

# Cover Sheet: Request 15611

## MMC 2604 – Mass Media and You

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Theodore Spiker tspiker@jou.ufl.edu
Created	12/16/2020 9:10:12 AM
Updated	12/16/2020 10:00:39 AM
Description of request	Change the name of MMC 2604 from Mass Media and You to Media, Cultures, and Identity. Changing course description

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Journalism 23040000	Theodore Spiker		12/16/2020
MMC 2604 MediaCultures Edit.doc					12/16/2020
College	Approved	JOU - College of Journalism and Communications	James Babanikos		12/16/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/16/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Modify for request 15611

## Info

**Request:** MMC 2604 – Mass Media and You

**Description of request:** Change the name of MMC 2604 from Mass Media and You to Media, Cultures, and Identity. Changing course description

**Submitter:** Theodore Spiker tspiker@jou.ufl.edu

**Created:** 12/16/2020 9:02:03 AM

**Form version:** 1

## Responses

### Current Prefix

*Enter the current three letter code (e.g., POS, ATR, ENC).*

Response:

MMC

### Course Level

*Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

2

### Number

*Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.*

Response:

604

### Lab Code

*Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:

Mass Media and You

### Effective Term

*Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual*

*effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course change will first be implemented. See preceding item for further information.*

Response:  
Earliest Available

**Requested Action**

*Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.*

Response:  
Other (selecting this option opens additional form fields below)

**Change Course Prefix?**

Response:  
No

**Change Course Level?**

*Note that a change in course level requires submission of a course syllabus.*

Response:  
No

**Change Course Number?**

Response:  
No

**Change Lab Code?**

*Note that a change in lab code requires submission of a course syllabus.*

Response:  
No

**Change Course Title?**

Response:  
Yes

**Current Course Title**

*(100 character limit)*

Response:  
Mass Media and You

**Proposed Course Title**

*(100 character limit)*

Response:  
Media, Cultures, and Identity

**Change Transcript Title?**

*If changing the course title a new transcript title is also required.&nbsp;*

Response:  
Yes

**Current Transcript Title**

Response:  
Mass Media and You

**Proposed Transcript Title (30 char. max)**

Response:  
Media, Cultures, and Identity

**Change Credit Hours?**

*Note that a change in credit hours requires submission of a course syllabus.*

Response:  
No

**Change Variable Credit?**

*Note that a change in variable credit status requires submission of a course syllabus.*

Response:

No

**Change S/U Only?**

Response:  
No

**Change Contact Type?**

Response:  
No

**Change Rotating Topic Designation?**

Response:  
No

**Change Repeatable Credit?**

*Note that a change in repeatable credit status requires submission of a course syllabus.*

Response:  
No

**Change Course Description?**

*Note that a change in course description requires submission of a course syllabus.*

Response:  
Yes

**Current Course Description**

Response:  
Examines roles and effects of contemporary mass media on modern societies. Considers rights, responsibilities and ethics of media, explores relationships between governments, audiences and media companies and reviews economic, political and social determinants of media content.

**Proposed Course Description (500 characters max)**

Response:

Examines the role of media in facilitating, challenging, and enabling power dynamics as well as shaping identity in the United States and globally. Looks at various media forms and constructions of race, gender, sexuality, class, religion, and ability. Analyses the relationship between media, identity and power, as well as individual role as a media consumer.

**Change Prerequisites?**

Response:  
No

**Change Co-requisites?**

Response:  
No

**Rationale**

*Please explain the rationale for the requested change.*

Response:  
We have shifted the focus of the course so that it not only looks at various forms of media platforms, but to show how media intersects with culture, identity, diversity, and communities. This change is part of a broader initiative to include more required coursework that directly addresses issues of culture and diversity in the journalism curriculum.

## **MMC 2604 Media, Cultures, and Identity Fall 2021 Syllabus**

**Instructor:** Dr. Rachel Grant  
Office: 3219B Weimer Hall  
Email: Canvas or rgrant@jou.ufl.edu

Class Time: R (9:35-12:35 p.m.)  
Online

### **Course Description**

In this course, we will engage in an examination of the role of media in facilitating, challenging, and enabling power dynamics as well as shaping identity in the United States and globally. We will address different types of media but will focus on journalism. More specifically, we will study the constructions of race, gender, sexuality, class, religion, and ability in media as well as the conditions of production that enable them.

In addition, we will consider the mass media to be one among many of societal institutions that we encounter daily. Therefore, we will take an interdisciplinary approach to analyzing the relationship between media, identity and power. We will explore your individual role and responsibility as a media consumer. Developing cultural awareness and sensitivity toward issues unfamiliar to your own personal experiences is a key component of this course.

### **Course Learning Objectives**

1. Define power dynamics (e.g. cultural, social, and economic privileges) that are visible and invisible in various forms of media.
2. Discuss how course concepts explain real-world media examples by critically examining various forms of media.
3. Apply cultural awareness, sensitivity and empathy while discussing social issues and in professional situations.
4. Analyze how people see themselves and not how we think they see themselves in various forms of media.
5. Analyze how different groups of people are represented in journalism
6. Implement best practices for including diverse perspectives (across fault lines) in journalism.
7. Critique journalism's role in societal evolution

### **Course Learning Goals & Outcomes**

By the end of the semester, you should be able to:

1. Think critically about social issues regarding the various power dynamics in our society
2. Become an effective consumer and producer of mass media, including journalism, strategic communication and other sub-fields
3. Gain hands-on experience of critically examining and producing media that reinforce and challenge social and political issues
4. Identify how cultural perspectives can influence media

### **Important Notes!!!**

**You *will* encounter ideas and thoughts you do *not* agree with, but understand that this is one of the central purposes of this course. Sometimes, we need to feel uncomfortable in order to step outside of our worlds and enter the realities of others. We seek to be challenged!**

### **Class Principle**

**EVERYONE in this class demands respect, human dignity and common courtesy. Please exercise this class principle as you engage with your fellow classmates, professor and TAs throughout the semester. I expect no less!**

### **ACEJMC Objectives**

In addition to this course's specific objectives, the Journalism School also makes serious efforts to make sure the following goals are embedded across the curriculum:

#### CORE VALUES AND COMPETENCIES

As a student of the University of Florida's College of Journalism and Communications, you are expected to be aware of certain core values and competencies. Specifically, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;



- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

### **General Course Requirements**

**Following Current Events and News:** This course is the beginning to your development as a media consumer and producer; thus, it is important that we keep up with news. Therefore, you are required to engage with a wide range of media content in addition to the class readings, documentaries and discussions. Keeping up with current events will allow us to distinguish how different media and their messages are created and inform our own cultural conceptions. Many of our class discussions may be centered on current events; thus, it is essential that you familiarize yourself with various news sources and be able to apply readings to practical situations that are found in the news.

**Attendance and Class Participation:** You should come to each class prepared, having done the readings/films/podcasts for the week—which will allow us time to engage with the material during class periods. In addition, you should be prepared to answer questions about the readings and share with classmates and the instructor any issues, thoughts and/or perspectives about the course material in a *thoughtful and respectful manner*. Class attendance will be key, as it will affect how successful you are in all other course requirements.

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

**Students Requiring Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you fail to turn in an assignment, you have a week to turn in the assignment. Five points will be deducted for each day the assignment is late. After a week, you will **NOT** receive credit.

### **Required Texts**

Electronic Readings (all other readings available online through Canvas)

Additional short readings (newspaper, magazine, or online articles, etc.) may be assigned during the semester. These will be provided to you either on Canvas or through email (URL links).

### Assessments

Weekly Reading Quizzes: 200 points

Journal Reflections (3): 150 points

Major Assignment #1: Media Analysis: 200 points

Attendance: Low Stakes Mini-Assignments in Class: 150 points

Three Essay Exams: 300 points

Extra Credit: 3% toward final grade

A	97 – 100%	Exceptional Achievement
A	93 -- 96.9%	
A-	90 – 92.9%	
B+	87 – 89.9%	
B	83 – 86.9%	Extensive Achievement
B-	80 – 82.9%	
C+	77 – 79.9%	
C	73 – 76.9%	Acceptable Achievement
C-	70 – 72.9%	
D+	67 – 69.9%	Minimal Achievement
D	63 – 66.9%	
D-	60 – 62.9%	
F	Below 60%	Inadequate Achievement

### Assignment Details

#### 1) Weekly Reading Quizzes

Every week you will be required to complete a quiz on Canvas. The quiz will comprise of 5 multiple-choice questions based on the week's readings and film(s). Questions will require you to understand the main arguments (not specific details) of the week's readings, podcasts and/or films. Quizzes should be taken by Wednesday at noon. The quiz will be available on Canvas by Sunday at 8 p.m. I will drop the lowest two grades.

Aligns with Learning Objective (LO) 1.

**2) Journal Reflections (3)**

You will be going on a journey this semester. Thus, it's important to document your process and continue to reflect on your growth as a student. You will write three journal reflections throughout the semester. These writing assignments will reflect your own thoughts and experiences with the topics discussed in class. These reflections also will build from one another. You will receive specific questions to answer before each reflection is due, and a rubric will be provided. Each reflection is worth **50 points each**.

Aligns with LO 2.

**3) Media Analysis (200 points)**

For this writing assignment, you will be provided a range of visual media images and written stories. You will have to choose at least one image and one story (total of 2 media artifacts). You must write two 3-page essays (one for each media artifact) in which you include evidence to support your argument(s). For each essay, you will a) critically analyze these media by highlighting any problematic messages present using evidence from class and b) you will indicate how you would alter, change, and/or edit the media artifacts that you critiqued in the first part. Problematic messages may include any stereotypes, insensitive material, or assumptions. Materials and rubric will be provided via Canvas. Each essay is worth **100 points** (200 in total).

Aligns with LOs 5, 6 and 7.

**4) Attendance: Low Stakes Mini-Assignments in Class**

Throughout the semester, I'll be taking attendance. Low stakes mini assignments that will help prepare you for take-home essay exams and the critical media analysis assignment will be utilized as a way to document your attendance.

Aligns with LO 2.

**5) Three Essay Exams (100 points each)**

This semester, you will have three essay exams that will test your engagement with class material. For these essay exams, you will be provided with three questions and you'll have to choose two questions to answer in essay format. One of the broader purposes of this course is to help develop your critical thinking skills! The questions, therefore, are designed to test your ability to make connections across course readings, in-class lectures/activities, and films/podcasts.

Aligns with LO 1, 3, 4, and 7.

## **TENTATIVE COURSE SCHEDULE**

### Week 1: Introduction (Sept. 3)

Reading: Perry & Len-Rios, Chapter 1: Conceptual Understanding

Reading: Political Correctness, <http://www.vox.com/2015/1/28/7930845/political-correctness-doesnt-exist>

Watch: *Chimamanda Adichie: The Danger of a Single Story (in class)*

*Week 1 Reading Quiz (syllabus and readings) due by Sunday at noon.*

### Week 2: Context of Media Production and Content (Sept. 10)

Reading: James Lull, "Hegemony"

Reading: Woods, Chapter 2: Talking Across Difference

Film: *Inequalities For All* (Netflix)

*Week 2 Reading Quiz due by Wednesday at noon.*

*Journal Reflection #1 due by Friday, September 11 by noon.*

## **The Social Construction of Race and Ethnicity**

### Week 3: An Intro to Thinking about Race (Sept. 17)

Reading: "A History: The Construction of Race and Racism"

Reading: 1619 Project

Film: *I Am Not Your Negro* (Kanopy)

Listen: Skin Deep, <http://backstoryradio.org/shows/skin-deep/>

Watch: The First Time (in class), <http://www.cnn.com/interactive/2017/02/us/first-time-i-realized-i-was-black/>

*Week 3 Reading Quiz due by Wednesday at noon.*

### Week 4: Media Representation and the "Other" (Sept. 24)

Reading: Horvit & Medvedeva, Chapter 8: Reporting Across Borders

Reading: Garza, Chapter 9: Immigrants and Immigration Reporting the New America

Listen: <https://www.npr.org/2020/06/08/872371063/microaggressions-are-a-big-deal-how-to-talk-them-out-and-when-to-walk-away>

Watch: [The Mindy Project \(in class\)](#)

*Week 4 Reading Quiz due by Wednesday at noon.*

Week 5: Media Representation and the “Other” (Oct. 1)

Reading: Alabash & Cunningham, Chapter 3, Who is American?

Reading: <https://www.miamiherald.com/news/local/immigration/article244408367.html>

Listen: <https://www.npr.org/sections/codeswitch/2017/11/05/561876519/theres-an-immigration-gap-in-how-latinos-perceive-discrimination>

Watch: *Immigration Nation* (in class)

*Week 5 Reading Quiz due by Wednesday at noon.*

Week 6: Race and Crime (Oct. 8)

Reading: Taylor, The Double Standard of Justice

Reading: Perry, Chapter 10: Achieving Excellence in Crime Coverage

Film: *13th* (Netflix)

Watch: When They See Us (in class)

*Week 6 Reading Quiz due by Wednesday at noon.*

## **The Social Construction of Gender and Sexuality**

Week 7: Gender and Media Representation (Oct. 15)

Reading: Len-Rios & Volz, Chapter 5: Gender and the Media

Reading: <http://www.elle.com/culture/movies-tv/news/a47090/women-underrepresented-in-film-study-us/>

Watch: *What were Feminist Thinking?* (in class)

*Exam 1 on Thursday.*

Week 8: Objectification, the Male Gaze and Media Representation (Oct. 22)

Reading: Frisby, Chapter 15: Race and Gender in Sports

Watch: *Killing Us Softly* (in class)

*Week 7 & 8 Reading Quiz due by Wednesday at noon.*

Week 9: Queer Studies and Media (Oct. 29)

Reading: <http://www.oxfordbibliographies.com/view/document/obo-9780199791286/obo-9780199791286-0185.xml>

Reading: Hicks, Chapter 6: Mass Media and the LGBT Community

Film: *Disclosure* (Netflix)

Watch: *The Death and Life of Marsha P. Johnson* (in class)

*Week 9 Reading Quiz due by Wednesday at noon.*

*Media Analysis Assignment due Friday, October 30 by noon.*

## **The Social Construction of Class**

### Week 10: Class Politics and Media (Nov. 5)

Reading: Thomas & Hendricks, Chapter 4: Making Class Matter

Reading: Deepa Kumar, “Debunking the Myth of a Classless society”

Film: *Class Dismissed: How TV Frames the Working Class* (in class)

*Exam 2 on Thursday.*

### Week 11: The Politics of Intersectionality (Nov. 12)

Reading: Mislán, Journalism, Gender and Race Ch. 10

Reading: <https://www.unwomen.org/en/news/stories/2020/6/explainer-intersectional-feminism-what-it-means-and-why-it-matters>

Film: *Anita: Speaking Truth to Power* (Kanopy)

*Week 10 & 11 Reading Quiz due by Wednesday at noon.*

*Journal Reflection #2 due by Friday, November 13 by noon.*

## **Additional Topics:**

### Week 12: Health Inequalities, Ability Studies and the Media (Nov. 19)

\*This week’s theme(s) is(are) not to suggest that health inequality is necessarily linked to different abilities. They can be, but one is not always connected with the other! In other words, a person with diabetes will not have the same experience as someone with autism.

Reading: Painter, Chapter 11, The Complexity of Disability

Reading: Hinnant and Len-Ríos, Chapter 12: Rx for Communicating About Health Inequalities

Film: *Crip Camp* (Netflix)

Watch: Social Determinants of Health (in class)

*Week 12 Reading Quiz due by Wednesday at noon.*

Week 14: Thanksgiving Break!!!

No Readings!

Week 13: Religion, Race and Islamophobia (Dec. 3)

Read: Mason, Chapter 7: Missing In Action

Watch: <http://www.aljazeera.com/programmes/aljazeeraworld/2017/05/islamophobia-usa-170501131435789.html>

Film: *The Story of God* (Netflix)

*Week 13 Reading Quiz due by Wednesday at noon.*

*Journal Reflection #3 due by Friday, December 4 by noon.*

Week 17: Finals Week

**Exam 3 Due by Dec. 16**

Final Exam Dec. 16

Happy Winter Break!!!

**COVID related practices:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**University Honesty Policy:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conductiononor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Counseling and Wellness Center** Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these asses