

Course Information Fall 2024

Course Number: 407
Course Title: *Gender, Race, and Media*
Section: 900, 970
Time: 3:55 pm – 5:10 pm
Location: Bolton Hall 006
Credit Hours: 3

Instructor Details

Instructor: Dr. Chante Anderson
Office: Bolton Hall 309G
Phone: 443 – 204 - 5842
E-Mail: chanteanderson@tamu.edu
Office Hours: T & TR 2:00 pm – 3:30 pm

Course Description

The contributions of women and ethnic groups to the evolution of the media; the portrayal of women and ethnic groups in the mass media; issues resulting from the recognition of women and ethnic groups as media audiences.

Course Prerequisites

Junior or senior classification and approval of instructor. Majors only or approval of program coordinator.

Special Course Designation

This is a Writing Intensive (W) Course. To pass this course, you must pass the writing component of the course.

Course Learning Outcomes

Students satisfactorily completing this course should have the following competencies:

- *Become familiar with theories and concepts that inform us about how the media shape our attitudes and beliefs about cultural difference*
- *Develop critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts*
- *Learn to effectively read, discuss, and reflect upon topics relating to the role of media in social power, privilege, and oppression*

- *Hone academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in your discipline*
- *Contribute to the collaborative teaching/learning environment by participating in class discussions, class exercises, and peer feedback on writing assignments*

Textbook and/or Resource Materials

Gender, Race, and Class in Media: A Critical Reader 6th Edition

Bill Yousman, Lori Binding Yousman, Gail Dines, Jean McMahan Humez

Grading Policy

Assignments	
Response Essays	200 points
Workshop Writings	100 points
Video Podcast	200 points
Total	500 points

450 – 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D

299 – 0 = F

Late Work Policy

- *Late work is accepted if told by email before the assignment is due.*
- *Late work requested after the due dates will be penalized greatly.*
- *Late work is work that is turned in after the due date without prior excuse.*

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

Course Schedule

Date	Topic	Reading & Assignments	Assignment Due
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Week 1	Course Introduction	Syllabus and Introduction	
Tue. Aug. 20	Culture and Theory	A Cultural Studies Approach to Media: Theory pg. 1 - 6	Discussion and Exercise
Thu. Aug. 20	Culture and Theory	A Cultural Studies Approach to Media: Theory pg. 1 - 6	Discussion and Exercise
Week 2	Communication about Race		
Tue. Aug. 27	Race The Whites of their Eyes pg. 107	The Oppositional Gaze pg. 81 Redskins: Insult and Brand pg. 111	Discussion and Exercise
Thu. Aug. 29	Writing Workshop # 1 Due Aug. 30 Writing Race	The Value of writing well Why writing ability is the most important Skill	
Week 3	Let's Talk About Gender	Invention and Audience	
Tue. Sep. 3	Gender Media, Gender, and Feminism pg. 99	From Fizzle to Sizzle pg. 119 Transgender Transitions pg. 155	Discussion and Exercise
Thu. Sep. 5	Writing Workshop # 2 Due Sep. 6 Invention and Audience	Writers-Audience Relationships: Analysis or Invention Invention	Let's Center the Audience
Week 4	Let's Examine Media	Arrangement	
Tue. Sep. 10	Media The Economics of Media Industry pg. 27	Hegemony pg. 41 The Internet's Unholy Marriage to Capitalism pg. 45	Discussion and Exercise
Thu. Sep. 12	Writing Workshop # 3 Due Sep 13 Arrangement		Response Essay #1 Due Mon. Sep. 16th at 11:59pm
Week 5	Let's Take a Look at Class	Support and Analysis	



Tue. Sep. 17	Class The Rich Bitch: Class and Gender The Real Housewives of New York City pg. 165	Inventing the Cosmo Girl: Class and Identity and Girl Style American Dreams pg. 183	Discussion and Exercise
Thu. Sep. 19	Writing Workshop # 4 Due Sep. 20 11:59 pm Support and Analysis	How to obtain and utilize support Summary vs. Analysis HowCanICreateStrongerAnalysis.pdf	
Week 6	It's About Race and Media	Writing the Argument and Writing the Paragraph	
Tue. Sep. 24	Race and Media She Invited Other People to That Space: Audience, Habitus, Place, and Social Justice in Beyonce's Lemonade pg. 143	Black Women and Black Men in Hip Hop: Misogyny, Violence and the Negotiation of (White-Owned) space pg. 237	Discussion and Exercise.
Thu. Sep. 26	Writing Workshop # 5 Due Sep. 27 11:59 pm Paragraphing and Argument	Writing the Paragraph Writing the Argument	Response Essay #2 Due Mon. Sep. 30 at 11:59 pm
Week 7	Conservative Talk	White Males	
Tue. Oct. 1	Reading Media Texts Critically "[IN]Justice Rolls Down Like Water..." Challenging White Supremacy pg. 245	From Rush Limbaugh to Donald Trump: Conservative Talk Radio and the Defiant Reassertion of White Male Authority pg. 229 Playing "Redneck": White Masculinity and Working-Class Performance on Duck Dynasty pg. 219	Discussion and Exercise

Thu. Oct. 3	Writing Workshop # 6 Due Oct. 4 11:59 pm	Review Classmates Essay	
Week 8	Women in Media		
<p>Making Space in Social Media #MuslimWomensDay in Twitter pg. 601</p> <p>#GirlsLikeUs: Trans Advocacy and Community Building Online pg. 613</p> <p>Reverberations of #MeToo on Pop Culture and Politics: How the Movement is Shaking Patriarchal Struggles pg. 623</p> <p>Discussion and Exercise</p> <p>Thu. Oct. 10</p> <p>Writing Workshop # 7 Due Oct. 11 11:59 pm</p> <p>Voice & Evaluation</p> <p>Voice</p> <p>Evaluating</p>			
Week 9	Representation		
Tue. Oct. 15	Educating the Simpson: Teaching Queer Representation in Contemporary Visual Media pg. 195	Resisting, Reiterating, and Dancing Through: The Swinging Doors of Ellen DeGeneres's Televised Personalities pg. 201 Good Girls Go Bad: The Transformation of Young Femininity in Contemporary Teen TV pg. 209	Discussion and Exercise
Thu. Oct. 17	Writing Workshop # 8 Due Oct. 18 11:59 pm Descriptive & Critical Writing	Descriptive & Critical	Response Essay #3 Due Mon. Oct. 21 at 11:59 pm



Week 10	A Look at Ads		
Tue. Oct. 22	Pepsi's New Ad is a Total Success pg. 273 Sex, Lies, and Advertising pg. 277	Supersexualize Me! Advertising and the Midriffs pg. 285	
Thu. Oct. 24	Writing Workshop # 9 Due Oct. 25 11:59 pm Use of Vocabulary	Vocabulary	
Week 11			
Tue. Oct. 29	Branding "Real" Social Change in Dove's Campaign for Real Beauty pg. 291	UN Celebrity "It" Girls as Public Relations-ised Humanitarianism pg. 301 Class Shaming in Post-Recession U.S. Advertising pg. 313	
Thu. Oct. 31	Writing Workshop # 10 Due Nov. 1 11:59 pm Style	Writing Style 1 Writing Style 2	Response Essay #4 Due Mon. Nov. 5th. at 11:59
Week 12			
Tue. Nov. 5	The Latino Cyber-Moral Panic Process In the United States: Nadia Yamel Flores-Yeffal, Guadalupe Vidales, and April Plemons pg. 633	#Ferguson: Digital Protest, Hashtag Ethnography and the Racial Politics of Social Media in the United States pg. 643	
Thu. Nov. 7	Mechanics	Mechanics	
Week 13	TV In The Digital Age		



Tue. Nov. 12	The Racial Logic of Grey's Anatomy: Shonda Rhimes and Her "Post-Civil Rights, Post-Feminist" Series pg. 511	Performing Class: Gilmore Girls and A Classless Neoliberal "Middle Class" pg. 523 Don't Drop the Soap vs. Soap Opera: The Representation of Male and Female Prisoners on U.S. Television pg. 533	Discussion and Exercise
Thu. Nov. 14	Writing Workshops Done	Video Podcast Due Dec. 4th 6:00 pm	Response Essay #5 Due Mon. Nov. 18th. at 11:59
Week 14	Gender, Race, & Media		
Tue. Nov. 19	Video or Podcast		
Thu. Nov. 21	Due Nov. 22 @11:59 PM		

Technology Support – If you are having any technical difficulties and you need support feel free to reach out for support. Clicking on this link will get you to the technical support you need <https://it.tamu.edu/help/>

Learning Resources

University Writing Center <https://writingcenter.tamu.edu/>

Study Hub <https://studyhub.tamu.edu/>

Library <https://library.tamu.edu/>

University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services \(CAPS\)](#).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

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Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-

hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Campus-Specific Policies

Classroom Access and Inclusion Statement

Texas A&M University is committed to engaged student participation in all of its programs and courses and provides an accessible academic environment for all students. This means that our classrooms, our virtual spaces, our practices and our interactions are as inclusive as possible and we work to provide a welcoming instructional climate and equal learning opportunities for everyone. If you have an instructional need, please notify me as soon as possible.

The Aggie Core values of respect, excellence, leadership, loyalty, integrity and selfless service in addition to civility, and the ability to listen and to observe others are the foundation of a welcoming instructional climate. Active, thoughtful and respectful participation in all aspects of the course supports a more inclusive classroom environment as well as [our mutual](#) responsibilities to the campus community.

The following statements below are optional. Leave as is to include, or delete if preferred. Either way, delete this note.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

College and Department Policies

College and departmental units may establish their own policies and minimum syllabus requirements. As long as these policies and requirements do not contradict the university level requirements, colleges and departments can add them in this section. Please remove this section if not needed.