

SOCIOLOGY 608 – GENDER, RACE, CLASS, AND MEDIA

Spring 2005 –
M/W 11:30-1:18
Room: 110 RA

Instructor: Brooke Miller
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Office Hours: M, W 1:30-3:30 or by appt.
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COURSE OBJECTIVES:

The main focus of this course is to introduce you to the sociological perspective of Media and to critically examine the role of Media in enabling, facilitating, or challenging the social constructions of gender, race, and class. Throughout the quarter, we will examine the influence of Media on our everyday lives in terms of our beliefs, norms, and actions. In this sense, Media is not a passive sociocultural institution, but instead a more active agent influencing our lives in ways that we may not even notice. Although Media may act as a form of entertainment and education, we must ask ourselves what is really being presented and how truthful is it? In order to fully understand the effects of Media, we must take a comprehensive approach and look at theoretical foundations, empirical research, and visual media.

Hopefully this course will teach you to apply a more critical eye when consuming Media and expand your overall sociological understanding of the world around you. You will acquire the skills necessary to explore gender, race, and class issues in Media and understand the diverse audiences' responses to media representations. By the end of the quarter, you will come to see how Media could be considered the sixth major social institution of society.

My position as your teacher is to provide you with relevant information that will help you grow and develop but I expect you to take responsibility in your own education. I would like to think that you are actively "claiming" your education and not merely "receiving" the information passively. Learning is a collaborative experience so you owe it to your classmates to contribute to their learning, as well as your own. This entails coming to class prepared and ready to participate. Many of the issues we will discuss will personally affect you so be prepared to be challenged and to challenge the readings and other classmates.

REQUIRED READINGS:

Individual articles and readings are available on electronic reserve at the Main Library and/or hard copies are available at the reserve desk. I have attached a sheet containing directions for accessing the electronic reserves.

COURSE REQUIREMENTS:

Both Undergraduate and Graduate Students:

Since this is an upper level course, there may be both graduate and undergraduate students. Therefore, the readings will be challenging and students are expected to actively participate in the class discussions. This will help to facilitate more interesting class discussions.

Readings/Participation: In order to insure that students are completing the assigned readings, each student is required to submit questions on the readings 4 times throughout the quarter. By 10:00 the morning of class, you must submit a discussion question/comment on the readings, and a brief description of the issue or answer to the question (3-5 sentences). **Please identify in the subject line: weekly question/comment so I can easily identify the e-mail.** You must then be prepared to talk about your question (and the answer to it) in class. You must do this every other week, and you must begin within the first month or you will lose participation points

(you may not wait until the last 2 weeks of class). Each question is worth 5 points. I will also be keeping track of participation during class discussions, which will also account for this part of your grade (worth up to 10 points).

In/Out of Class Assignments: In addition, there will be a few in-class/out-of-class assignments, which will count towards your participation grade. They will consist of response papers or short individual exercises that you will have to complete outside of class. There will also be some in-class group work in which you will have to turn in your responses. Therefore, poor attendance will negatively affect your participation grade.

TOTAL POINTS: 50

Undergraduates Only

Paper: For your paper, you may choose any topic/question relating gender, race, class and/or sexuality to Media. You will be required to turn in a brief (1/2 page) proposal describing your paper idea (due April 30th). The final paper should incorporate sociological theories and concepts in order to answer or explore the question. In terms of format, the paper should be 5-7 pages, double-spaced, and you are expected to use proper grammar and spelling. I will go over some example topics and possible formats in class and I will provide you with more detail about the paper within the coming weeks.

TOTAL POINTS: 100

Exams: There will be 2 exams, both of which will include a combination of multiple choice, short answer, and long essay questions.

TOTAL POINTS: 200

In-class/Participation	50pts.
Paper	100pts.
Midterm	100pts.
<u>Final</u>	<u>100pts.</u>
TOTAL	350pts.

Graduate Students Only

Paper: For your paper, choose a topic/question relating gender, race, class, and/or sexuality to Media. You will be required to write a 14-16 page paper (double-spaced) using theories from class to answer and explore the question. You can choose to write either a literature review or a research proposal. A brief proposal (1/2 page) describing your paper idea will be due on April 30th.

TOTAL POINTS: 300

Graduate student course grades will be determined on the basis of their class participation/exercises (50 points) and course paper (300 points) only.

ABSENCES AND MAKE-UPS:

- While I understand that unforeseen circumstances may arise during the quarter that will cause you to miss class, I would like for you to e-mail me to let us know you will be absent from class for that day.
- In terms of make-up exams and late assignments, I will only allow you to make-up an exam or turn in an assignment late in the case of an illness or family emergency and I expect you to present the proper documentation.

CLASSROOM RULES:

- While I would like for everyone to feel comfortable expressing their opinions and ideas in class, I expect you to respect your fellow classmates. I do encourage you to approach the discussions with openness and tolerance; therefore I will not accept any sexist, racist, homophobic, or derogatory comments that may potentially offend others. In addition, please be courteous and refrain from talking while others are speaking.
- Please come to class on time. If there are unavoidable circumstances that will delay your arrival to class, notify me ahead of time. Also, do not pack up until I am done with class.

PLAGIARISM: Basically, do not do it. Make sure to use proper citations (in your paper) and if you need assistance, refer to the APA style manual. If you are unsure as to what constitutes plagiarism, here is a convenient definition from The Ohio State University, Committee on Academic Misconduct: Procedures and Rules:

“Plagiarism is the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. For the purposes of academic misconduct, plagiarism of published resources (e.g., books, journals, etc.), the Internet, or other printed/electronic resources (e.g., course syllabi, instructors' manuals, etc.) is considered a violation of the University's Code of Student Conduct.”

Week 1: March 28, 30

3/28 M Course introduction – No Readings

3/30 W Theoretical Foundations of Media

Ryan, W. & Wentworth, W. M. (1999). “Classical Sociological Theory and the Mass Media”. *Media and Society: The Production of Culture in the Mass Media*. Boston: Allyn & Bacon, 23-42.

Week 2: April 4, 6

4/4 M Society and Media

Wilson, C. C. & Gutierrez, F. (1995). “Communication, Media, and Society”. *Race, Multiculturalism, and the Media: From Mass to Class Communication*. Thousand Oaks, CA: Sage Publications, 33-58.

4/6 W TBA

Week 3: April 11, 13

4/11 M Consumerism/Marketing

Schor, J. (2003). “The New Politics of Consumption”. *Gender, Race, and Class in Media*. Thousand Oaks: Sage Publications, 183-195.

4/13 W **TOPIC SENTENCE DUE**

Stabile, C. R. (2003). "Nike, Social Responsibility, and the Hidden Abode of Production". *Gender, Race, and Class in Media*. Thousand Oaks: Sage Publications, 196-203.

Lipsitz, G. (2003). "The Greatest Story Ever Sold: Marketing and the O. J. Simpson Trial". *Gender, Race, and Class in Media*. Thousand Oaks: Sage Publications, 176-182.

Week 4: April 18, 20

4/18 M Gender and Media

Anderson, M. L. (1997). "Images of Gender: Women and the Social Construction of Knowledge". *Thinking about Women: Sociological Perspectives on Sex and Gender*. Boston: Allyn & Bacon, 53-77.

Van Zoonen, L. (1991). "Feminist Perspectives on the Media". *Mass Media and Society*. New York, NY: Routledge, 33-54.

4/20 W Gender and Media Continued

Law, C., & Labre, M. P. (2002). "Cultural Standards of Attractiveness: A 30-year look at changes in male images in magazines". *Journalism and Mass Communication Quarterly*, 79(3), 697-711.

Strate, Lance. (1992). "Superman/Superboys/Supermen: The Comic Book Hero as Socializing Agent". *Men, Masculinity, and the Media*. Newbury Park, CA: Sage Publications,

Week 5: April 25, 27

4/25 M **EXAM #1**

4/27 W Race and Media

Frankenberg, R. (2002). "Whiteness as an 'Unmarked' Cultural Category". *Sociology: Exploring the Architecture of Everyday Life*. Thousand Oaks, CA: Pine Forge Press, 338-344.

Hall, S. (1995). "The Whites of their Eyes: Racist Ideologies and the Media". *Gender, Race, and Class in Media*. Thousand Oaks: Sage Publications, 18-22.

Week 6: May 2, 4

5/2 M Race and Media Continued-

Greenberg, B. S., Mastro, D., & Brand, J.E. (2002). "Minorities and the Mass Media: Television into the 21st Century". *Media Effects: Advances in Theory and Research*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 333-352.

5/4 W Race and Media Continued

Springwood, C. F., & King, C. R. (2000). "Race, Power, and Representation in Contemporary American Sport". *Multiculturalism in the United States: Current Issues, Contemporary Voices*. Thousand Oaks, CA: Pine Forge Press, 161-174.

Lewis, J. & Jhally, S. (2000). "Television and the Politics of Racial Representation". *Multiculturalism in the United States: Current Issues, Contemporary Voices*. Thousand Oaks, CA: Pine Forge Press, 145-159.

Week 7: May 9, 11

5/9 M Sexuality and Media

Stern, S. E., & Handel, A. D. (2003). "Sexuality and Mass Media: The Historical Context of Psychology's Reaction to Sexuality on the Internet". *The Journal of Sex Research*, 38(4), 283-291.

5/11 W Sexuality and Media Continued

Gross, L. (1995). "Out of the Mainstream: Sexual Minorities and the Mass Media". *Gender, Race, and Class In Media*. Thousand Oaks: Sage Publications, 61-76.

Week 8: May 16, 18

5/16 M Obscenity and Media - **PAPER DUE**

Article to be announced.

5/18 W Class and Media

Mantsios, G. (2004). "Class in America – 2003". *Race, Class, and Gender in the United States: An Integrated Study* (6th ed.). New York, NY: Worth Publishers, 193-206.

Week 9: May 23, 25

5/23 M Class and Media continued

Mantsios, G. (2000). "Media Magic: Making Class Invisible". *Readings for Sociology*. New York: W.W. Norton, 169-176.

5/25 W Media Effects and Violence

Sparks, G. G., & Sparks, C. W. (2002). "Effects of Media Violence". *Media Effects: Advances in Theory and Research*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 269-286.

Week 10: May 30, June 1

5/30 M Violence and Media

Wise, T. (2004). "School Shootings and White Denial". *Race, Class, and Gender in the United States: An Integrated Study* (6th ed.). New York, NY: Worth Publishers, 393-395.

Jenkins, H. (2003). "Lessons from Littleton: What Congress doesn't want you to hear about youth and media". *Gender, Race, and Class in Media*. Thousand Oaks: Sage Publications, 385-395.

6/1 W Wrap-Up and Exam Review

White, J. R. (2001). "Terrorism and the Media". *Terrorism: An Introduction*. Belmont, CA: Wadsworth Thomson Learning, 256-266.

Week 11: June 8

6/8 W FINAL 11:30-1:18 same room

* Readings may be subject to change throughout the quarter but I will provide notification ahead of time.

STUDENTS WITH DISABILITIES:

The student must contact the Office of Disabilities in 150 Pomerene Hall (292-3307) to make arrangements for special considerations in this course. Students with documented disabilities are responsible for making their own needs known to the instructor and seeking available assistance in a timely manner.

This syllabus is available in alternative formats on request from the Sociology Advising Office in 304 Bricker Hall (292-2056).