Course Description and Purpose

Many are unaware of the extent to which media shapes their lives. Mass media has the capacity to influence thoughts, emotions, and behaviors. It also has the capacity to influence our social and political culture. Historically, the media has criminalized, marginalized, and underrepresented racial and ethnic minorities. This course seeks to explore how racial and ethnic minorities are portrayed in the media, how media reinforces and/or challenges prejudice and the effects of this on society and the individual.

In this course, we will survey various forms of mass media. Students will engage in discourse analyzing television, film, news articles, advertisements, and social media. We will analyze character portrayals, word choice, and memes. This will be in tandem with examining research, articles, and other sources on social, economic, and political issues.
Course Objectives

Upon completing this course, students will be able to:

1. Discuss relevant terminologies regarding race, ethnicity, stereotypes, media.
2. Examine the effects of media exposure on viewers.
3. Examine relevant social theories on race-related media.
4. Critically analyze the cultural and intellectual contributions of individuals and groups through film.

Global Learning Objectives

Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

- Students will examine the relationship between local and global perspectives of racial and ethnic disparities.

Global Perspective: Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

- Students will analyze local, global, and intercultural dynamics of power, privilege, and oppression.

Global Engagement: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

- Students will explore avenues to engage in allyship.

Important Information

Attendance Policy

You will be given grace for two unexcused absences. Considering we are a hybrid class that meets for only 1hr and 15 mins synchronously a week, your attendance is crucial. At three unexcused absences, you will receive a grade reduction. At four unexcused absences, you will receive a failing grade.

- 16 synchronous meetings amounts to 20 hrs total of class time.
  - 2 absences is about 13% of synchronous time.
  - 3 absences is about 19% of synchronous time.
  - 4 absences is about 25% of synchronous time.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at https://studentaffairs.fiu.edu/get-support/student-conduct-and-
Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets.

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website. Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Policies

Before starting this course, please review the following pages:

- Policies
- Netiquette
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services (CAPS)
Course Prerequisites

Admission to the Honors College.

Proctored Exam Policy

This course does not require a proctored exam.

Textbook and Course Materials

This text is available on Amazon, please shop around and compare prices.

Racialized Media: The Design, Delivery, and Decoding of Race and Ethnicity
Matthew W. Hughey and Emma Gonzalez-Lesser
ISBN-10: 1479811076
Amazon (https://www.amazon.com/Racialized-Media-Delivery-Decoding-Ethnicity/1479811076)
You may purchase your textbook online at the FIU Bookstore (http://fiu.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=21551&catalogId=10001).

Expectations of this Course

This is a hybrid course, which means that much of the course work will be conducted online. This will require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- review the getting started page located in the course modules;
- introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion;
- take the practice quiz to ensure that your computer is compatible with the learning management system, Canvas;
- interact online with instructor and peers;
- review and follow the course calendar and weekly outlines;
- log in to the course 3 times per week;
- respond to discussions by the due date specified.
- respond to emails within 2 business days;
- submit assignments by the corresponding deadline.

The instructor will:
• log in to the course 5 times per week;
• respond to emails within 2 business days;
• grade assignments within 5 business days of the assignment deadline.

Course Communication

Communication in this course will take place via email. I will NOT respond to Canvas messages. Check out the Canvas Conversations Tutorial (https://vimeo.com/canvaslms/212en) or Canvas Guide (https://community.canvaslms.com/docs/DOC-10574-4212710325) to learn how to communicate with your instructor and peers using Announcements and Discussions, I will respond to all correspondences within 2 business days.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz (https://fiu.instructure.com/courses/83010/quizzes/397741) from each computer you will be using to take your graded quizzes and exams. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. For more information, please review the important information about quizzes (https://fiu.instructure.com/courses/83010/pages/important-information-about-quizzes) page.

Assignments

Please review the important information about assignments (https://fiu.instructure.com/courses/83010/pages/important-information-about-assignments) page. Each of these assignments has a rubric attached. Please review the rubric before constructing your responses.

Video Film Analysis

You will select a clip from a television show or film to analyze and record yourself over Zoom to do so. You will use PowerPoint, google slides, or another presentation tool.

Analytical Paper

This paper should be 4-5 pages, double-spaced, Times New Roman font size 12.

You will write a paper that connects the principles discussed in this course with films of your choice. Questions you should consider: 1) How are the works connected to dominant social groups, beliefs, customs, or practices?

This assignment meets the Honors College portfolio learning outcomes of Interdisciplinary and Connectivity.

• SLO (a) Student can demonstrate the application of ideas, methods, and knowledge from multiple disciplines to a question or issue.
• SLO (b) Student can recognize connections among things learned inside and outside the classroom.

Discussions

You will discuss their interpretations and reflections on various media covered in the modules.

Your answers should demonstrate careful thought and logical reasoning. You may build upon the responses of your classmates to formulate an answer. You may consider incorporating the following in your responses: 1) Previous
principles visited in class; 2) Comparing and/or contrasting theories or interpretations, or 3) Identifying a root cause or core social issue.

**Short Responses**

You will write a short response to the materials in the module.

You will demonstrate your ability to identify explicit and implicit statements in a text. You will also learn to present your opinions, values, and beliefs based on the readings. You should select a few quotes that support your position. Rank the quotations in order of importance or relevance. Beneath each quote summarize how they relate to your claims or assumptions.

**Video Film Analysis Presentation**

Choose a film/show of your choice to analyze, using at least 3 elements of film. Focus on a character that you feel is portrayed as stereotype resisting. Prepare a video film analysis presentation that you will present in front of the class. You will utilize PowerPoint, google slides, or another presentation tool. This assignment meets the Honors College portfolio learning outcomes of Interdisciplinary and Connectivity.

- SLO (a) Student can demonstrate the application of ideas, methods, and knowledge from multiple disciplines to a question or issue.
- SLO (b) Student can recognize connections among things learned inside and outside the classroom.

**Zoom Video Conference**

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

**Grading**

<table>
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<td>Video Project</td>
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**Course Calendar**

**Week 1: Introduction**

**Jan. 9 - Jan. 15**

*Out of Class activities on Thursday*

*Homework*

- Order the book *Racialized Media: The Design, Delivery, and Decoding of Race and Ethnicity*

**Week 2:**

**Jan. 16 - Jan. 22**

*Jan 16 MLK Day*

*Jan 17th: Last day to add/drop*

*Homework*

- Check Week 2 module
- Short Response 1 due Monday, Jan 23

**Week 3:**

**Jan. 23 - Jan. 29**

*In-class discussion*

*Homework*

- Check Week 3 Module
- Video Film Analysis 1 due Monday, Jan 30

**Week 4:**

**Jan. 30 - Feb. 5**

*Homework*

- Check Week 4 Module
- Short Response 2 due Monday, Feb 6

**Week 5:**

**Feb. 6 - Feb. 12**

*No Homework*

**Week 6:**

**Feb. 13 - Feb. 19**

*Homework*

- Check Week 6 Module
- Short Response 3 due Monday, Feb 20

**Week 7:**

**Feb. 20 - Feb. 26**

*In-class discussion Tuesday Feb 21*

*Homework*

- Check Week 7 Module
- Video Film Analysis 2 due Monday, Feb 27
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<th>Week 8: Feb. 27 - Mar. 5</th>
<th>SPRING BREAK- NO CLASS February 28th</th>
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<td>• Analytical Paper due <strong>Monday, Mar 13</strong></td>
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<td>• Short Response 4 due Monday, Apr 3</td>
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<td>• Final Project Selection due <strong>Thursday, Apr 6</strong></td>
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<td>• Online Discussion 6 due <strong>Monday, Apr 10</strong></td>
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<th>Week 14: Apr. 10 - Apr. 16</th>
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<td>• Final Project due Monday, Apr 17</td>
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<td>• Extra Credit due Monday, Apr 17</td>
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<th><em>In-Class Presentations</em></th>
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