I. Catalog Description and Credit Hours of Course:
An examination of the roles, impact, portrayals, perceptions, contributions and challenges of minorities in mass media content and media professions. 3 credit hours.

II. Prerequisite(s):
Completion of 45 hours and MC 101 (Mass Communication and Society) with a C or higher or permission of the department chairperson.

III. Purposes or Objective of the Course:
This course is part of the curriculum offered by an ACEJMC-accredited mass communication program, and as such, certain ACEJMC standards regarding certain core professional values and competencies AND diversity and inclusion are integral as objectives for this course.

Regarding diversity and inclusion, the following objective is integral to our course:

1. The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

Regarding certain core professional values and competencies, the following objectives are integral as they relate to this course content and assignments:

2. Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications in regard to diversity and minorities;
3. Students will demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
4. Students will understand concepts and apply theories in the use and presentation of images and information regarding diversity and minorities;
5. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
6. Students will think critically, creatively and independently in regard to issues of diversity;
7. Students will conduct research and evaluate information dealing with diversity by methods appropriate to the communications professions;
8. Students will write correctly and clearly about diversity issues in forms and styles appropriate for the communications professions, audiences and purposes they serve;
9. Students will critically evaluate their own work and that of others in regard to diversity issues for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. Students will apply basic numerical and statistical concepts in analyzing portrayals of diversity in media content when appropriate.

IV. Expectations of Students:
1. To keep up with the readings and review of materials for this course, including materials located on the Internet and offered in video or DVD format. Lively, productive, and valuable class discussions depend upon everyone being familiar with the materials and ready to contribute.

2. To actively participate in all class sessions. This begins (but does not end) with attending all class sessions. If participation and/or attendance becomes a “problem,” the professor reserves the right to implement daily quizzes worth substantial points—in addition to assignments and points possible already designated in this syllabus.
3. To complete all assignments and turn them in at the time they are due. No late assignments will be accepted except in cases of University-sanctioned absences (student athlete having to miss because of a game away from campus, etc.) or of truly catastrophic situations (death in family, etc.) that are left up to the discretion of the professor.

4. To complete all assignments connected to this course in accordance with the University’s Academic Honesty policy (found in the University Bulletin and in a booklet called Statement of Student Rights and Code of Student Conduct available online at http://www6.semo.edu/judaffairs/code.html. (Please be especially familiar with the part located under the heading “Academic Honesty” that deals with cheating and plagiarism.)

5. To be respectful at all times of other members of the class and their viewpoints. This does not mean that you must agree with a classmate’s viewpoint; it does mean, however, that every student must have the right to express his or her viewpoint in a supportive classroom environment. This “respect” in a “supportive classroom environment” can be accomplished by being sure to do the following: listening attentively when others (including the professor) are talking, being on time for class, turning off cell phones, refraining from using derogatory or profane language, and in general being prepared for each class session.

V. Course Content or Outline (Indicate number of class hours per unit or section):

Three Weeks (9 hours): Focus on Getting Started: Key Definitions, Theories, History, and Background Regarding Minorities and Diversity and the Mass Media

One Week (3 hours): Focus on Native-Americans

One Week (3 hours): Focus on Hispanics/Latinos/Mexican-Americans

One Week (3 hours): Focus on African-Americans

One Week (3 hours): Focus on Asians/Asian-Americans

One Week (3 hours): Focus on Arabs/Muslims

Three Weeks (9 hours): Focus on Gender: Females, Males, Gays and Lesbians

One Week (3 hours): Focus on the Elderly/Disabled

Three Weeks (9 hours): Focus on Diversity Issues in Media Workplaces/Professions

One Week (3 hours): Oral Reports/Evaluation/Wrap-Up

VI. Textbook(s) and/or Other Required Materials or Equipment:
The textbook for this course is Gender, Race, and Class in Media: A Text-Reader, by Gail Dines and Jean M. Humez, editors (Sage Publications, 2003). This is available in Textbook Services. In addition to this text, we will also use various handouts, articles, websites, videos, and DVDs as supplemental materials.

VII. Basis for Student Evaluation:

Active Class Participation 150 (27.2%)
Midterm Exam 50 (9.1%)
Final Exam 50 (9.1%)
Readings Guide Assignment 50 (9.1%) (Due date determined by student’s choice of topic)
Two (2) Response Papers 100 (18.2%) (50 points per paper)
Journal 50 (9.1%)
Individual Diversity Project 100 (18.2%)
550 possible points