider an online site to save some money: **Rebecca Lind, *Race/Gender/Media***.

Tentative Course Outline

05/07 Opening

05/08 Webpage Workshop

05/09 What is a stereotype?

05/10 *Ethnic Notions*

05/14 Stereotyping and Branding [slate.com slideshow]

Term Project Proposal Due

05/15 *Killing Us Softly*

Lind, 4.1

05/16 *The Eternal Jew*

05/17 Lind, 6.3 + 4.3

Claire Norton, Marines versus *Fedayeen*.

<http://eserver.org/bs/63/norton.html>

05/21 Lind, 6.1 + 6.2

05/22 Lind, 3.5 + 5.1 + 5.2

05/23 OJ Video

05/24 Lind, 5.4

05/28 No Class! Memorial Day.

05/29 *Tough Guise*

Lind, 5.6

Annotated Bibliography Due

05/30 *In Whose Honor*

Lind, 3.4

05/31 Slut/Playa

06/04 *Beyond Beats and Rhymes*

06/05 Lind, 3.1 + 6.4

06/06 Lind, 8.1 + 8.2

06/07 Lind, 7.1 + 7.2 + 7.3

06/11 *Who Killed Vincent Chin*

Lind, 5.3

06/12 Lind, 3.7 + selections from *Bamboozled*

06/13 Lind, 9.1 + 9.2

06/14 Ending

Term Project Due