This class will focus on mass media representations of gender, race, class, and politics, as well as the cultural, legal, economic, and institutional factors influencing the production of media texts. We will also discuss the ways in which media audiences (not just media scholars) make sense of media texts.

Types of media to be discussed include advertisements, film (including romantic comedies, drama, horror, action, and war films), news media, comic books, video games, “reality” television, and sitcoms. Due to time constraints, popular music, novels, and “new” media will receive relatively less attention.

Much of the class will focus on classic theories and media texts. Many of the examples discussed in class will likely be things that you have not seen (e.g., *It Happened One Night*, *The Maltese Falcon*, *Halloween*, *Apocalypse Now*, *When Harry Met Sally*). This is done to expose you to media texts (and historical contexts) that you might be unaware of, and give you the opportunity to compare them with the media that you consume today.

The learning objectives and the means for assessing them for this class are as follows:

**Goal 1**

Students will become more aware of the media content that they consume.

**Assessment 1**

The journal assignment will require students to document the types of media content that they consume and link them to the readings and lecture. Regular class discussion will also require students to make connections between class and personal media consumption.

**Goal 2**

Students will learn how to analyze representations of race, class, and gender in mass media.

**Assessment 2**

Students will analyze representations of race, class, and gender in the film *Million Dollar Baby* (2004) for the media analysis paper. Students will also analyze these representations in regular class discussion.

**Goal 3**

Students will have a mastery of core concepts from class and readings.

**Assessment 3**

Students will demonstrate their mastery of core concepts in class discussion, essay exams, the journal assignment, and the media
REQUIRED TEXTS

(2) *Million Dollar Baby* (2004). You must watch this film for your media analysis paper. You do not necessarily need to buy the film (brand new copies are available for only $4.00 on Amazon), since you can use Netflix or interlibrary loans.

ASSESSMENTS

| Participation | 20% |
| Media Journal | 5% |
| Media Analysis Paper | 25% |
| Exam I | 25% |
| Exam II | 25% |

Participation

Although I will lecture throughout the semester, participation is an important part of this class. Discussion makes the class more interesting, helps us to understand the material better, and helps tailor the class to the students in class. Each day of class will be given a participation grade, and your overall participation grade for the semester will be the average of these scores.

**Participation Grading Rubric**

| 0-50% | Did Not Attend Class
|       | Used Electronic Device in Class (e.g., phones, computers)
|       | Chatting
|       | Distracting or Disrespectful Behavior (e.g., napping)
|       | Did Not Speak in Group Work/Group Discussion |
| 85% (Max) | Attended Class, Engaged, But Did Not Speak |
| 86-100 (Max) | Comments Engage with Class Readings, Materials, or Discussion |

Media Journal

The Media Journal is an assignment that provides with a chance for self-reflection and analysis of your media consumption habits. In this assignment, you must document 4 different types of media content that you watched (this can be across 1-3 weeks) and compare and contrast what you saw with our readings or discussions in class. Each example should be given a paragraph and provide enough details about the particular example (e.g., 4-8 sentences). Be sure to write on media you actually consumed and are interpreting, rather than simply describing someone else’s reaction to a media text. An example of how to do the Media Journal is provided on Canvas.

Midterms

We will have two midterms in the class. Both will be take-home essay exams.

Media Analysis Paper
This analytical paper gives you the opportunity to apply concepts from class (primarily gender and race) to *Million Dollar Baby* (be sure you secure a copy).

**ELECTRONIC POLICY**
Thanks in advance for doing your part to improve class discussion, attention span, etiquette, and participation grades by not using an electronic during class. Please note that using an electronic device in class will result in a 50% in your participation grade for that day on the first violation, and a 0% on subsequent violations.

**PLAGIARISM POLICY**
Plagiarism, Cheating, or Recycling a Past Paper will result in a zero on that paper.

**GRADE APPEALS**
Wait at least 24 hours. Provide a written statement explaining why you think you have been graded unfairly. Any grade complaint that references how hard you worked or studied will be rejected. I reserve the right to keep your grade the same or lower it. All appeals of grades must be made within 5 days following the day the assignment was returned.

**LATE POLICY**
Assignments (including Exams) will be docked 2 point points for each late interval. The example to the right assumes that the assignment was due by Noon.

<table>
<thead>
<tr>
<th>Paper Submitted (Due by Noon in Example)</th>
<th>Cumulative Point Loss</th>
</tr>
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<tbody>
<tr>
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<td>No Point Loss</td>
</tr>
<tr>
<td>1:01 PM</td>
<td>2 Points</td>
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<tr>
<td>2:01 PM</td>
<td>4 Points</td>
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<tr>
<td>3:01 PM</td>
<td>6 Points</td>
</tr>
<tr>
<td>1:01 PM (Next Day)</td>
<td>48 Points</td>
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**GRADING KEY**

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<tr>
<th>97-100 = A+</th>
<th>87-89 = B+</th>
<th>77-79 = C+</th>
<th>67-69 = D+</th>
<th>0-59 = F</th>
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<td>84-86 = B</td>
<td>74-76 = C</td>
<td>64-66 = D</td>
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<tr>
<td>90-92 = A-</td>
<td>80-83 = B-</td>
<td>70-73 = C-</td>
<td>60-63 = D-</td>
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Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

1/7  M  INTRODUCTION

**GENDER AND SEXUALITY IN MASS MEDIA**

1/11 F GRC: Tristan Booth. Queering Queer Eye (409-418).

1/14 M GRC: Kelly Kessler. Showtime Thinks, Therefore I Am (600-609).

1/16 W GRC: Kirsty Fairclough. Nothing Less than Perfect (265-270).

1/18 F GRC: Victoria Collins and Dianee Carmody. Deadly Love (319-326).


1/21 M MLK Day—No Class

1/23 W GRC: Andrea Braithwaite. It’s About Ethics in Games Journalism (536-543)?

https://www.forbes.com/sites/erikkain/2016/01/04/no-rey-from-star-wars-the-force-awakens-is-not-a-mary-sue/#688fb6fa1b9a

https://www.youtube.com/watch?v=Xem4yyx6wok


2/4 M GRC: Jackson Katz. From Rush Limbaugh to Donald Trump (146-152).

2/6 W GRC: Stuart Hall. The Whites of Their Eyes (90-92).


<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>AT</th>
<th>Reading/Article</th>
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<tbody>
<tr>
<td></td>
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<td>GRC:</td>
<td>Rosemary Pennington. Dissolving the Other (108-115).</td>
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<td>2/22</td>
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<td>NO READINGS (WORK ON MIDTERM ESSAY)</td>
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<td><em><strong>Media Journal Due on Canvas by 9:00 AM</strong></em></td>
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<td>MIDTERM ESSAY EXAM DUE ON CANVAS BY 9:00 PM</td>
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<tr>
<td></td>
<td></td>
<td>OT:</td>
<td>Yarimar Bonilla and Jonathan Rosa. #FERGUSON</td>
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MEDIA REGULATION, NORMS, ROUTINES, AND TRENDS

https://www.youtube.com/watch?v=EyeOmPMHRYg
[15:00-1:15:26]

http://www.slate.com/articles/arts/culturebox/2013/07/hollywood_and_blake_snyder_s_screenwriting_book_save_the_cat.html

OT:  Lindsay Ellis (2/28/2017). Are Disney Villains Going Extinct?
https://www.youtube.com/watch?v=doQB5d3Ggw


POLITICAL ECONOMY & CONSUMER CULTURE


GRC:  John Bellamy Fostre and Robert McChesney. The Internet’s Unholy Marriage to Capitalism (37-42).

3/18  M   Spring Respite
3/20  W   Spring Respite
3/22  F   Spring Respite

https://www.youtube.com/watch?v=92vuZt7wak


4/1  M  GRC:  Richard Butsch. Why Television Sitcoms Kept Re-Creating Male Working Class Buffoons For Decades (442-448)


CULTURE, IDEOLOGY, AND MEDIA


MEDIA EFFECTS AND AUDIENCES


GRC: Michael Morgan and James Shanahan. Television and the Cultivation of Authoritarianism (44-50).

4/24 W GRC: Janice Radway. Women Read the Romance (53-60).

4/26 F EXAM ESSAY II DUE BY NOON ON CANVAS