

Detailed Analysis of Diversity & Inclusiveness in Select Syllabi 2017-18

Race/Ethnicity



This Wordle is drawn from sections in the syllabi that were coded for race/ethnicity.

Summary

- 59 out of 135 syllabi specifically addressed race and ethnicity

By Section

PSU 009, Section 003 (Kennan)

- **Assignment:** Students attended MLK events on campus and came up with two discussion questions

- **In-Class Activity:** Students partnered up and reviewed the list of submitted questions. Each group addressed the questions they chose. Discussion centered around race and race relations at Penn State.

Comm 110, Section 001 (Galindo-Ramirez)

- **Reading:** #BlackLivesMatter: The Birth of a New Civil Rights Movement

Comm 170, Section 001 (Poorman)

- **In-Class Activity:** in lecture on trends in the sports industry, did a statistical analysis and history of how sports power brokers and media coverage have shifted to include a more global and diverse awareness and growth.

Comm 205, Section 002 (Dumas)

- **Course Description:** Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media, that help shape our diverse society.
- **Course Goal:** Ideas about gender, race, ethnicity, conditions of ability, sexual orientation and class are shaped in part by media, so understanding media requires historical, political, economic and cultural context.
- **Reading:** Kellner, D. (2003) Cultural Studies, Multiculturalism, and Media Culture. Universal Declaration of Human Rights (1948) United Nations Agreement
- **Film Screening:** Unchained Memories: Readings from the Slave Narratives :75 (2002) HBO on YouTube
- **Reading:** Saleem, M., Yang, G.S. & Ramasubramanian, S. (2016) Reliance on Direct and Mediated Contact and Public Policies Supporting Outgroup Harm. Journal of Communication 66, 604–624. International Communication Association. Wiley-Blackwell. ISSN 0021-9916
- **Reading:** Clark, Cedric C. (1969) Television and Social Controls: Some Observations on the Portrayals of Ethnic Minorities- Television Quarterly 8(2) 18-22.
- **In-Class Activity:** Original people, First Nation People of the US: Constructed as “Other”
- **Reading:** Carstarphen, M. G. & Sanchez, J. P. (2012) American Indians & Mass Media: Chapters 1 & 9

- **Film Screening:** Pow Wow (2014)
- **Reading:** Sanchez, John (2003) How American Public Schools Using Down-Linked News Media Shape American Indian Identity. Howard Journal of Communications (14) (1) Jan-Mar.
- **Reading:** Cuillier, D. Ross, S. Dente (2007) Gambling with Identity: Self-Representation of American Indians on Official Tribal Websites.
- **Film Screening:** Reel Injun (2010)

Comm 250, Section 001 (Jordan)

- **Reading:** Shohat & Stam “Stereotype, Realism & the Struggle over Representation
- **Reading:** Lopez, “Are All Latins from Manhattan?”

Comm 260, Section 007 (Carlson)

- **In-Class Activity:** We have discussed and proceeded to write man-on-the-street assignments about race issues involving Colin Kaepernick
- **Assignment:** We have covered speech by Kendra Hatcher King and Etan Thomas. King, vice president of Sapient RazorFish, discussed racism topics within her marketing profession. The primary topic from Thomas, a former NBA player, was social injustice and facing uncomfortable situations.

Comm 260, Section 010 (Snyder)

- **Assignment:** Students attended panel on campus titled: Diversity on a College Campus (which was the basis for one of their coverage assignments)
- **In-Class Activity:** Diversity how it relates to diverse news sources and what the benefit is of getting news from more than one source/outlet
- **Reading:** <https://www.nytimes.com/2018/03/07/technology/two-months-news-newspapers.html>

Comm 261, Section 001 (Frank)

- **Reading:** Wesley Lowery’s “They Can’t Kill Us All,” which chronicles the birth of the Black Lives Matter movement in response to a series of police shootings of unarmed black children and adults.
- **In-Class Activities:** Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology “The Art of Fact,” which we read throughout the semester. Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries’ historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world’s harsher realities.
- **Assignment:** Each student in this class was assigned a beat. Among the beats covered: the university’s LGBT, international and minority communities. Readings in “Pulitzer’s Gold” exposed students to investigative reporting in the areas of Civil Rights and women’s rights.

Comm 269, Section 001 (Beale)

- **Assignment:** The final project is a portfolio of images and video. Students are encouraged to show diversity in the portfolio.
- **Course Goal:** As photojournalists, the subjects of our photographs should reflect the entire community we serve. Showing diversity in your assignments is essential.

Comm 271, Section 001 (Chandler)

- **Assignment:** World in Conversation

Comm 304, Section 001 (Schmierbach)

- **In-Class Activity:** Not surprisingly this is not a major component of methods, but material covered includes the effective measurement of individual differences, including age, race and gender identity, as well as theory building and analysis that accounts for such differences. In addition, examples of data-driven journalism in recent semesters included coverage of racial inequality in wealth and income, gender inequality in higher education, and educational differences in political participation and survey response.
- **Assignment:** Students are able to choose their own topics for research projects and data analysis, and many of them choose topics that would be relevant. Some recent examples include: The effects of spokesperson or reporter race or gender in reactions to media content (news and advertising) and Public attitudes toward immigration and religious minorities

Comm 338, Section 001 (Bingaman)

- **Film Screening:** “Dark Rider.” <https://www.youtube.com/watch?v=XFQXcv1k9OM>
- **In-Class Activity:** Film plot concerns racial stereotypes and the inability to confront overt acts of harassment. Discussion also centers on the expectation of plot arc and misdirection by the storyteller.
- **In-Class Activity:** Point-of-View. This concerns character perspective in narrative. Screen clips from “Beauty and the Beast,” which references Andre Bresson’s 1983 film “L’Argent,” which deals with themes of blackmail and the corruption of money; “Lost,” which deals with religious issues and filicide, directed by Mario Van Peebles; and “Shawshank Redemption,” which emphasizes friendship between a white and black character during the 1940s-1960s.
- **In-Class Activity:** Week 8 Casting. Screen “Multi-Facial,” directed by Vin Diesel, which follows his attempts to audition for parts that he is judged to be various “types,” as opposed to an actor. <https://www.youtube.com/watch?v=Gf4Ydp8CGk8>

Comm 338, Section 002 (Shea)

- **Course Goal:** demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to narrative film and communications

Comm 342, Section 001 (Brown)

- **In-Class Activity:** Lecture on voice-over work, when we talk about when typical (and yes, sometimes unfair) voice stereotypes are used to convey the character's nationality, gender, race, age, etc. For example...in the movie "Finding Nemo", if I had a mobster fish, what might it sound like so that the audience would immediately know something about that particular fish?

Comm 360, Section 001 (O'Toole)

- **In-Class Activity:** Regular classroom discussions of current issues and how to cover them such as the #MeToo Movement, Black Lives Matter, and NFL players kneeling for the National Anthem
- **Reading:** <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>
- **Reading:** <https://publiceditor.blogs.nytimes.com/2015/06/17/newsroom-diversity-why-we-should-care/>
- **Reading:** <http://asne.org/diversity-survey-2017>

Comm 370, Section 001 (Manuel)

- **In-Class Activity:** Reaching Diverse Audiences

Comm 372, Section 001 (Zimmerman)

- **Assignment:** To understand how guiding documents can influence a social media strategy, students were asked to review Penn State's Brand Book (<https://brand.psu.edu/>) and use it to plan social media content for the university as part of an assignment. The Brand Book includes brand pillars related to diversity and inclusion.
- **Assignment:** Students' final project, the Digital Enterprise Project, included the strategy and execution of social media accounts that included a clothing line to "empower people of color on campus," a wellness-focused blog and accounts related to the international student experience.
- **In-Class Activity:** In conjunction with Martin Luther King Jr. Day, held an in-class discussion about opportunistic social media posts, brand's attempts at marking the holiday that seemed hollow or disingenuous. Class was urged to know when holidays demand respectful content and that MLK posts would be OK if a brand has a relevant connection to the man. (Example: Penn State social media sharing links to content related to MLK's speech on campus in 1965.)
- **In-Class Activity:** In-class exercise presented students with real complaints/comments left on big brands' social media accounts and were asked their strategy for rectifying. The cases included some comments critical of brands' actions related to racial and cultural issues.
- **In-Class Activity:** Students lectured on the importance of those managing social media to not be tone-deaf or out-of-touch to better understand what is and isn't appropriate for posting. This includes awareness of stereotypes, double-meanings, slang, pop culture, etc.

- **In-Class Activity:** Used Starbuck’s PR response to the arrest of two African-American men in a Philadelphia store as an in-class case study on how brands respond during controversies.

Comm 386, Section 001 (Parsons)

- **In-Class Activity:** Lecture and discussion on the role of race and racism in the emergence of rock ‘n’ roll in the 1950s with film clips and music from the era. (Ex., the social meaning of Pat Boone covering Little Richard.)
- **In-Class Activity:** The role of primetime programming in various social changes in the 1960s and 1970s, including civil rights, are discussed. Clips from All in the Family are used to stimulate discussion
- **In-Class Activity:** Lecture and discussion on the popularity and industrial role of the Amos ‘n’ Andy radio show, which began in the late 1920s. Discussion includes the social historical context of racism in the US. Segments of the program are played and discussed in class.
- **In-Class Activity:** Lecture and discussion on the role of television news in the civil rights movement of the 1960s, including consideration of racism in that period. Example of TV news coverage are played and discussed in class.

Comm 400, Section 001 (Yorks)

- **Course Goal:** For our class, we will include a diverse selection of people & stories anywhere the story takes us.
- **Course Goal:** Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

Comm 401, Section 001 (Risley)

- **Reading:** Abolitionist Press, Reporting Civil War
- **In-Class Activity:** Suffragist Press, Muckraking, Black Press

Comm 405, Section 001 (Rodino-Colocino)

- **Film Screening:** Hidden Figures
- **In-Class Activity:** Based on what you know so far about political economy of communication, what can understanding the political economy of communication tell us about how Dr. King and his “Beyond Vietnam” speech were treated by media and the president? What questions might you ask, using a perspective informed by the political economy of communication?
- **Reading:** Curtis Bunn, “The forgotten story of how the news media criticized Martin Luther King for opposing Vietnam: Martin Luther King Jr.’s Speech on the Vietnam War is a Dynamic One You Probably Never Heard”
<http://atlantablackstar.com/2015/01/19/martin-luther-king-jr-s-speech-vietnam-war-dynamic-one-probably-never-heard/>
- **Reading:** When Computers Where Human: The Black Women Behind NASA’s Success:

<https://www.newscientist.com/article/2118526-when-computers-were-human-the-black-women-behind-nasas-success/>

- **Reading:** True Story of Hidden Figures:
<http://www.popularmechanics.com/space/rockets/a24429/hidden-figures-real-story-nasa-women-computers/>
- **Reading:** Diversity of Media Ownership: Issues, Problems, Solutions.

Comm 409, Section 001 (Eshleman)

- **Reading:** Diversity, multiculturalism
- **In-Class Activity:** In two separate lectures, I discuss diversity in the workplace. Particularly, I cite statistics from the American Society of News Editors (ASNE) that show the nationwide percentages of minorities and women working in newsrooms. I also note the percentage of minorities and women enrolled as Journalism majors in our College, thanks to the handiwork of Katie Kennedy in retrieving those numbers.
- **In-Class Activity:** I show a video interview with a California editor who discusses the correlation between the racial makeup of his newsroom and the racial makeup of experts/sources quoted in the newspaper's stories. The result, as I recall, is that the numbers are the same — if 90 percent of the paper's reporters are white, 90 percent of the sources quoted are also white.
- **In-Class Activity:** I show a video about studies that show how race and religion tend to be covered. For example, the video points out that people of color are more often depicted as criminals and drug users in the media while white people are depicted as victims.
- **In-Class Activity:** I also show and discuss a Chicago Tribune crime story that highlights the "fairness" of crime-victims coverage. In the example a 12-paragraph story about four overnight, unrelated murders in Chicago, nine paragraphs were devoted to the one white victim while three paragraphs summed up the circumstances of the three black victims' murders.
- **In-Class Activity:** Also on the issue of race, I show and discuss a story that I wrote for The Philadelphia Inquirer about my coverage of a KKK rally. Specifically, I discuss the quotes from KKK members, and racist language — why I used some offensive language but not others. We talk at length about the use of racial slurs. We discuss the use of using photos of the KKK, whether it is providing readers with essential information or merely glorifying the KKK.
- **Guest Speaker:** My students in SP18 also heard from a speaker who dealt with race issues: Mark Russell, first-ever African American editor of the Memphis Commercial Appeal

Comm 409, Section 001WC (Kennan)

- **Reading:** "Journalists Value Precise Language, Except When It Comes to Describing 'minorities'" (<http://www.poynter.org/2011/1/journalists-value-precise-language-except-when-it-comes-to-describing-minorities/142934/>), posted to Poynter on Aug. 17, 2011 by Mallory Jean Tenor

- **Reading:** “How Black Reporters Report On Black Death”, (<http://www.npr.org/sections/codeswitch/2015/08/20/432590298/how-black-reporters-report-on-black-death>) NPR Code Switch, August 20, 2015
- **Reading:** Diversity in the Newsroom Isn’t Just a Numbers Game: It’s About Changing the Culture (<http://mediashift.org/2015/08/diversity-in-the-newsroom-isnt-just-a-numbers-game-its-about-changing-the-culture/>) , by Josh Sterns, MediaShift, August 2015
- **Reading:** Jose Antonio Vargas's New York Times essay and related interviews with ABC News and NPR’s Fresh Air:
- **Reading:** NYT: "My Life as an Undocumented Immigrant" (<http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>)
- **Reading:** ABC News: "Journalist Jose Antonio Vargas Comes Out as Illegal Immigrant to Fight for DREAM Act" (<http://abcnews.go.com/Politics/immigration-journalist-jose-antonio-vargas-fights-dream-act/story?id=13899697#.T9JsQIK0KSo>)
- **Reading:** NPR: "Why Jose Antonio Vargas Should Leave the U.S." (<http://www.npr.org/2011/07/07/137653256/why-jose-antonio-vargas-should-leave-the-u-s>)
- **In-Class Activity:** Diversity in the journalism workplace, institutional racism, awareness of how the language used could be offensive, in-groups, out-groups - how reporters covering stories most relevant to an aspect of their identity affects the reporters and the stories
- **In-Class Activity:** Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media.
- **Reading:** <https://www.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html>

Comm 409, Section 003 (Sanchez)

- **In-Class Activity:** Stereotypes and Hate- the ethical dilemmas at the intersection of news media and race. Covering Race and Sex in the News Media.
- **In-Class Activity:** Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media.
- **In-Class Activity:** Reporting Anti-social behavior when it involves Race. Anti-Social Behavior vs Freedom of Speech. Discussion on when to cover both in news media. The Alt Right, Summer of Hate, Charlottesville, Domestic Terrorism. The professional issues surrounding reporting hate in the United States.
- **Film Screening:** In Whose Honor? American Indians as Sporting
- **In-Class Activity:** Mascots in the contemporary news media. The NCAA and American NDNs as sporting mascots...is this freedom of speech or is it censorship?
- **In-Class Activity:** American Indians and the Media. American Indian Facts PPT—what do you really know about American Indians.

- **In-Class Activity:** Name Brand Indians- American Indian as a part of the Mainstreamed Advertising Media. Guest Lecturer: Dr. Victoria Sanchez. PPT.

Comm 409, Section 004 (Zhong)

- **Film Screening:** Video: “CBS 48 Hours: Hate Street”
- **In-Class Activity:** Lecture on why race and diversity matter in news reporting, examples drawn from news reports in the two areas
- **Film Screening:** Race in Newsroom and About Race: The Audience Perception
- **Assignment:** Blog on diversity: This I believe
- **Assignment:** Case Study: Muslims in America

Comm 410, Section 001 (Yorks)

- **Course Goal:** For our class, we will include a diverse selection of people & stories anywhere the story takes us.
- **Course Goal:** Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

Comm 410, Section 001 (Galarza)

- **Assignment:** You will work in groups to identify a group (based on nation, gender, race, ethnicity etc.) to examine Western media reports across the board on the group or country. Your group will present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how they would want to be represented as part of the group.
- **Reading:** Caste, Class and Race
- **Reading:** Hooks, b. (1992). Black Looks: Race and Representation.
- **Reading:** Molina-Guzmán, I. (2010). “Ugly” America Dreams the American Dream. In Molina-Guzmán, I. Dangerous curves: Latina bodies in the media
- **Reading:** Valdivia, Angharad N. (2011). "The Gendered Face of Latinidad: Global Circulation of Hybridity." In Hedge, R. S. Circuits of Visibility: Gender and Transnational Media Cultures

Comm 410, Section 003 (Mohammed)

- **Assignment:** Alternative Media Representation - Students will work in groups to identify a group (based on nation, gender, race, ethnicity etc.). You will examine Western media reports across the board on the group or country. Present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how you would want to be represented as part of the group.
- **In-Class Activity:** Hybrid Identities and Afropolitanism (Taiye Selasi)

- **Reading:** Tahmahkera, D. (2014). *Tribal Television: Viewing Native People in Sitcoms*. Chapel Hill, NC: The University of North Carolina Press.

Comm 411: Section 001 (Tounsel)

- **In-Class Activity:** Readings, documentary, and exam questions on patterns of racial marginalization within mass media and digital culture
- **In-Class Activity:** Readings, documentary, and exam questions on resistance to racist logics within and through mass media
- **In-Class Activity:** The Black Press as a case Study for the democratic potential of mass media
- **In-Class Activity:** Integration of African Americans into the television industry as producers and performers
- **In-Class Activity:** How has user-generated content facilitated democracy?
- **Reading:** *Blowing the Trumpet: The “Chicago Defender” and Black Migration during World War I*
- **Film Screening:** *Color Adjustment*
- **Reading:** *Respect Yourself!: Black Women and Power in Julia and Good Times*
- **Reading:** The “Mascotting” of Native America: Construction, Commodity, and Assimilation
- **Reading:** *User Generated Racism: An Analysis of Stereotypes of African Americans, Latinos, and Asians in YouTube Videos*
- **Assignment:** During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce enduring stereotypes of race, gender, class and sexuality. For this essay you will need to select a PRINT ad--the kind of ad found in consumer magazines--and analyze it. YOU CANNOT ANALYZE A TV OR RADIO COMMERCIAL. The advertisement that you choose to analyze should be one that evokes a strong reaction from you on a personal level. It could be an ad that you particularly enjoy or resonate with, or an ad that repels you.

Comm 413W, Section 001 (Dumas)

- **Reading:** Ash and Schmierbach (2013) *The Effects of Gain and Loss Frames on Perceptions of Racial Inequality* *Howard Journal of Communication*, 24.
- **Reading:** Clark, C.C.-*TV and Social Controls: Some Observations on the Portrayals of Ethnic Minorities*

Comm 419, Section 002 (Fattal)

- **In-Class Activity:** *Race/Gender/Cinema in Revolutionary Cuba*
- **Film Screening:** Sara Gomez, *De Cierta Manera / One Way or Another*

- **Reading:** Ruby Rich, “One Way or Another: Sara Gomez and the Cuban Experience (1978).
- **Reading:** Hector Amaya, Screening Cuba: Film Criticism as Political Performance During the Cold War, p. 144–157.

Comm 419, Section 002 (Mohammed)

- **In-Class Activity:** Race, Class & Gender in Cuba
- **Reading:** Cabezas, A. L. (2006). The eroticization of labor in Cuba’s all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092

Comm 419H, Section 001 (Olorunnisola)

- **Study Abroad Activity:** The tour, which will include day-trips to sites in Johannesburg, Pretoria and Soweto, is designed to give students first-hand exposure to South Africa - a country in which the mass media were actors in the apartheid political system and in the 20+ years post-transition transformation of the society. While in South Africa, students will co-investigate the role of the mass media in the country's post-apartheid transformation, meet and receive presentations by persons affiliated with academic institutions, governmental and non-governmental organizations, and media houses – all involved in/engaged with ongoing transformation of South African media/society. Specific study sites may include but are not limited to: U.S. Embassy in South Africa; the United Nations (South Africa Office); South African Broadcasting Corporation (SABC); the Mail & Guardian, the Sowetan and Beeld newspapers; Radio Pretoria; Jozi FM; and the University of the Witwatersrand. Students’ engagement will involve oral and ongoing written contributions to collective understanding about the South African mediascape, the society in their view and direct engagement in service learning.
- **In-Class Activity:** Introduction to media in South Africa / nature of the apartheid press
- **Reading:** W.A. Hachten & C.A. Giffard: vii-xvi; 3-20.
- **Reading:** Selected chapters in Les Switzer and Mohammed Adhikari (2000), South African Resistance Press: Alternative Voices in the last Generation under Apartheid
- **Film Screening:** South Africa: <http://www.youtube.com/watch?v=jwTP-pmOzBU>
- **In-Class Activity:** Backlash for Lowe’s as ads pulled from Muslim Show

Comm 424, Section 001 (Yednock)

- **Assignment:** The Situation Analysis/Insights aspect requires you to provide a detailed analysis and audit of the brand’s background, its position in the marketplace and societal culture, an overview of its consumers, with appropriate insights to identify messaging opportunities and contact planning needs for all audiences.
- **Assignment:** This course is the academic capstone for advertising students, designed to utilize all of your prior learning in advertising-related courses to date. With this learning as a backdrop, you will develop strategies and concepts for an integrated marketing communication campaign. For your campaign, you will identify a target audience, including diverse secondary targets as appropriate, and then use all media from

traditional to digital and include a number of MARCOM elements to target each audience segment.

- **Assignment:** Group Project: Teams of at least four (but no more than five) students will work together to research and develop a comprehensive integrated marketing campaign for a selected brand. I will make every effort to assure that teams are equal and appropriately reflect diversity.
- **In-Class Activity:** Segmentation of Consumers (must include diverse segments)
- **In-Class Activity:** IMC Strategy & Execution (All audience segments)

Comm 426, Sections 001-011 (Connolly Ahern)

- **Course Description:** COMM 426 will provide students with a framework for applying their existing public relations and advertising tools in the global arena. Working internationally and/or interculturally challenges the advertising, public relations or marketing executive to think outside his or her own “cultural box.” Some of the challenges include finding research about consumers, competitors and the marketplace outside of North America and Western Europe, understanding local cultures and customs, understanding the importance of ethnicity, and building an integrated core of professional communicators that work with a common purpose, even if they come from different backgrounds – or are on different continents. Students will be exposed to a number of frameworks for analyzing culture, coming from the areas of anthropology (Schwartz’ 10 Value Domains), social psychology (Bond’s essay on impression management in multi-cultural organizations) and international business (Hofstede’s Dimensions of National Culture).
- **Course Goal:** Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- **In-Class Activity:** The Asian-American Marketplace and Native American Marketplace
- **In-Class Activity:** The African-American Marketplace
- **In-Class Activity:** The Latino Marketplace
- **In-Class Activity:** Multi-cultural America
- **Reading:** Halter, M. (2000). Shopping for identity: The marketing of ethnicity. New York: Schoken.

Comm 427, Section 001 (Yednock)

- **Course Description:** The emphasis in this course will be on the external delivery of strategies and ideas to clients and the internal inter-working functions of Advertising/Public Relations account management, creative, media, research and planning in delivering brand communication ideas in today’s multicultural world, for all types of clients (packaged goods, services, retail, franchise/dealer organizations and business-to-business). For those aspiring to careers in account management this course can serve as a foundation of your preparation. It will enhance critical thinking about the communications business for all of you.

- **Assignment:** Satisfactory performance on two MARCOM cases and three written exams. Each case will provide the opportunity for you to recognize and explore diverse multicultural audiences.
- **Assignment:** Successful completion of a project paper on a current issue in the agency business or cultural/societal trends that have a potential impact on client relations.

Comm 443, Section 001 (Shea)

- **Course Goal:** demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to film production and communications

Comm 452, Section 001 (Dumas)

- **Course Description:** The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
- **Film Screening:** Amandla: A Revolution In Four Part Harmony- Lee Hirsch (2003) South Africa/USA Artisan Home Entertainment
- **Film Screening:** Skin, (2008) Anthony Fabian
- **Reading:** Cancel, R. Come Back South Africa: Cinematic Representations of Apartheid
- **Film Screening:** White Wedding, (2009) Jann Turner 2009 Stepping Stones Pictures
- **Film Screening:** Material (2011) Craig Freimond
- **Film Screening:** Long Walk To Freedom (2013)
- **Film Screening:** Trevor Noah: Crazy Normal (2011)
- **Film Screening:** My Hunters Heart (2011) Craig & Damon Foster

Comm 460, Section 001 (Dawson)

- **Assignment:** Q&A interview with Puerto Rican students

Comm 466, Section 001 (Mannion)

- **Course Goal:** Show an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications

Comm 469, Section 001 (Beale)

- **Assignment:** Defining Beauty - Students are encouraged to photograph true beauty. The assignment encourages students to look beyond how beauty is defined in advertisements and mainstream media
- **Assignment:** The final project is a portfolio of images and video. Students are encouraged to show diversity in the portfolio.

Comm 471, Section 001 (Zimmerman)

- **In-Class Activity:** Lesson related to chapter on advertising included discussion about multi-platform promotional materials created by the university for All In (<http://allin.psu.edu/>), a diversity and inclusion initiative.

Comm 473, Section 004 (Nichols)

- **Assignment:** Report On Diversity Communications: You will read a chapter from the book Multicultural Intelligence (on reserve) and prepare a report. The report should serve more of an analysis of how the information presented impacts public relations, and how it impacts you. It should not just regurgitate the information presented in the book, but also rather analyze what the author are saying.
- **In-Class Activity:** Multicultural Communications
- **In-Class Activity:** Multicultural Intelligence

Comm 476, Section 001 (Affleck)

- **In-Class Activity:** In the course of teaching about beat reporting, we discussed that the races and age of professional and major college athletes, and the age / race of owners / administrators, and the race/age of the class as young journalists, could well be very different. In some cases, I have accented this with an exercise from Covering the Business of Sports, in which we compare the highest paid athletes with the most influential people in sports business. Both groups are also entirely male, but one is majority people of color, one is white; one is young and the other is older, etc.
- **In-Class Activity:** In the second week of the course, we discussed how to interview a newsmaker in an interview setting. A key example was James Franklin's first news conference as head football coach at Penn State, and we watched the news conference in class. I said, "We'll stop the video as soon as we see something interesting." Then I ran the video for one second and stopped the tape, asking "What do you see?" Franklin, who is African-American, is flanked by the athletic director and university president, both white men at the time. This then triggered a conversation about the fact that, although Franklin is Penn State's first black head football coach, no one at the news conference (white reporters, almost entirely) asked about this milestone in the history of one of America's great collegiate football programs.
- **Assignment:** Lou Moore is an African-American sports historian from Grand Valley State, whom I invited to campus to discuss black athlete activism and the interplay between sports and politics. The news release for the event is here: <https://news.psu.edu/story/501471/2018/01/18/athletics/african-american-history-sports-expert-set-conversation-series> Students were assigned to attend his lecture.

Comm 478, Section 001 (Miller)

- **In-Class Activity:** Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and

audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.

- **In-Class Activity:** Each class, we began by discussing current events going on in the sports world, and how they might affect PR/strategic communications/sports information departments. In the spring, we discussed the national anthem protests in the NFL

Comm 480, Section 001 (Kraycik)

- **Course Goal:** Diversity is a broad term that can mean many things to many people. Here are some guidelines: For our class, we will include a diverse selection of people and stories. Our goal is to go beyond the physical boundaries of Penn State. Assignments should not be shot entirely on campus unless approved by the instructor, Executive Producer or Producer. Actively seek out subjects from different ethnicities, races, socio-economic and academic backgrounds.
- **In-Class Activity:** Editorial meetings: encouraging students to seek out interview subjects and news topics on diversity and the wide-ranging issues that can include, As part of that process, students are taught and reminded to include various perspectives, people, races, religions, ages, etc.
- **In-Class Activity:** News reviews: As part of our weekly review of our own stories and newscasts, we provide feedback on student stories and whether those stories included relevant diversity and inclusion (did the students talk with the right people? Did they include diverse ideas and perspectives?). I also show them current examples of "hot topics" in the media that relate to these issues and topics-- for example, reporters and anchors who are making news for the wrong reasons because they sparked a controversy over race, etc. on TV, as well as positive examples of stories, anchors and reporters who did good work in these areas.
- **Course Goal:** We work hard to ensure our own newscasts are diverse and inclusive. The anchor teams switch every 3 weeks, giving us an opportunity to give more student journalists a chance to anchor. As part of that process, I look for opportunities to include minorities and women in those rotations so our shows are reflective of a diverse group of races, genders and ethnicities.
- **Assignment:** Tommie Smith Visit - reporting on racial issues. This story is about one of the 1968 black Olympians who made headlines by raising their fists in protest. One of the athletes, Tommie Smith, visited Penn State during the Spring semester and our reporter covered the story. <http://commmedia.psu.edu/centre-county-report/story/tommie-smith-at-penn-state>
- **Assignment:** Coaching the Community - reporting on race and socio-economic related issues. This story is about an African-American coach at Penn State who grew up in an economically-challenged part of Philadelphia and how he gives back to his hometown community. <http://commmedia.psu.edu/centre-county-report/story/coaching-the-community>

Comm 481, Section 001 (Chandler)

- **Assignment:** Interview a Penn State student of a different race or nationality than you are. Have that person describe their experiences at University Park and show an example of how that person's experience is different than yours. Make a picture of yourself and the subject together and create a 30-second audio highlight from your conversation. Write a headline and text story. (Think Humans of New York, with audio). I would like to publish the best packages on CommMedia as a group story. Individual audio story length: 30 seconds

Comm 486, Section 001 (Parsons)

- **Assignment:** In the second part of the semester, students will investigate and discuss case studies involving various ethical dilemmas in professional practice across all segments of the relevant industries including, broadcasting, cable, telephony and the Internet. Special attention will be given to contemporary problems in areas such as social networking and Internet search company practices. Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
- **Learning Objective:** Obtain knowledge about specific problem areas and issues in industry practice, including content control in entertainment and advertising, sensitivity to issues involving race, gender and age; privacy, intellectual property; international and cross-cultural issues; truth and anonymity, image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
- **Assignment:** Chi Omega Goes on Facebook - Some of you will be familiar with the difficulty encountered by the Chi Omega sorority in 2012 when a group picture of the chapter was posted on Facebook. The photo, taken at a Halloween party, showed sorority members wearing sombreros and holding signs that many observers found offensive. Following newspaper stories about the photograph and criticism from several national and community groups, the sorority apologized and the national Chi Omega organization placed the chapter on probation. Then-President Rodney Erikson issued a statement on the incident and the university Pan Hellenic Council began an investigation. Assess the actions of the various parties. Specifically: - Did the sorority respond appropriately? Should it have done more? Less? - Was it appropriate for the national organization to place the chapter on probation? Should it have issued a harsher penalty or, alternatively, defended the free speech rights of the members? - Was President Erikson's statement too strong? Not strong enough? Should the University have taken any action in support of either the sorority or its critics? - What action, if any, should the Pan Hellenic Council take? (Or alternatively, was the action of the council appropriate?) - Consider arguments on all side of the debate, including those involving freedom of expression and sensitivity to diverse ethnic and social groups. Note that similar incidents have since taken place at

other universities, most recently at the University of Oklahoma. There, the University closed the fraternity involved and expelled two of the students. Background materials on these cases and Chi Omega can be found in the Chi Omega folder on Canvas and generally online.

- **Assignment:** Greek Life Online - You are the president and vice-president of your sorority/fraternity. As you know, there have been some “issues” involving social media and Greek life at PSU over the past couple of years. Develop a set of voluntary guidelines for what can and cannot be posted on the fraternity/sorority social media platforms and what individual members should keep in mind when posting. In doing so, review the problems encountered locally and nationally by Greeks who got into difficulty over their use of social media. In your view, did some of these organizations go too far, or are we too sensitive as a society? Consider both the importance and the boundaries of freedom of expression, and the interaction of sometimes conflicting social values. There are a number of existing social media guidelines for fraternities and sororities. They can be found online and might provide useful background. Use the materials from the Chi Omega folder on Canvas as background and examples of recent problems. In addition to the folder material, three recent cases, noted below with links to stories, may be useful in your thinking. February 2013 - Kappa Sigma fraternity suspends its Duke University chapter over a party some claimed was racist after photos surfaced of partygoers in Asian-style clothing. <http://www.foxnews.com/us/2013/02/07/duke-students-to-reportedly-protest-asian-themed-fraternity-party/> . January 2014 - Arizona State University bans Tau Kappa Epsilon fraternity for an offensive party in commemoration of Martin Luther King Jr. Day replete with racist stereotypes and offensive costumes. <http://www.abc15.com/news/region-southeast-valley/tempe/asu-fraternity-tau-kappa-epsilon-revoked-after-controversial-mlk-day-party-> . March 2015 - A University of Maryland student resigns from Kappa Sigma fraternity after being suspended after a 2014 e-mail containing racially and sexually suggestive language about black, Indian and Asian women is made public. <http://college.usatoday.com/2015/03/14/university-of-maryland-investigates-racist-fraternity-email/>
- **Assignment:** Social Media & White Supremacy - Twitter, along with other popular social media sites, has adopted new content guidelines and begun policing their accounts for what they consider to be white supremacist and/or hate speech, often suspending the accounts of groups and individuals as a result. Consider the always-present tension between offensive speech and freedom of expression and evaluate the recent actions by Twitter (or similar sites). Has Twitter gone too far in controlling speech? Not far enough? How would you change the guidelines, if at all? There is a lot of background material online, but you might start with the following.
- **Reading:** <https://www.theguardian.com/technology/2017/dec/18/twitter-enforcing-anti-abuse-rules-clean-up-act-abuse-hate-symbols-sexual-advances-violent-groups>
- **Reading:** Mark Slagle (2009), An Ethical Exploration of Free Expression and The Problem of Hate Speech. *Journal of Mass Media Ethics*, 24:4, 238-250

Comm 487, Section 001 and 002 (Doris)

- **Course Goal:** be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises
- **Course Goal:** Students will identify and prioritize critical issues, analyze opportunities and challenges in competitive marketing, customer experience, corporate strategy, crisis management and the complexities of managing talent, diversity and inclusion.
- **Assignment:** The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.

Comm 489W, Sections 002 and 003 (Warshel)

- **Reading:** Lovelace, V., Scheiner, S., Dollberg, S., Segui, I., & Black, T. (1994). Making a neighborhood the Sesame Street way. Developing a methodology to evaluate children's understanding of race. *Journal of Educational Television*, 20, 69-77.

Comm 494, Section 003 (Yorks)

- **Course Goal:** For our class, we will include a diverse selection of people & stories anywhere the story takes us.
- **Course Goal:** Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

Comm 497d, Section 001 (Beale)

- **Course Goal:** As photojournalists, the subjects of our photographs should reflect the entire community we serve. Showing diversity in your portfolio is important.

Comm 498, Section 001 (Affleck)

- **In-Class Activity:** The sports industry is in a period of intense change, partly because of technology and partly because of cultural issues. In this part of the course, we began by discussing the varied backgrounds of the key players in sports business, by examining lists of the highest-paid athletes and the most influential people in sports. Both groups are also entirely male, but one (the athletes) is majority people of color, one is white; one is young and the other is older. We then moved on to discussing specific stories, and why / why not they got voluminous coverage in mainstream media, and the nature of the coverage. Specifically, we discussed the protests at NFL games by African-American quarterback Colin Kaepernick, and the relative lack of coverage of the Larry Nassar case (in which a Michigan State / USA Gymnastics doctor sexually abused scores of female athletes). We also talked about Jackie Robinson breaking the race barrier in Major League Baseball and the financial reasons this occurred.
- **Assignment:** Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-American who is the co-owner of the Buffalo Bills. The program featured a diverse group

of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>

- **In-Class Activity:** Social changes. #metoo, race relations. Case study: Jackie Robinson. What makes sports act in a socially conscious way? #whogetspaid

Comm 498, Section 003 (McGill)

- **In-Class Activity:** devote some time to the work of Phillip Meyer in covering the Detroit riots of 1967. Countering some of the prevailing (and largely racist) theories behind the spasm of violence and unrest, The Detroit Free Press conducted a statistical survey of the city's black residents and found conclusions contrary to the conventional wisdom.
- **In-Class Activity:** Lesson 4 and one of the midterm assignments addresses the logical fallacies folks fall into when encountering raw numbers, versus normalized rates. In one of the midterm assignments, students use a dataset on killings by law enforcement officers to compare victims of different races. The students are generally surprised to see that most victims of police shootings are white. However, they're shown that when the data is normalized — i.e., adjusted to account for overall population — black people are more likely to be killed by law enforcement officers than white people.

Comm 501, Section 001 (McAllister)

- **Reading:** Molina-Guzmán, I. (2016). #OscarsSoWhite: How Stuart Hall explains why nothing changes in Hollywood and everything is changing. *Critical Studies in Media Communication*, 33(5), 438-454.
- **Reading:** MCSK: hooks, *Eating the other: Desire and resistance*, pp. 308-317.
- **Reading:** Jordan, M. F. (2004). Recorded jazz and La Voix Nègre: The sound of race in the age of mechanical reproduction. *Nottingham French Studies*, 43(1), 89-99. MCSK: Mulvey, *Visual pleasure and narrative cinema*, pp. 267-274.

Comm 501, Section 001 (Parsons)

- **Reading:** Ford Risley. "The Confederate Press Association: Cooperative News Reporting of the War," *Civil War History* 47: 3 (2001): 222-238.

Comm 597, Section 001 (Jordan)

- **Reading:** Mesoamerican Literacies: Indigenous Writing Systems and Pictographic, Ideographic

Comm 597, Section 002 (Myrick)

- **Reading:** Lukwago, S. N., Kreuter, M. W., Holt, C. L., Steger-May, K., Bucholtz, D. C., & Skinner, C. S. (2003). Sociocultural correlates of breast cancer knowledge and screening in urban African American women. *American Journal of Public Health*, 93(8), 1271-1274.

Comm 597, Section 002 (Frieden)

- **Assignment** Trigger Warning: This assignment contains harsh language and vile

expression. If this assignment presents too much of an emotional burden on you, please notify me and I will offer you an alternative assignment. Twitter permanently suspended the account of conservative Breitbart editor and provocateur Milo Yiannopoulos for vicious abuse directed at actor Leslie Jones, one of the four stars of the Ghostbusters remake movie featuring a female cast.

By Activity Type

Readings

1. #BlackLivesMatter: The Birth of a New Civil Rights Movement
2. Kellner, D. (2003) Cultural Studies, Multiculturalism, and Media Culture. Universal Declaration of Human Rights (1948) United Nations Agreement
3. Saleem, M., Yang, G.S. & Ramasubramanian, S. (2016) Reliance on Direct and Mediated Contact and Public Policies Supporting Outgroup Harm. *Journal of Communication* 66, 604–624. International Communication Association. Wiley-Blackwell. ISSN 0021-9916
4. Clark, Cedric C. (1969) Television and Social Controls: Some Observations on the Portrayals of Ethnic Minorities- *Television Quarterly* 8(2) 18-22.
5. Wesley Lowery’s “They Can’t Kill Us All,” which chronicles the birth of the Black Lives Matter movement in response to a series of police shootings of unarmed black children and adults.
6. <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>
7. Abolitionist Press, Reporting Civil War
8. Curtis Bunn, “The forgotten story of how the news media criticized Martin Luther King for opposing Vietnam: Martin Luther King Jr.’s Speech on the Vietnam War is a Dynamic One You Probably Never Heard”
<http://atlantablackstar.com/2015/01/19/martin-luther-king-jr-s-speech-vietnam-war-dynamic-one-probably-never-heard/>
9. When Computers Were Human: The Black Women Behind NASA’s Success:
10. <https://www.newscientist.com/article/2118526-when-computers-were-human-the-black-women-behind-nasas-success/>
11. True Story of Hidden Figures:
<http://www.popularmechanics.com/space/rockets/a24429/hidden-figures-real-story-nasa-women-computers/>
12. "Journalists Value Precise Language, Except When It Comes to Describing ‘minorities’” (<http://www.poynter.org/2011/journalists-value-precise-language-except-when-it-comes-to-describing-minorities/142934/>) , posted to Poynter on Aug. 17, 2011 by Mallory Jean Tenor
13. “How Black Reporters Report On Black Death”, (<http://www.npr.org/sections/codeswitch/2015/08/20/432590298/how-black-reporters-report-on-black-death>) NPR Code Switch, August 20, 2015
14. Diversity in the Newsroom Isn’t Just a Numbers Game: It’s About Changing the Culture (<http://mediashift.org/2015/08/diversity-in-the-newsroom-isnt-just-a-numbers-game-its-about-changing-the-culture/>) , by Josh Sterns, MediaShift, August 2015

15. Jose Antonio Vargas's New York Times essay and related interviews with ABC News and NPR's Fresh Air:
16. NYT: "My Life as an Undocumented Immigrant"
(<http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>)
17. ABC News: "Journalist Jose Antonio Vargas Comes Out as Illegal Immigrant to Fight for DREAM Act" (<http://abcnews.go.com/Politics/immigration-journalist-jose-antonio-vargas-fights-dream-act/story?id=13899697#.T9JsQIK0KSo>)
18. NPR: "Why Jose Antonio Vargas Should Leave the U.S."
(<http://www.npr.org/2011/07/07/137653256/why-jose-antonio-vargas-should-leave-the-u-s>)
19. <https://www.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html>
20. Caste, Class and Race
21. Hooks, b. (1992). *Black Looks: Race and Representation*.
22. Tahmahkera, D. (2014). *Tribal Television: Viewing Native People in Sitcoms*. Chapel Hill, NC: The University of North Carolina Press.
23. Ash and Schmierbach (2013) *The Effects of Gain and Loss Frames on Perceptions of Racial Inequality* *Howard Journal of Communication*, 24.
24. Ruby Rich, "One Way or Another: Sara Gomez and the Cuban Experience (1978).
25. Hector Amaya, *Screening Cuba: Film Criticism as Political Performance During the Cold War*, p. 144–157.
26. Cabezas, A. L. (2006). The eroticization of labor in Cuba's all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092
27. W.A. Hachten & C.A. Giffard: vii-xvi; 3-20.
28. Selected chapters in Les Switzer and Mohammed Adhikari (2000), *South African Resistance Press: Alternative Voices in the last Generation under Apartheid*
29. Cancel, R. *Come Back South Africa: Cinematic Representations of Apartheid*
30. Lovelace, V., Scheiner, S., Dollberg, S., Segui, I., & Black, T. (1994). Making a neighborhood the Sesame Street way. *Developing a methodology to evaluate children's understanding of race*. *Journal of Educational Television*, 20, 69-77.
31. Molina-Guzmán, I. (2016). #OscarsSoWhite: How Stuart Hall explains why nothing changes in Hollywood and everything is changing. *Critical Studies in Media Communication*, 33(5), 438-454.
32. MCSK: hooks, *Eating the other: Desire and resistance*, pp. 308-317.
33. Jordan, M. F. (2004). Recorded jazz and La Voix Nègre: The sound of race in the age of mechanical reproduction. *Nottingham French Studies*, 43(1), 89-99. MCSK: Mulvey, *Visual pleasure and narrative cinema*, pp. 267-274.
34. Risley." *The Confederate Press Association: Cooperative News Reporting of the War,*" *Civil War History* 47: 3 (2001): 222-238.
35. Lukwago, S. N., Kreuter, M. W., Holt, C. L., Steger-May, K., Bucholtz, D. C., & Skinner, C. S. (2003). Sociocultural correlates of breast cancer knowledge and screening

in urban African American women. *American Journal of Public Health*, 93(8), 1271-1274.

36. *Blowing the Trumpet: The "Chicago Defender" and Black Migration during World War I*
37. *Respect Yourself!: Black Women and Power in Julia and Good Times*
38. *The "Mascotting" of Native America: Construction, Commodity, and Assimilation*
39. *User Generated Racism: An Analysis of Stereotypes of African Americans, Latinos, and Asians in YouTube Videos*

In-Class Activities

1. Students partnered up and reviewed the list of submitted questions. Each group addressed the questions they chose. Discussion centered on race and race relations at Penn State.
2. We have discussed and proceeded to write man-on-the-street assignments about race issues involving Colin Kaepernick
3. Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology "The Art of Fact," which we read throughout the semester. Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries' historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world's harsher realities.
4. Not surprisingly this is not a major component of methods, but material covered includes the effective measurement of individual differences, including age, race and gender identity, as well as theory building and analysis that accounts for such differences. In addition, examples of data-driven journalism in recent semesters included coverage of racial inequality in wealth and income, gender inequality in higher education, and educational differences in political participation and survey response.
5. Film plot concerns racial stereotypes and the inability to confront overt acts of harassment. Discussion also centers on the expectation of plot arc and misdirection by the storyteller.
6. Point-of-View. This concerns character perspective in narrative. Screen clips from "Beauty and the Beast," which references Andre Bresson's 1983 film "L'Argent," which deals with themes of blackmail and the corruption of money; "Lost," which deals with religious issues and filicide, directed by Mario Van Peebles; and "Shawshank Redemption," which emphasizes friendship between a white and black character during the 1940s-1960s.
7. Regular classroom discussions of current issues and how to cover them such as the #MeToo Movement, Black Lives Matter, and NFL players kneeling for the National Anthem
8. Based on what you know so far about political economy of communication, what can understanding the political economy of communication tell us about how Dr. King and his "Beyond Vietnam" speech were treated by media and the president? What questions might you ask, using a perspective informed by the political economy of communication?

9. In two separate lectures, I discuss diversity in the workplace. Particularly, I cite statistics from the American Society of News Editors (ASNE) that show the nationwide percentages of minorities and women working in newsrooms. I also note the percentage of minorities and women enrolled as Journalism majors in our College, thanks to the handiwork of Katie Kennedy in retrieving those numbers.
10. I show a video interview with a California editor who discusses the correlation between the racial makeup of his newsroom and the racial makeup of experts/sources quoted in the newspaper's stories. The result, as I recall, is that the numbers are the same — if 90 percent of the paper's reporters are white, 90 percent of the sources quoted are also white.
11. I show a video about studies that show how race and religion tend to be covered. For example, the video points out that people of color are more often depicted as criminals and drug users in the media while white people are depicted as victims.
12. I also show and discuss a Chicago Tribune crime story that highlights the “fairness” of crime-victims coverage. In the example a 12-paragraph story about four overnight, unrelated murders in Chicago, nine paragraphs were devoted to the one white victim while three paragraphs summed up the circumstances of the three black victims' murders.
13. Also on the issue of race, I show and discuss a story that I wrote for The Philadelphia Inquirer about my coverage of a KKK rally. Specifically, I discuss the quotes from KKK members, and racist language — why I used some offensive language but not others. We talk at length about the use of racial slurs. We discuss the use of using photos of the KKK, whether it is providing readers with essential information or merely glorifying the KKK.
14. Diversity in the journalism workplace, institutional racism, awareness of how the language used could be offensive, in-groups, out-groups - how reporters covering stories most relevant to an aspect of their identity affects the reporters and the stories
15. Stereotypes and Hate- the ethical dilemmas at the intersection of news media and race. Covering Race and Sex in the News Media.
16. Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media.
17. Reporting Anti-social behavior when it involves Race. Anti-Social Behavior vs Freedom of Speech. Discussion on when to cover both in news media. The Alt Right, Summer of Hate, Charlottesville, Domestic Terrorism. The professional issues surrounding reporting hate in the United States.
18. Lecture on why race and diversity matter in news reporting, examples drawn from news reports in the two areas
19. Hybrid Identities and Afropolitanism (Taiye Selasi)
20. Race, Class & Gender in Cuba
21. The tour, which will include day-trips to sites in Johannesburg, Pretoria and Soweto, is designed to give students first-hand exposure to South Africa - a country in which the mass media were actors in the apartheid political system and in the 20+ years post-transition transformation of the society. While in South Africa, students will co-investigate the role of the mass media in the country's post-apartheid transformation,

meet and receive presentations by persons affiliated with academic institutions, governmental and non-governmental organizations, and media houses – all involved in/engaged with ongoing transformation of South African media/society. Specific study sites may include but are not limited to: U.S. Embassy in South Africa; the United Nations (South Africa Office); South African Broadcasting Corporation (SABC); the Mail & Guardian, the Sowetan and Beeld newspapers; Radio Pretoria; Jozi FM; and the University of the Witwatersrand. Students' engagement will involve oral and ongoing written contributions to collective understanding about the South African mediascape, the society in their view and direct engagement in service learning.

22. Introduction to media in South Africa / nature of the apartheid press
23. Backlash for Lowe's as ads pulled from Muslim Show
24. In the course of teaching about beat reporting, we discussed that the races and age of professional and major college athletes, and the age / race of owners / administrators, and the race/age of the class as young journalists, could well be very different. In some cases, I have accented this with an exercise from *Covering the Business of Sports*, in which we compare the highest paid athletes with the most influential people in sports business. Both groups are also entirely male, but one is majority people of color, one is white; one is young and the other is older, etc.
25. In the second week of the course, we discussed how to interview a newsmaker in an interview setting. A key example was James Franklin's first news conference as head football coach at Penn State, and we watched the news conference in class. I said, "We'll stop the video as soon as we see something interesting." Then I ran the video for one second and stopped the tape, asking "What do you see?" Franklin, who is African-American, is flanked by the athletic director and university president, both white men at the time. This then triggered a conversation about the fact that, although Franklin is Penn State's first black head football coach, no one at the news conference (white reporters, almost entirely) asked about this milestone in the history of one of America's great collegiate football programs.
26. Editorial meetings: encouraging students to seek out interview subjects and news topics on diversity and the wide-ranging issues that can include, As part of that process, students are taught and reminded to include various perspectives, people, races, religions, ages, etc.
27. News reviews: As part of our weekly review of our own stories and newscasts, we provide feedback on student stories and whether those stories included relevant diversity and inclusion (did the students talk with the right people? Did they include diverse ideas and perspectives?). I also show them current examples of "hot topics" in the media that relate to these issues and topics-- for example, reporters and anchors who are making news for the wrong reasons because they sparked a controversy over race, etc. on TV, as well as positive examples of stories, anchors and reporters who did good work in these areas.
28. The sports industry is in a period of intense change, partly because of technology and partly because of cultural issues. In this part of the course, we began by discussing the varied backgrounds of the key players in sports business, by examining lists of the

highest-paid athletes and the most influential people in sports. Both groups are also entirely male, but one (the athletes) is majority people of color, one is white; one is young and the other is older. We then moved on to discussing specific stories, and why / why not they got voluminous coverage in mainstream media, and the nature of the coverage. Specifically, we discussed the protests at NFL games by African-American quarterback Colin Kaepernick, and the relative lack of coverage of the Larry Nassar case (in which a Michigan State / USA Gymnastics doctor sexually abused scores of female athletes). We also talked about Jackie Robinson breaking the race barrier in Major League Baseball and the financial reasons this occurred.

29. Social changes. #metoo, race relations. Case study: Jackie Robinson. What makes sports act in a socially conscious way? #whogetspaid
30. Devote some time to the work of Phillip Meyer in covering the Detroit riots of 1967. Countering some of the prevailing (and largely racist) theories behind the spasm of violence and unrest, The Detroit Free Press conducted a statistical survey of the city's black residents and found conclusions contrary to the conventional wisdom.
31. Lesson 4 and one of the midterm assignments addresses the logical fallacies folks fall into when encountering raw numbers, versus normalized rates. In one of the midterm assignments, students use a dataset on killings by law enforcement officers to compare victims of different races. The students are generally surprised to see that most victims of police shootings are white. However, they're shown that when the data is normalized — i.e., adjusted to account for overall population — black people are more likely to be killed by law enforcement officers than white people.
32. Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.
33. Each class, we began by discussing current events going on in the sports world, and how they might affect PR/strategic communications/sports information departments. In the spring, we discussed the national anthem protests in the NFL
34. Readings, documentary, and exam questions on patterns of racial marginalization within mass media and digital culture
35. Readings, documentary, and exam questions on resistance to racist logics within and through mass media
36. The Black Press as a case Study for the democratic potential of mass media
37. Integration of African Americans into the television industry as producers and performers
38. How has user-generated content facilitated democracy?
- 39.

Assignments

1. Students attended MLK events on campus and came up with two discussion questions
2. We have covered speech by Kendra Hatcher King and Etan Thomas. King, vice president of Sapient RazorFish, discussed racism topics within her marketing profession. The

primary topic from Thomas, a former NBA player, was social injustice and facing uncomfortable situations.

3. Each student in this class was assigned a beat. Among the beats covered: the university's LGBT, international and minority communities. Readings in "Pulitzer's Gold" exposed students to investigative reporting in the areas of Civil Rights and women's rights.
4. World in Conversation
5. Students are able to choose their own topics for research projects and data analysis, and many of them choose topics that would be relevant. Some recent examples include: The effects of spokesperson or reporter race or gender in reactions to media content (news and advertising) and Public attitudes toward immigration and religious minorities
6. To understand how guiding documents can influence a social media strategy, students were asked to review Penn State's Brand Book (<https://brand.psu.edu/>) and use it to plan social media content for the university as part of an assignment. The Brand Book includes brand pillars related to diversity and inclusion.
7. Students' final project, the Digital Enterprise Project, included the strategy and execution of social media accounts that included a clothing line to "empower people of color on campus," a wellness-focused blog and accounts related to the international student experience.
8. Blog on diversity: This I believe
9. Case Study: Muslims in America
10. You will work in groups to identify a group (based on nation, gender, race, ethnicity etc.) to examine Western media reports across the board on the group or country. Your group will present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how they would want to be represented as part of the group.
11. Alternative Media Representation - Students will work in groups to identify a group (based on nation, gender, race, ethnicity etc.). You will examine Western media reports across the board on the group or country. Present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how you would want to be represented as part of the group.
12. Lou Moore is an African-American sports historian from Grand Valley State, whom I invited to campus to discuss black athlete activism and the interplay between sports and politics. The news release for the event is here:
<https://news.psu.edu/story/501471/2018/01/18/athletics/african-american-history-sports-expert-set-conversation-series> Students were assigned to attend his lecture.
13. Tommie Smith Visit - reporting on racial issues. This story is about one of the 1968 black Olympians who made headlines by raising their fists in protest. One of the athletes, Tommie Smith, visited Penn State during the Spring semester and our reporter covered the story. <http://commmedia.psu.edu/centre-county-report/story/tommie-smith-at-penn-state>

14. Coaching the Community - reporting on race and socio-economic related issues. This story is about an African-American coach at Penn State who grew up in an economically-challenged part of Philadelphia and how he gives back to his hometown community. <http://commmedia.psu.edu/centre-county-report/story/coaching-the-community>
15. Interview a Penn State student of a different race or nationality than you are. Have that person describe their experiences at University Park and show an example of how that person's experience is different than yours. Make a picture of yourself and the subject together and create a 30-second audio highlight from your conversation. Write a headline and text story. (Think Humans of New York, with audio). I would like to publish the best packages on CommMedia as a group story. Individual audio story length: 30 seconds
16. In the second part of the semester, students will investigate and discuss case studies involving various ethical dilemmas in professional practice across all segments of the relevant industries including, broadcasting, cable, telephony and the Internet. Special attention will be given to contemporary problems in areas such as social networking and Internet search company practices. Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
17. The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.
18. Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-American who is the co-owner of the Buffalo Bills. The program featured a diverse group of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>
19. Trigger Warning: This assignment contains harsh language and vile expression. If this assignment presents too much of an emotional burden on you, please notify me and I will offer you an alternative assignment. Twitter permanently suspended the account of conservative Breitbart editor and provocateur Milo Yiannopoulos for vicious abuse directed at actor Leslie Jones, one of the four stars of the Ghostbusters remake movie featuring a female cast.
20. During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce

enduring stereotypes of race, gender, class and sexuality. For this essay you will need to select a PRINT ad--the kind of ad found in consumer magazines-- and analyze it. YOU CANNOT ANALYZE A TV OR RADIO COMMERCIAL. The advertisement that you choose to analyze should be one that evokes a strong reaction from you on a personal level. It could be an ad that you particularly enjoy or resonate with, or an ad that repels you.

Guest Lectures

1. My students in SP18 also heard from a speaker who dealt with race issues: Mark Russell, first-ever African American editor of the Memphis Commercial Appeal

Film Screenings

1. Unchained Memories: Readings from the Slave Narratives :75 (2002) HBO on YouTube
2. "Dark Rider." <https://www.youtube.com/watch?v=XFOXcv1k9OM>
3. Hidden Figures
4. Video: "CBS 48 Hours: Hate Street"
5. Race in Newsroom and About Race: The Audience Perception
6. Sara Gomez, De Cierta Manera / One Way or Another
7. South Africa: <http://www.youtube.com/watch?v=jwTP-pmOzBU>
8. Amandla: A Revolution In Four Part Harmony- Lee Hirsch (2003) South Africa/USA Artisan Home Entertainment
9. Skin, (2008) Anthony Fabian
10. White Wedding, (2009) Jann Turner 2009 Stepping Stones Pictures
11. Material (2011) Craig Freimond
12. Long Walk To Freedom (2013)
13. Trevor Noah: Crazy Normal (2011)
14. My Hunters Heart (2011) Craig & Damon Foster
15. Color Adjustment

Course Goals, Descriptions, Learning Objectives

1. Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media that help shape our diverse society.

2. Ideas about gender, race, ethnicity, conditions of ability, sexual orientation and class are shaped in part by media, so understanding media requires historical, political, economic and cultural context.
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to narrative film and communications
4. For our class, we will include a diverse selection of people & stories anywhere the story takes us.
5. Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.
6. The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
7. Diversity is a broad term that can mean many things to many people. Here are some guidelines: For our class, we will include a diverse selection of people and stories. Our goal is to go beyond the physical boundaries of Penn State. Assignments should not be shot entirely on campus unless approved by the instructor, Executive Producer or Producer. Actively seek out subjects from different ethnicities, races, socio-economic and academic backgrounds.
8. We work hard to ensure our own newscasts are diverse and inclusive. The anchor teams switch every 3 weeks, giving us an opportunity to give more student journalists a chance to anchor. As part of that process, I look for opportunities to include minorities and women in those rotations so our shows are reflective of a diverse group of races, genders and ethnicities.
9. Obtain knowledge about specific problem areas and issues in industry practice, including content control in entertainment and advertising, sensitivity to issues involving race, gender and age; privacy, intellectual property; international and cross-cultural issues; truth and anonymity, image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
10. Be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises

- **In-Class Activity:** lecture included the introduction, enforcement and impact of Title IX, featuring a WH.gov video history of Title IX. Link: <https://psu.instructure.com/courses/1883500/modules/items/24254753>
- **Guest Lecture:** guest lecture and follow-up Q&A by Deb Gelman, producer of the CBS Sports Network's NFL pre-game show and the NCAA Tournament studio show. Gelman is the highest-ranked women producer in broadcast television sports.

Comm 180, Section 001 (Jackson)

- **Course Goal:** The importance of diversity, including gender, ethnicity, sexual orientation and other forms of diversity in relation to telecommunications and mass communication

Comm 205, Section 002 (Dumas)

- **Course Description:** Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media, that help shape our diverse society.
- **Reading:** Behm-Morawitz, E. & Mastro, D. E. (2008) Mean Girls? The Influence of Gender Portrayals in Teen Movies on Emerging Adults' Gender-Based Attitudes and Beliefs
- **Film Screening:** MISS Representation (2011) Jennifer Siebel Newsom: 91“film exposes how mainstream media contribute to the under-representation of women in positions of power and influence in America”.
- **Reading:** Ng, Eve (2008) Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple. *Popular Communication*, 6: 103–121. Taylor & Francis Group.
- **Reading:** Garretson, Jeremiah (2014) Exposure to the Lives of Lesbians and Gays and the Origin of Young People’s Greater Support for Gay Rights. *International Journal of Public Opinion Research*, Advance Access 9/4, Oxford University Press
- **Film Screening:** Further off the Straight and Narrow: New Gay Visibility on Television, 1998-2006: 61 (2006) MEF.
- **Film Screening:** Tough Guise II: Violence, Media and the Crisis in Masculinity (2013): 61 MEF

- **Reading:** Robinson, T. Callister, M., Clark, B., Phillips, J. (2009) Violence sexuality and Gender Stereotyping: A content analysis of official video game websites. Web Journal of Mass Communication Research (13).

Comm 250, Section 001 (Jordan)

- **Film Screening:** Ousmane Sembene, Black Girl
- **Reading:** Modleski, “Hitchcock, Feminism, and the Patriarchal Unconscious

Comm 260, Section 007 (Carlson)

- **In-Class Activity:** In FA17 and SP18 semesters, I scheduled Jennifer Pencek from the Gender Equity Center to give an in-class presentation. Each time the entire class was involved, having to make decisions from a number of real-life situations they were encountering, such as physical or verbal abuse from a partner and subsequent financial problems that could ensue depending on the decisions the students made. We then wrote about the presentation, not a play-by-play account about moving around the classroom and what that entailed in regard to making life-changing decisions, but the message behind the plethora of situations Jennifer portrayed.
- **In-Class Activity:** We have discussed and proceeded to write man-on-the-street assignments about race issues involving Colin Kaepernick and sexual assault issues involving Harvey Weinstein and Larry Nassar.
- **Assignment:** Write about the life of a transgender person, about gender identity and about the number of choices of a particular religion or faith that are available on Penn State's campus.

Comm 260, Section 10 (Snyder)

- **Assignment:** Students attended speaker event titled: Breaking Into the Sports Industry—A Woman’s Perspective (which focused on differences in gender and what it’s like being a female in an industry dominated by males)
- **In-Class Activity:** Discussion about how to identify a source in a story/if he or she wishes to be identified in a different way (if it’s a male or female or if they don’t want to be identified as either one how does the reporter write that? What name should the reporter use?)

Comm 261, Section 001 (Frank)

- **Assignment:** Each student in this class was assigned a beat. Among the beats covered: the university’s LGBT, international and minority communities. Readings in “Pulitzer’s Gold” exposed students to investigative reporting in the areas of Civil Rights and women’s rights.

Comm 304, Section 001 (Schmierbach)

- **Assignment:** Students are able to choose their own topics for research projects and data analysis, and many of them choose topics that would be relevant. Some recent examples include: The effects of spokesperson or reporter race or gender in reactions to media content (news and advertising) and Thin-idea or sexualized imagery in advertising.

- **Readings:** Knowledge of discrimination against same-sex partners was a topic in one reading. Previous years have included readings dealing with racial or gender stereotyping in political advertising. In general, I try to make sure at least a couple readings directly address issues of identity and inequality beyond the theories noted above.

Comm 338, Section 001 (Bingaman)

- **In-Class Activity:** Week 6 Set Decorum and Safety. Among the topics discussed are issues of gender equity and workplace courtesy.

Comm 360, Section 001 (O'Toole)

- **Reading:** <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>
- **In-Class Activity:** Discussions of clichés, stereotypes, and other language that play into preconceived notions of people, demographic groups, or places
- **In-Class Activity:** Classroom discussion of and examples of proper terminology within the transgender community and the need to be sensitive to term usage that may change over time
- **Reading:** <https://transequality.org/issues/resources/tips-journalists>

Comm 372, Section 001 (Zimmerman)

- **Guest Speaker:** Caitlin Honeycutt, marketing manager in Penn State Athletics discussed a female in a male-dominated field and offered advice to students.

Comm 380, Sections 001 and 002 (Doris)

- **In-Class Activities:** Case study and a quiz on sexual harassment and diversity and inclusion. Both involve multiple situations. Students work in groups to discuss what is taking place in each situation and how it should be addressed. This is generally followed by a class discussion and I weigh in on what is appropriate.
- **In-Class Activity:** We also address topical issues - Roger Ailes, Harvey Weinstein, Charlie Rose, et cetera.
- **Assignment:** There is a case study and a quiz on sexual harassment and diversity and inclusion. Both involve multiple situations. Students work in groups to discuss what is taking place in each situation and how it should be addressed. This is generally followed by a class discussion and I weigh in on what is appropriate.

Comm 386, Section 001 (Parsons)

- **In-Class Activity:** The evolution of feminism, especially in the 1970s, is discussed in the context of mainstreaming and primetime television programming. Clips from the Mary Tyler Moore show are used.

Comm 401, Section 001 (Risley)

- **In-Class Activity:** Suffragist Press, Muckraking, Black Press

Comm 409, Section 001 (Eshleman)

- **Assignment:** Lecture: Kristen Houser, Pa. Coalition Against Rape, 6:30 p.m. in 10 Sparks (Feb. 28)
- **In-Class Activity:** In two separate lectures, I discuss diversity in the workplace. Particularly, I cite statistics from the American Society of News Editors (ASNE) that show the nationwide percentages of minorities and women working in newsrooms. I also note the percentage of minorities and women enrolled as Journalism majors in our College, thanks to the handiwork of Katie Kennedy in retrieving those numbers.
- **In-Class Activity:** Several times during the semester we delve into how and when to report gender, sexual preference and sexual identification. For example, I show a video in which Apple CEO Tim Cook was “outed” during a broadcast. Similarly, I play a radio clip from NPR’s All Things Considered when a federal judge who had ruled on a gay marriage case was outed.
- **Guest Speaker:** My students in SP18 also heard from a speaker who dealt with gender issues: Kristen Houser, a nationally known expert on the subject of violence against women.
- **Assignment:** In a specific case study assignment, I have a two-person student team present the case of Boston subway operator Aiden Quinn. He was using his cellphone while driving a subway that crashed in 2009. Some media outlets reported that Quinn was transgender, and we discuss the propriety of disclosing that fact.

Comm 409, Section 001WC (Kennan)

- **Reading:** Diversity in the Newsroom Isn’t Just a Numbers Game: It’s About Changing the Culture (<http://mediashift.org/2015/08/diversity-in-the-newsroom-isnt-just-a-numbers-game-its-about-changing-the-culture/>), by Josh Sterns, MediaShift, August 2015
- **Reading:** How The Rolling Stone Rape Story Failure Has -- And Hasn't -- Changed Media Coverage (<http://mediamatters.org/blog/2015/07/07/how-the-rolling-stone-rape-story-failure-has-an/204263>)
- **Optional reading:** Rolling Stone’s investigation: ‘A failure that was avoidable’ (http://www.cjr.org/investigation/rolling_stone_investigation.php)
- **Reading:** <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>

Comm 409, Section 003 (Sanchez)

- **In-Class Activity:** What do we know about ethics overall? How can we apply what we know to journalism and news media? Expectations and parameters for the course. The differences in environments, bias, religion, age, sex, and economic status- as reasons for our ethical decisions.
- **Film Screening:** Race and Sex: What we Think But Can’t Say #38.
- **In-Class Activity:** Stereotypes and Hate- the ethical dilemmas at the intersection of news media and race. Covering Race and Sex in the News Media

- **In-Class Activity:** The role of Stereotypes in Media. Gender Wars and Sexual Stereotyping

Comm 410, Section 001 (Yorks)

- **Course Introduction on Syllabus:** For our class, we will include a diverse selection of people & stories anywhere the story takes us. Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

Comm 410, Section 001 (Galarza)

- **Assignment:** You will work in groups to identify a group (based on nation, gender, race, ethnicity etc.) to examine Western media reports across the board on the group or country. Your group will present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how they would want to be represented as part of the group.
- **Reading:** Guenther, J. (2015). Gender and Globalization: Power Relations at India's Margins. *Journal of Developing Societies*, 31 (1), 28-42.
- **Reading:** Valdivia, Angharad N. (2011). "The Gendered Face of Latinidad: Global Circulation of Hybridity." In Hedge, R. S. *Circuits of Visibility: Gender and Transnational Media Cultures*

Comm 410, Section 003 (Mohammed)

- **Assignment:** Alternative Media Representation - Students will work in groups to identify a group (based on nation, gender, race, ethnicity etc.). You will examine Western media reports across the board on the group or country. Present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how you would want to be represented as part of the group.
- **Reading:** Guenther, J. (2015). Gender and Globalization: Power Relations at India's Margins. *Journal of Developing Societies*, 31(1), 28-42.

Comm 411, Section 001 (Tounsel)

- **Reading:** Respect Yourself!: Black Women and Power in Julia and Good Times
- **Reading:** Amateur, Autonomous, and Collaborative: Myths of Aspiring Female Cultural Producers in Web 2.0
- **In-Class Activity:** Class activities analyzing the use of gender in advertising
- **In-Class Activity:** Documentary and reading exploring the differences among representations of white and black women in early family television
- **In-Class Activity:** How do dominant notions of gender inflect popular representations of robots and communicative technologies?

- **Reading:** Nothing Queer About Queer Television: Televised Construction of Gay Masculinities
- **Assignment:** During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce enduring stereotypes of race, gender, class and sexuality. For this essay you will need to select a PRINT ad--the kind of ad found in consumer magazines--and analyze it. YOU CANNOT ANALYZE A TV OR RADIO COMMERCIAL. The advertisement that you choose to analyze should be one that evokes a strong reaction from you on a personal level. It could be an ad that you particularly enjoy or resonate with, or an ad that repels you.

Comm 419, Section 002 (Fattal)

- **In-Class Activity:** Race/Gender/Cinema in Revolutionary Cuba. In class screening: Sara Gomez, *De Cierta Manera / One Way or Another*
- **Reading:** Ruby Rich, "One Way or Another: Sara Gomez and the Cuban Experience (1978)."
- **Reading:** Hector Amaya, *Screening Cuba: Film Criticism as Political Performance During the Cold War*, p. 144–157.

Comm 419, Section 002 (Mohammed)

- **Reading:** Repo, J., & Yrjölä, R. (2011). The gender politics of celebrity humanitarianism in Africa. *International Feminist Journal of Politics*, 13(1), 44-62. doi:10.1080/14616742.2011.534661
- **Reading:** Cabezas, A. L. (2006). The eroticization of labor in Cuba's all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092

Comm 452, Section 001 (Dumas)

- **Course Description:** The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
- **Reading:** Ayari, Farida (1996) *Images of Women*
- **Reading:** Sheila Petty (1996) *Black African Feminist Filmmaking?* In Ed. Imruh Bakari & Mbye Cham *African Experiences of Cinema*. British Film Institute.

- **In-Class Activity:** West Africa Cinema: Storytelling and Gender- Sembene “Father of African Filmmaking”
- **Reading:** Gender and politics in African Cinema, MOOLAADE- Ousemane Sembene (2004) Senegal/Burkina Faso :120

Comm 471, Section 001 (Zimmerman)

- **Assignment:** Writing project had students write letters to the editor of The Daily Collegian to comment, elaborate or dispute recent articles. Topics includes faith on campus and female empowerment.

Comm 476, Section 001 (Affleck)

- **Public Talk and Guest Speaker:** Deb Gelman is a pioneering female sports TV producer who has worked primarily for CBS. She came to campus and spoke publicly, with the class required to go. She also met with our AWSM @ Penn State chapter. Gelman spoke about her experiences, #metoo issues, and dispensed career advice and advice to young women starting in the profession.
- **In-Class Activity:** In class, the students were required to watch “Let Them Wear Towels,” the ESPN documentary about the obstacles faced by the first female sports writers, then write written responses to questions about the video and discuss the issues raised by the film.

Comm 478, Section 001 (Miller)

- **In-Class Activity:** Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.
- **In-Class Activity:** Each class, we began by discussing current events going on in the sports world, and how they might affect PR/strategic communications/sports information departments. In the spring, we discussed Former Auburn softball player alleges abuse, sexual harassment in 14-page complaint, Nassar surrounded by adults who enabled his predatory behavior
- **In-Class Activity:** The class discussions and assignments featured a mix of men’s and women’s sports. For example, we covered a softball game and did a game notes assignment on a team in the NCAA men’s basketball Final Four.
- **In-Class Activity:** Guest speakers featured a mix of men and women who discussed their experiences working in different fields within the sports industry.

Comm 480, Section 001 (Kraycik)

- **Course Goal:** We work hard to ensure our own newscasts are diverse and inclusive. The anchor teams switch every 3 weeks, giving us an opportunity to give more student journalists a chance to anchor. As part of that process, I look for opportunities to include minorities and women in those rotations so our shows are reflective of a diverse group of races, genders and ethnicities.

- **Assignment:** Men Against Violence - reporting on gender and violence against women. This story is about a group of men at Penn State leading a march against violence. <http://commmedia.psu.edu/centre-county-report/story/men-against-violence-of-penn-state-leads-a-walk-on-campus>

Comm 481, Section 001 (Dvir)

- **Assignment:** Listen to and reflect on Kristen Clark and David Conrad's "The Gondolier" (Radio Lab, 2017). <http://www.radiolab.org/story/gondo>

Comm 486, Section 001 (Parsons)

- **Assignment:** In the second part of the semester, students will investigate and discuss case studies involving various ethical dilemmas in professional practice across all segments of the relevant industries including, broadcasting, cable, telephony and the Internet. Special attention will be given to contemporary problems in areas such as social networking and Internet search company practices. Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
- **Learning Objective:** Obtain knowledge about specific problem areas and issues in industry practice, including content control in entertainment and advertising, sensitivity to issues involving race, gender and age; privacy, intellectual property; international and cross-cultural issues; truth and anonymity, image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
- **In-Class Activity:** Content Control. Problems in sexual content, gender, stereotyping, and special audiences.

Comm 487, Section 001 and 002 (Doris)

- **Course Goal:** be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises

Comm 489W, Sections 002 and 003 (Warshel)

- **Reading:** "Masculinity, Maturity, and the End of Pokéman," Durham: Duke University Press, pp. 241-256

Comm 494, Section 003 (Yorks)

- **Course Goal:** For our class, we will include a diverse selection of people & stories anywhere the story takes us.
- **Course Goal:** Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

Comm 498, Section 001 (Affleck)

- **In-Class Activity:** The sports industry is in a period of intense change, partly because of technology and partly because of cultural issues. In this part of the course, we began by discussing the varied backgrounds of the key players in sports business, by examining lists of the highest-paid athletes and the most influential people in sports. Both groups are also entirely male, but one (the athletes) is majority people of color, one is white; one is young and the other is older. We then moved on to discussing specific stories, and why / why not they got voluminous coverage in mainstream media, and the nature of the coverage. Specifically, we discussed the protests at NFL games by African-American quarterback Colin Kaepernick, and the relative lack of coverage of the Larry Nassar case (in which a Michigan State / USA Gymnastics doctor sexually abused scores of female athletes). We also talked about Jackie Robinson breaking the race barrier in Major League Baseball and the financial reasons this occurred.
- **Assignment:** Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-American who is the co-owner of the Buffalo Bills. The program featured a diverse group of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>

Comm 501, Section 001 (McAllister)

- **Reading:** Rowland, A. L., & Simonson, P. (2014). The founding mothers of communication research: Toward a history of gendered assembly. *Critical Studies in Media Communication*, 31(1), 3-26.
- **Reading:** Meehan, Gendering the commodity audience: Critical media research, feminism, and political economy, 242-248. *MCSK: Herman & Chomsky, A propaganda model*, 204-230.
- **Reading:** Whiteside, E., & Hardin, M. (2011). Women (not) watching women: Leisure time, television, and implications for televised coverage of women's sports. *Communication, Culture & Critique*, 4, 122-143.
- **Reading:** Cuklanz, L. (2016). Feminist theory in communication. In K. B. Jensen & R. T. Craig (Eds.), *The international encyclopedia of communication theory and philosophy* (1-12). New York: Wiley.
- **Reading:** hooks, *Eating the other: Desire and resistance*, pp. 308-317.
- **Reading:** Chess, S. (2016). The queer case of video games: Orgasms, heteronormativity, and video game narrative. *Critical Studies in Media Communication*, 33(1), 84-94.
- **Reading:** Rodino-Colocino, M., DeCarvalho, L. J., & Heresco, A. (2017). Neo-orthodox masculinities on Man Caves. *Television and New Media*, pp. 1-20.

Comm 597, Section 001 (Myrick)

- **Reading:** Greene, K., & Brinn, L. S. (2003). Messages influencing college women's tanning bed use: Statistical versus narrative evidence format and a self-assessment to increase perceived susceptibility. *Journal of Health Communication*, 8(5), 443.

Comm 597a, Section 001 (Jordan)

- **Reading:** Claude S. Fischer, Gender and the Residential Telephone

By Activity Type

Readings

1. Is This The Next Step for the #MeToo Movement?
2. Suicide on Campus and the Pressure of Perfection
3. Behm-Morawitz, E. & Mastro, D. E. (2008) Mean Girls? The Influence of Gender Portrayals in Teen Movies on Emerging Adults' Gender-Based Attitudes and Beliefs
4. Ng, Eve (2008) Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple. *Popular Communication*, 6: 103–121. Taylor & Francis Group.
5. Garretson, Jeremiah (2014) Exposure to the Lives of Lesbians and Gays and the Origin of Young People's Greater Support for Gay Rights. *International Journal of Public Opinion Research*, Advance Access 9/4, Oxford University Press
6. Robinson, T. Callister, M., Clark, B., Phillips, J. (2009) Violence sexuality and Gender Stereotyping: A content analysis of official video game websites. *Web Journal of Mass Communication Research* (13).
7. Knowledge of discrimination against same-sex partners was a topic in one reading. Previous years have included readings dealing with racial or gender stereotyping in political advertising. In general, I try to make sure at least a couple readings directly address issues of identity and inequality beyond the theories noted above.
8. <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>
9. Diversity in the Newsroom Isn't Just a Numbers Game: It's About Changing the Culture (<http://mediashift.org/2015/08/diversity-in-the-newsroom-isnt-just-a-numbers-game-its-about-changing-the-culture/>) , by Josh Sterns, MediaShift, August 2015
10. How The Rolling Stone Rape Story Failure Has -- And Hasn't -- Changed Media Coverage (<http://mediamatters.org/blog/2015/07/07/how-the-rolling-stone-rape-story-failure-has-an/204263>)
11. Rolling Stone's investigation: 'A failure that was avoidable' (http://www.cjr.org/investigation/rolling_stone_investigation.php)
12. Guenther, J. (2015). Gender and Globalization: Power Relations at India's Margins. *Journal of Developing Societies*, 31 (1), 28-42.
13. Valdivia, Angharad N. (2011). "The Gendered Face of Latinidad: Global Circulation of Hybridity." In Hedge, R. S. *Circuits of Visibility: Gender and Transnational Media Cultures*
14. Ruby Rich, "One Way or Another: Sara Gomez and the Cuban Experience (1978)."
15. Hector Amaya, *Screening Cuba: Film Criticism as Political Performance During the Cold War*, p. 144–157.

16. Repo, J., & Yrjölä, R. (2011). The gender politics of celebrity humanitarianism in Africa. *International Feminist Journal of Politics*, 13(1), 44-62.
doi:10.1080/14616742.2011.534661
17. Cabezas, A. L. (2006). The eroticization of labor in Cuba's all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092
18. Ayari, Farida (1996) *Images of Women*
19. Sheila Petty (1996) *Black African Feminist Filmmaking?* In Ed. Imruh Bakari & Mbye Cham *African Experiences of Cinema*. British Film Institute.
20. *Gender and politics in African Cinema*, MOOLAADE- Ousemane Sembene (2004) Senegal/Burkino Faso :120
21. Rowland, A. L., & Simonson, P. (2014). The founding mothers of communication research: Toward a history of gendered assembly. *Critical Studies in Media Communication*, 31(1), 3-26.
22. Meehan, Gendering the commodity audience: Critical media research, feminism, and political economy, 242-248. *MCSK: Herman & Chomsky, A propaganda model*, 204-230.
23. Whiteside, E., & Hardin, M. (2011). Women (not) watching women: Leisure time, television, and implications for televised coverage of women's sports. *Communication, Culture & Critique*, 4, 122-143.
24. Greene, K., & Brinn, L. S. (2003). Messages influencing college women's tanning bed use: Statistical versus narrative evidence format and a self-assessment to increase perceived susceptibility. *Journal of Health Communication*, 8(5), 443.
25. Claude S. Fischer, *Gender and the Residential Telephone*
26. *Respect Yourself!: Black Women and Power in Julia and Good Times*
27. *Amateur, Autonomous, and Collaborative: Myths of Aspiring Female Cultural Producers in Web 2.0*

In-Class Activities

1. Gender Equity Presentation
2. Lecture included the introduction, enforcement and impact of Title IX, featuring a WH.gov video history of Title IX. Link:
<https://psu.instructure.com/courses/1883500/modules/items/24254753>
3. In FA17 and SP18 semesters, I scheduled Jennifer Pencek from the Gender Equity Center to give an in-class presentation. Each time the entire class was involved, having to make decisions from a number of real-life situations they were encountering, such as physical or verbal abuse from a partner and subsequent financial problems that could ensue depending on the decisions the students made. We then wrote about the presentation, not a play-by-play account about moving around the classroom and what that entailed in regard to making life-changing decisions, but the message behind the plethora of situations Jennifer portrayed.

4. We have discussed and proceeded to write man-on-the-street assignments about race issues involving Colin Kaepernick and sexual assault issues involving Harvey Weinstein and Larry Nassar.
5. Week 6 Set Decorum and Safety. Among the topics discussed are issues of gender equity and workplace courtesy.
6. Case study and a quiz on sexual harassment and diversity and inclusion. Both involve multiple situations. Students work in groups to discuss what is taking place in each situation and how it should be addressed. This is generally followed by a class discussion and I weigh in on what is appropriate.
7. We also address topical issues - Roger Ailes, Harvey Weinstein, Charlie Rose, et cetera.
8. The evolution of feminism, especially in the 1970s, is discussed in the context of mainstreaming and primetime television programming. Clips from the Mary Tyler Moore show are used.
9. In two separate lectures, I discuss diversity in the workplace. Particularly, I cite statistics from the American Society of News Editors (ASNE) that show the nationwide percentages of minorities and women working in newsrooms. I also note the percentage of minorities and women enrolled as Journalism majors in our College, thanks to the handiwork of Katie Kennedy in retrieving those numbers.
10. Several times during the semester we delve into how and when to report gender, sexual preference and sexual identification. For example, I show a video in which Apple CEO Tim Cook was “outed” during a broadcast. Similarly, I play a radio clip from NPR’s All Things Considered when a federal judge who had ruled on a gay marriage case was outed.
11. What do we know about ethics overall? How can we apply what we know to journalism and news media? Expectations and parameters for the course. The differences in environments, bias, religion, age, sex, and economic status- as reasons for our ethical decisions.
12. Stereotypes and Hate- the ethical dilemmas at the intersection of news media and race. Covering Race and Sex in the News Media
13. The role of Stereotypes in Media. Gender Wars and Sexual Stereotyping
14. Race/Gender/Cinema in Revolutionary Cuba. In class screening: Sara Gomez, De Cierta Manera / One Way or Another
15. West Africa Cinema: Storytelling and Gender- Sembene “Father of African Filmmaking”
16. In class, the students were required to watch “Let Them Wear Towels,” the ESPN documentary about the obstacles faced by the first female sports writers, then write written responses to questions about the video and discuss the issues raised by the film.
17. Content Control. Problems in sexual content, gender, stereotyping, and special audiences.
18. The sports industry is in a period of intense change, partly because of technology and partly because of cultural issues. In this part of the course, we began by discussing the varied backgrounds of the key players in sports business, by examining lists of the highest-paid athletes and the most influential people in sports. Both groups are also entirely male, but one (the athletes) is majority people of color, one is white; one is young and the other is older. We then moved on to discussing specific stories, and why / why

not they got voluminous coverage in mainstream media, and the nature of the coverage. Specifically, we discussed the protests at NFL games by African-American quarterback Colin Kaepernick, and the relative lack of coverage of the Larry Nassar case (in which a Michigan State / USA Gymnastics doctor sexually abused scores of female athletes). We also talked about Jackie Robinson breaking the race barrier in Major League Baseball and the financial reasons this occurred.

19. Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.
20. Each class, we began by discussing current events going on in the sports world, and how they might affect PR/strategic communications/sports information departments. In the spring, we discussed Former Auburn softball player alleges abuse, sexual harassment in 14-page complaint, Nassar surrounded by adults who enabled his predatory behavior
21. The class discussions and assignments featured a mix of men's and women's sports. For example, we covered a softball game and did a game notes assignment on a team in the NCAA men's basketball Final Four.
22. Guest speakers featured a mix of men and women who discussed their experiences working in different fields within the sports industry.
23. Class activities analyzing the use of gender in advertising
24. Documentary and reading exploring the differences among representations of white and black women in early family television
25. How do dominant notions of gender inflect popular representations of robots and communicative technologies?

Assignments

21. Night-time Panel (attend and cover) - Women in Sports Day included panel for class and over 200 students in HUB, featuring Penn State alumnae working at Showtime, the NFL, Sporting News and Major League Soccer (MLS). That was followed by a mentoring session involving the four alumnae and 17 undergraduate women from the Bellisario College.
22. Students attended speaker event titled: : Breaking Into the Sports Industry—A Woman's Perspective (which focused on differences in gender and what it's like being a female in an industry dominated by males)
23. Students are able to choose their own topics for research projects and data analysis, and many of them choose topics that would be relevant. Some recent examples include: The effects of spokesperson or reporter race or gender in reactions to media content (news and advertising) and Thin-idea or sexualized imagery in advertising.
24. Lecture: Kristen Houser, Pa. Coalition Against Rape, 6:30 p.m. in 10 Sparks (Feb. 28)
25. You will work in groups to identify a group (based on nation, gender, race, ethnicity etc.) to examine Western media reports across the board on the group or country. Your group will present critiques on Western media reportage on a specific issue about the group and

- develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how they would want to be represented as part of the group.
26. Alternative Media Representation - Students will work in groups to identify a group (based on nation, gender, race, ethnicity etc.). You will examine Western media reports across the board on the group or country. Present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how you would want to be represented as part of the group.
 27. Men Against Violence (example of student work) - reporting on gender and violence against women. This story is about a group of men at Penn State leading a march against violence. <http://commmedia.psu.edu/centre-county-report/story/men-against-violence-of-penn-state-leads-a-walk-on-campus>
 28. In the second part of the semester, students will investigate and discuss case studies involving various ethical dilemmas in professional practice across all segments of the relevant industries including, broadcasting, cable, telephony and the Internet. Special attention will be given to contemporary problems in areas such as social networking and Internet search company practices. Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
 29. Writing project had students write letters to the editor of The Daily Collegian to comment, elaborate or dispute recent articles. Topics includes faith on campus and female empowerment.
 30. Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-American who is the co-owner of the Buffalo Bills. The program featured a diverse group of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>
 31. During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce enduring stereotypes of race, gender, class and sexuality. For this essay you will need to select a PRINT ad--the kind of ad found in consumer magazines-- and analyze it. YOU CANNOT ANALYZE A TV OR RADIO COMMERCIAL. The advertisement that you choose to analyze should be one that evokes a strong reaction from you on a personal

level. It could be an ad that you particularly enjoy or resonate with, or an ad that repels you.

Guest Lectures

1. And follow-up Q&A by Deb Gelman, producer of the CBS Sports Network's NFL pre-game show and the NCAA Tournament studio show. Gelman is the highest-ranked women producer in broadcast television sports.
2. Caitlin Honeycutt, marketing manager in Penn State Athletics discussed a female in a male-dominated field and offered advice to students.
3. Kristen Houser, a nationally known expert on the subject of violence against women.

Film Screenings

1. MISS Representation (2011) Jennifer Siebel Newsom: 91“film exposes how mainstream media contribute to the under-representation of women in positions of power and influence in America”.
2. Further off the Straight and Narrow: New Gay Visibility on Television, 1998-2006 :61 (2006) MEF.
3. Tough Guise II: Violence, Media and the Crisis in Masculinity (2013): 61 MEF
4. Ousmane Sembene, Black Girl
5. Race and Sex: What we Think But Can't Say #38.

Course Goals, Descriptions, Learning Objectives

1. The importance of diversity, including gender, ethnicity, sexual orientation and other forms of diversity in relation to telecommunications and mass communication
2. Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media, that help shape our diverse society.
3. For our class, we will include a diverse selection of people & stories anywhere the story takes us. Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

4. The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
5. We work hard to ensure our own newscasts are diverse and inclusive. The anchor teams switch every 3 weeks, giving us an opportunity to give more student journalists a chance to anchor. As part of that process, I look for opportunities to include minorities and women in those rotations so our shows are reflective of a diverse group of races, genders and ethnicities.
6. Obtain knowledge about specific problem areas and issues in industry practice, including content control in entertainment and advertising, sensitivity to issues involving race, gender and age; privacy, intellectual property; international and cross-cultural issues; truth and anonymity, image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
7. Be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises
8. For our class, we will include a diverse selection of people & stories anywhere the story takes us.
9. Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

- **Course Goal:** Ideas about gender, race, ethnicity, conditions of ability, sexual orientation and class are shaped in part by media, so understanding media requires historical, political, economic and cultural context.
- **In-Class Activity:** Gender Identity and Sexual Orientation: Social Reality Construction & Ideology
- **Reading:** Ng, Eve (2008) Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple. *Popular Communication*, 6: 103–121. Taylor & Francis Group.
- **Reading:** Garretson, Jeremiah (2014) Exposure to the Lives of Lesbians and Gays and the Origin of Young People’s Greater Support for Gay Rights. *International Journal of Public Opinion Research*, Advance Access 9/4, Oxford University Press
- **Film Screening:** Further off the Straight and Narrow: New Gay Visibility on Television, 1998-2006:61 (2006) MEF.
- **Film Screening:** Tough Guise II: Violence, Media and the Crisis in Masculinity (2013) :61

Comm 261, Section 001 (Frank)

- **Assignment:** Each student in this class was assigned a beat. Among the beats covered: the university’s LGBT, international and minority communities. Readings in “Pulitzer’s Gold” exposed students to investigative reporting in the areas of Civil Rights and women’s rights.
- **In-Class Activity:** Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology “The Art of Fact,” which we read throughout the semester. Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries’ historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world’s harsher realities.

Comm 304, Section 001 (Schmierbach)

- **Reading:** knowledge of discrimination against same-sex partners was a topic in one reading.

Comm 338, Section 002 (Shea)

- **Course Goal:** demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to narrative film and communications;

Comm 360, Section 001 (O’Toole)

- **Assignment:** You’re the executive producer of a top-30 radio station and you have to decide how to identify 8 men who died in a fire at a gay nightclub. Most of the men are married. None of them is well known in your city. (One is a congressman’s aide, one is an army major, one is a former pastor, the other 5 hold office or clerical jobs.) Six other men were hospitalized, but authorities have withheld their names. The dead and injured

were allegedly watching all male, X-rated films on the second floor. Do you identify the men fully? Do you tell your readers that it was a gay club? Would you press for the names of the injured?

Comm 386, Section 001 (Parsons)

- **In-Class Activity:** Lecture and discussion of the evolution of gay characters on primetime television programming in the 1970s and the relationship between TV programming and social change.
- **Assignment:** The Manhattan Declaration Comes To Campus - You are members of an advisory committee to the president of Benjamin Franklin State University, a large, semi-public university located in a rural area of a large northeastern state. One of the many student groups on campus, the student chapter of the Christian Worldview Fellowship (CWF), has recently learned of the action by Apple, Inc., to remove a controversial app from its iTunes store. The app included the socially conservative “Manhattan Declaration,” opposing abortion and gay marriage. (See associate readings posted on Canvas). The student group on campus has responded by posting similar content, including the Declaration, on its club website. Like other campus groups, the CWF uses university facilities and a university web server to host its page. Learning of the CWF action, other campus groups, including the Lesbian, Gay, and Transgender Student Alliance, the Diversity Coalition, and the Feminist Action Organization, have protested the material, labeling it “hate speech” and “homophobic.” They are demanding it be taken off the university servers. Your university hasn’t confronted anything like this before and has no pre-existing policy in place. How do you respond to this situation and what policies do you recommend be put in place for the long term? By way of background, review the Canvas articles describing the Apple iTunes removal of the controversial material from its iTunes store. Read the Manhattan Declaration. Look at the policies governing offensive speech and freedom of expression at similarly situated universities. Look at similar incidents across the country and see how they have been resolved. Look at any relevant court cases and Supreme Court decisions on hate speech or offensive speech. See, Manhattan Declaration.org at: <http://www.manhattandeclaration.org/home.aspx>

Comm 409, Section 001 (Eshleman)

- **In-Class Activity:** Our discussion of photos also includes slides of the Westboro Baptist Church and other groups that target gays. We debate when and how to use the photos (which were taken by John Beale for the Pittsburgh Post-Gazette).
- **In-Class Activity:** Several times during the semester we delve into how and when to report gender, sexual preference and sexual identification. For example, I show a video in which Apple CEO Tim Cook was “outed” during a broadcast. Similarly, I play a radio clip from NPR’s All Things Considered when a federal judge who had ruled on a gay marriage case was outed.

Comm 409, Section 003 (Sanchez)

- **In-Class Activity:** The role of Stereotypes in Media. Gender Wars and Sexual Stereotyping. “Milk and the News Media#90 pt.1”

Comm 409, Section 004 (Zhong)

- **In-Class Activity:** How to report on rape victims, minorities, LGBTQA communities

Comm 411: Section 001 (Tounsel)

- **Reading:** Nothing Queer About Queer Television: Televised Construction of Gay Masculinities
- **In-Class Activity:** During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce enduring stereotypes of race, gender, class and sexuality.

Comm 426, Sections 001-011 (Connolly Ahern)

- **Course Goal:** Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- **In-Class Activity:** GLBT Market

Comm 466, Section 001 (Mannion)

- **Course Goal:** Show an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications

Comm 469, Section 001 (Beale)

- **Assignment:** Photos of students who are part of the LGBTQ community

Comm 471, Section 001 (Zimmerman)

- **Course Goal:** Commitment to Inclusion: I’m committed to creating a classroom environment that is welcoming and inclusive of all students. As a member of the Penn State Safe Zone Ally Network, I’ve completed the LGBTQA Student Resource Center’s training for faculty and staff. As an ally to students, I’m willing to talk about LGBTQ-related issues and to help students find resources on campus and in the community.

Comm 478, Section 001 (Miller)

- **In-Class Activity:** Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.

Comm 487, Section 001 and 002 (Doris)

- **Course Goal:** be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises
- **Assignment:** The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.

Comm 501, Section 001 (McAllister)

- **Reading:** Chess, S. (2016). The queer case of video games: Orgasms, heteronormativity, and video game narrative. *Critical Studies in Media Communication*, 33(1), 84-94.

Comm 597, Section 002 (Myrick)

- **Reading:** Ybarra, M. L., Mitchell, K. J., Palmer, N. A., & Reisner, S. L. (2015). Online social support as a buffer against online and offline peer and sexual victimization among US LGBT and non-LGBT youth. *Child Abuse & Neglect*, 39, 123-136.

By Activity Type

Readings

- Ng, Eve (2008) Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple. *Popular Communication*, 6: 103–121. Taylor & Francis Group.
- Garretson, Jeremiah (2014) Exposure to the Lives of Lesbians and Gays and the Origin of Young People's Greater Support for Gay Rights. *International Journal of Public Opinion Research*, Advance Access 9/4, Oxford University Press
- knowledge of discrimination against same-sex partners was a topic in one reading
- Nothing Queer About Queer Television: Televised Construction of Gay Masculinities
- Chess, S. (2016). The queer case of video games: Orgasms, heteronormativity, and video game narrative. *Critical Studies in Media Communication*, 33(1), 84-94.
- Ybarra, M. L., Mitchell, K. J., Palmer, N. A., & Reisner, S. L. (2015). Online social support as a buffer against online and offline peer and sexual victimization among US LGBT and non-LGBT youth. *Child Abuse & Neglect*, 39, 123-136.

In-Class Activities

- Gender Identity and Sexual Orientation: Social Reality Construction & Ideology
- Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology "The Art of Fact," which we read throughout the semester. Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries' historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world's harsher realities.

- Lecture and discussion of the evolution of gay characters on primetime television programming in the 1970s and the relationship between TV programming and social change.
- Our discussion of photos also includes slides of the Westboro Baptist Church and other groups that target gays. We debate when and how to use the photos (which were taken by John Beale for the Pittsburgh Post-Gazette).
- Several times during the semester we delve into how and when to report gender, sexual preference and sexual identification. For example, I show a video in which Apple CEO Tim Cook was “outed” during a broadcast. Similarly, I play a radio clip from NPR’s All Things Considered when a federal judge who had ruled on a gay marriage case was outed.
- The role of Stereotypes in Media. Gender Wars and Sexual Stereotyping. “Milk and the News Media#90 pt.1”
- How to report on rape victims, minorities, LGBT communities
- During weeks 7-8 we have analyzed the strategies advertisers use to market products and services to various groups of consumers. Although marketing practices are intended to be covert and universally appealing, the readings and films that we have reviewed confirm that U.S. advertising culture is historically problematic and inconsistent. While some ad campaigns succeed in disrupting dominant ideologies, most ads simply reproduce enduring stereotypes of race, gender, class and sexuality.
- GLBT Market
- Being a sports information class, we talked about athletes and coaches from different professional and collegiate sports through discussions and assignments. We also talked about knowing your audience when producing content. Athletes and audiences represent different races/ethnicities, genders, sexual orientations, socioeconomic statuses, ages, abilities and interests.

Assignments

- Each student in this class was assigned a beat. Among the beats covered: the university’s LGBT, international and minority communities. Readings in “Pulitzer’s Gold” exposed students to investigative reporting in the areas of Civil Rights and women’s rights.
- You’re the executive producer of a top-30 radio station and you have to decide how to identify 8 men who died in a fire at a gay nightclub. Most of the men are married. None of them is well known in your city. (One is a congressman’s aide, one is an army major, one is a former pastor, the other 5 hold office or clerical jobs.) Six other men were hospitalized, but authorities have withheld their names. The dead and injured were allegedly watching all male, X-rated films on the second floor. Do you identify the men fully? Do you tell your readers that it was a gay club? Would you press for the names of the injured?
- The Manhattan Declaration Comes To Campus - You are members of an advisory committee to the president of Benjamin Franklin State University, a large, semi-public university located in a rural area of a large northeastern state. One of the many student groups on campus, the student chapter of the Christian Worldview Fellowship (CWF),

has recently learned of the action by Apple, Inc., to remove a controversial app from its iTunes store. The app included the socially conservative “Manhattan Declaration,” opposing abortion and gay marriage. (See associate readings posted on Canvas). The student group on campus has responded by posting similar content, including the Declaration, on its club website. Like other campus groups, the CWF uses university facilities and a university web server to host its page. Learning of the CWF action, other campus groups, including the Lesbian, Gay, and Transgender Student Alliance, the Diversity Coalition, and the Feminist Action Organization, have protested the material, labeling it “hate speech” and “homophobic.” They are demanding it be taken off the university servers. Your university hasn’t confronted anything like this before and has no pre-existing policy in place. How do you respond to this situation and what policies do you recommend be put in place for the long term? By way of background, review the Canvas articles describing the Apple iTunes removal of the controversial material from its iTunes store. Read the Manhattan Declaration. Look at the policies governing offensive speech and freedom of expression at similarly situated universities. Look at similar incidents across the country and see how they have been resolved. Look at any relevant court cases and Supreme Court decisions on hate speech or offensive speech. See, Manhattan Declaration.org at: <http://www.manhattandeclaration.org/home.aspx>

- Photos of students who are part of the LGBTQ community
- The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.

Film Screenings

- Further off the Straight and Narrow: New Gay Visibility on Television, 1998-2006:61 (2006) MEF.
- Tough Guise II: Violence, Media and the Crisis in Masculinity (2013) :61

Course Goals, Descriptions, Learning Objectives

- COMM/WMNST 205 Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content

production, media representation and analysis and about audience effects of media, that help shape our diverse society.

- Ideas about gender, race, ethnicity, conditions of ability, sexual orientation and class are shaped in part by media, so understanding media requires historical, political, economic and cultural context.
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to narrative film and 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
- Show an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Commitment to Inclusion: I'm committed to creating a classroom environment that is welcoming and inclusive of all students. As a member of the Penn State Safe Zone Ally Network, I've completed the LGBTQA Student Resource Center's training for faculty and staff. As an ally to students, I'm willing to talk about LGBTQ-related issues and to help students find resources on campus and in the community.
- be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises

