



SOCI-110: MEDIA AND SOCIETY

Effective Term

Fall 2023

BOT Approval Date

04/14/2022

Discipline

SOCI - Sociology

Course Number

110

Course Title

Media and Society

Short Title

Media and Society

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course explores the sociological evolution of contemporary mass media including television, film, and publishing industries, as well as virtual communities and mass media publishing online. Media and Society incorporates the exploration of the effects and significance of mass media in society with emphasis on mass media representations of various cultures and subcultures in the United States and abroad.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Assess and critique the sociological influences between mass media, individuals and other socialization agents.
2. Analyze various popular films, television shows or other mass media (incl. music videos, song lyrics, comedy, drama, true crime, news, talk, and game shows) from a variety of genres and identify the sociological significance they have on group identity.
3. Compare and contrast the various forms of media from the 1950s to the present from a sociological perspective.
4. Examine the sociological relationship between the economy, politics, media industries and the power exhibited by multinational media conglomerates.
5. Evaluate the media as a site for the perpetuation of inequalities based on race/ethnicity, sex/gender, sexual orientation, and social class through content analysis of various media artifacts (such as ads publicizing lynching, war propaganda, and product packaging).
6. Evaluate the role of the media in social conflict, political struggle and social change within the dominant cultural ideologies.
7. Analyze the consequences of the differential media portrayals of various social groups such as the working class and how it has influenced societal perception of individuals from this class.
8. Demonstrate how media audiences play a part in the social construction of "reality".
9. Examine and critically analyze the various social cultures within online communities, as well as differential access based on race, ethnicity, social class, age, religion and gender.
10. Appraise bias in the mass media and assess the coercive use of information and the injection of personal opinion into information sources and how it influences society's perception of "reality".

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

- Explain, analyze, and contrast the major theoretical paradigms in the sociology of mass media using high quality, credible and relevant sources.
- Investigate and critically apply the concept and process of socialization to a variety of mass media genres and artifacts.
- Distinguish, reflect upon, and critically examine the numerous ways mass media influences our beliefs, attitudes, and behavior towards various dominant and subordinate social groups.
- Describe abstract and factual meanings surrounding the sociology of mass media and apply those meanings to new or daily interactions with the mass media.

Program Learning Outcomes

Learning Outcome

- Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.
- Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
- Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
- Explore connections between institutional and societal (domestically and globally) developments in Sociology.
- Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

- Communication:** The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking:** The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility:** The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Social Awareness:** The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Media and Society

- a.) Rise of mass media and its influence on society
- b.) Sociology and the role of the mass media in socialization and social Interaction
- c.) Freedom of expression and censorship as cultural norms
- d.) Propaganda and its role in society, identification, understanding and application
- e.) Multiculturalism and cultural perspectives in the mass media

2. Economics of the Media Industry

- a.) Mass media ownership and control
- b.) Consequences of advertising
- c.) Power structures of multinational media conglomerates
- d.) Mass media industries and economics

3. Politics, the Economy, and the Media

- a.) Informal political, social, and economic pressures
- b.) Social movements, social justice, global and domestic politics
- c.) Media as a social control mechanism
- d.) Media regulations, regulatory agencies

4. Social Inequalities and Media Representations

- a.) The portrayal and representations of race, ethnicity, social class, gender, sex, age, religion and sexual orientation in the media
- b.) Racist ideologies in the mass media
- c.) Caucasian male authority and masculinity representations in mass media
- d.) White supremacy in mass media
- e.) Media and cultural ideologies and perspectives
- f.) Group representation in the media (sex/gender-LGBTQIA+, race/ethnicity, ability and social class shaming)

5. Technology and Audience

- a.) Media technologies (historical, contemporary and barriers to access and production)
- b.) Equitable access to media technologies and the rise of independent, amateur, self and citizen journalism, production and publication
- c.) Media professionals
- d.) Active and passive audiences
- e.) Social media influences on audience
- f.) Mass media influences on perceptions of self
- g.) Building community through media audience

6. Print Media

- a.) Corporate and self-publishing (systemic access and barriers to access)
- b.) Control of the dissemination or distribution of print media
- c.) Censorship and social control

7. Music as a Form of Mass Media and Social Movements

- a.) Corporate production of fame and relevance
- b.) Pirate music, self-publishing
- c.) Corporate ownership of creativity

8. Online Influence with Audience

- a.) Viral media and spam
- b.) Blogging and vlogging
- c.) Internet TV, podcasts and radio
- d.) Cable access (economic restraints to access)
- e.) Global audience

9. Theory, Social Movements and the Mass Media

- a.) Major theoretical perspectives (including intersectional feminist perspectives)
- b.) Social movements and their use of mass media (ex. Historical: abolitionist, civil rights, white supremacist -Contemporary: Tarana Burke founder of #MeToo, Alicia Garza, Patrisse Cullors, and Opal Tometi founders of BLM or Greta Thunberg founder of School Strike for Climate, Matthew Heimbach leader in the White Nationalist Movement)
- c.) Social change and the mass media

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Media and Society course content (including but not limited to mass media historical/contemporary perspectives, power and mass media control, public policy and mass media, social inequality and media representation, mass and self publishing, music industry, internet) as they relate to race, ethnicity, gender, socioeconomic status, ability and institutions in society to demonstrate, explain and reinforce critical thinking and established sociological concepts and theories in alignment with learning objectives. Students may demonstrate public speaking, critical thinking and integrate course content and personal observations to classroom discussions in alignment with learning objectives. Demonstration of learning objectives may incorporate public speaking and critical thinking surrounding racial, ethnic, gender and socio economic bias and coercive use of information through content analysis of historical media artifacts such as war propaganda, lynching posters/postcards or other historical mass media artifacts. This may be accomplished in small or large groups, face-to-face or online, through the use of blogs, journals, discussion forums or other course management system tools.

DE Adaptations for MOI

Discussion will be guided by faculty incorporating topics outlined in Media and Society course content (including but not limited to mass media historical/contemporary perspectives, power and mass media control, public policy and mass media, social inequality and media representation, mass and self publishing, music industry, internet) as they relate to race, ethnicity, gender, socioeconomic status, ability and institutions in society to demonstrate, explain and reinforce critical thinking and established sociological concepts and theories in alignment with learning objectives. Students may demonstrate public speaking, critical thinking and integrate course content and personal observations to classroom discussions in alignment with learning objectives. Demonstration of learning objectives may incorporate public speaking and critical thinking surrounding racial, ethnic, gender and socio economic bias and coercive use of information through content analysis of historical media artifacts such as war propaganda, lynching posters/postcards or other historical mass media artifacts. Fully online discussions will be administered through course management system and may be offered in the form of discussion forum, live/streaming/real-time video/audio, vlog/blog, group journal, digital slides, audio/video recording or other features of the course management system. Hybrid course offerings may incorporate discussions in face-to-face setting as described in Methods of Instruction or through the course management system as described in DE Methods of Instruction. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lectures in which presentations of Media and Society course content (including but not limited to multiculturalism and the mass media, media industries, citizen journalism, stereotypical portrays of race in the mass media, regulatory agencies) is used to illustrate, explain and reinforce established sociological concepts and theories in alignment with learning objectives. Students may demonstrate learning objectives through explaining, contrasting and critically examining the consequences of differential media portrayals of various social groups, such as the working class and how it has influenced societal perceptions of individuals within those groups through the analysis of reality television broadcasts. Lectures may be administered in a face-to-face setting and/or online environment and may incorporate audio/visual aids, print material, closed captioned videos, digital slides or computer simulations.

DE Adaptations for MOI

Lectures in which presentations of Media and Society course content (including but not limited to multiculturalism and the mass media, media industries, citizen journalism, stereotypical portrays of race in the mass media, regulatory agencies) is used to illustrate, explain and reinforce established sociological concepts and theories in alignment with learning objectives. Students may demonstrate learning objectives through explaining, contrasting and critically examining the consequences of differential media portrayals of various social groups, such as the working class and how it has influenced societal perceptions of individuals within those groups through the analysis of reality television broadcasts. Lectures may be administered in a face-to-face setting and/or online environment and may incorporate audio/visual aids, print material, closed captioned videos, digital slides or computer simulations. Fully online lectures may be delivered in the form of slide presentations, live/streaming video, live audio, video/audio recordings and/or readings utilizing features within the course management system. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting Lecturers (guest speakers) may speak and/or offer a presentation on a topic covered in the course content (including but not limited to gendered representation in mass media, independent mass media, social movements and mass media, social inequality and media representation, self publishing, music publishing). Guest speakers in the field of marketing, television/radio personalities, product use specialists, ethnographers or other content specialists may offer presentations in face-to-face or through course management systems or other online conference system. Presenter should provide information on the type of services offered by their organization, what its missions and visions are, how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories in alignment with learning objectives. Students may demonstrate learning objectives through critical examination of visiting lecturers presentations through peer-to-peer discussions and application exercises surrounding the ways in which activists use mass media in contemporary social movements such as Black Lives Matter, Me Too , White Nationalism or other visiting lecturer content. Post-presentation debriefing may be administered in face-to-face settings and/or through course management systems or other online conference system.

DE Adaptations for MOI

Visiting Lecturers (guest speakers) may speak and/or offer a presentation on a topic covered in the course content (including but not limited to gendered representation in mass media, independent mass media, social movements and mass media, social inequality and media representation, self publishing, music publishing). Guest speakers in the field of marketing, television/radio personalities, product use specialists, ethnographers or other content specialists may offer presentations in face-to-face or through course management systems or other online conference system. Presenter should provide information on the type of services offered by their organization, what its missions and visions are, how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and established sociological concepts and theories in alignment with learning objectives. Students may demonstrate learning objectives through critical examination of visiting lecturers presentations through peer-to-peer discussions and application exercises surrounding the ways in which activists use mass media in contemporary social movements such as Black Lives Matter, Me Too , White Nationalism or other visiting lecturer content. Post-presentation debriefing may be administered in face-to-face settings and/or through course management systems or other online conference system. In fully online courses, both presentation and post-presentation debriefing must be conducted through course management systems. Visiting Lecturers may deliver presentations in the form of live/streaming video/audio/teleconferencing, video/audio recording, live/streaming/real-time discussion forum or other features of the course management systems. Post-presentation debriefing may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the course management system. Hybrid course offerings may include Visiting Lecturer presentations and post-presentation debriefings in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. All Visiting Lecturer presentations and post-presentation debriefings must meet accessibility guidelines.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests should cover the major sociological themes of the course content, providing a formative assessment of course material. For example, formative exams and/or tests should cover various social change and the mass media, cultural perspective in the mass media, social justice and mass media as well as other topics outlined in course content. A combination of essay, multiple choice or short answer questions may be included. Students should demonstrate the ability understand, analyze and apply different components of the mass media in alignment with learning objectives. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content.

DE Adaptations for MOE

Exams and/or tests should cover the major sociological themes of the course content, providing a formative assessment of course material. For example, formative exams and/or tests should cover various social change and the mass media, cultural perspective in the mass media, social justice and mass media as well as other topics outlined in course content. A combination of essay, multiple choice or short answer questions may be included. Students should demonstrate the ability understand, analyze and apply different components of the mass media in alignment with learning objectives. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application of topics outlines in course content. Exams and/or tests administered fully online will be administered and evaluated through course management system. Hybrid course offerings may include exams/ tests in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with learning objectives. Instructor feedback should be presented in five days or less depending on the scope of the

assignment and should be presented through grade book, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method

Group Projects

Integration

Concept application and problem solving exercises in which students apply sociological concepts related to media and society or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine gender norms and their influence on historical and contemporary representations LGBYQIA+ communities within mass media or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented. Instructor feedback will be provided in a timely manner (time will vary depending on the type of project).

DE Adaptations for MOE

Concept application and problem solving exercises in which students apply sociological concepts related to media and society or sub-topics within course content to their own life experiences, the community, and the society in which they live by collaboratively and/or individually deconstructing observations of their own life experiences in relationship to the topic of choice, the community and the society or sub cultural/demographic characteristic group in which they observe, live or interact. For example, concept application may examine gender norms and their influence on historical and contemporary representations LGBYQIA+ communities within mass media or other concepts outlined in course content. These may take the form of analytic essays, journals, observational exercises, research papers, presentations or research projects and will be evaluated based on the following criteria: demonstration of critical thinking, college level writing and the depth and breadth of material presented. Collaborative and/or individual projects administered in fully online course offerings will use the course management system for student discussions, journals or other course management system submission tools. Hybrid courses may incorporate collaborative and/or individual projects and feedback in face-to-face settings as outlined in Methods of Evaluation and/or online, through the course management system as described in DE Methods of Evaluation. Evaluation feedback of group or individual work should be presented in five days or less depending on the scope of the assignment and should be presented through grade book, inbox or other confidential means of communication through the course management system. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Quizzes

Integration

Quizzes may be given periodically to ensure that students are learning course content. For example, quizzes may summatively cover advertising and its influence on social perceptions of cultural norms or other topics covered in course materials. Students should demonstrate the ability understand, analyze and apply various components of mass media. Quizzes will be evaluated based on the demonstration of identification, understanding and application of various components of mass media and related

DE Adaptations for MOE

Quizzes may be given periodically to ensure that students are learning course content. For example, quizzes may summatively cover advertising and its influence on social perceptions of cultural norms or other topics covered in course materials. Students should demonstrate the ability understand, analyze and apply various components of mass media. Quizzes will be evaluated based on the demonstration of identification, understanding and application of various components of mass media and related institutions. Quizzes administered fully online will be evaluated through course management systems. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, brief essay and/or other format. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback should be presented in five days or less depending on the scope of the assignment and should be presented through grade book, inbox or other confidential means of communication through the course management system. All quizzes must meet accessibility guidelines.

Method

Papers

Integration

Short response essays pertaining to sociological concepts and/or theories outlined in course content. The format may be mixed (short answer and/or essay). For example, short response essays may examine social stratification and access to mass media technologies in relationship to race, ethnicity, social class and gender or other topics outlined in course content. Short response essays will be evaluated based on the following criteria: identification of contemporary social issues related to media and society, understanding of sociological theories and concepts, and the ability to apply concepts and/or theories to existing social issues in the mass media, groups or institutions within the framework of media and society. Evaluation will also incorporate the demonstration of student ability to analyze and apply critical thinking in alignment with learning objectives.

DE Adaptations for MOE

Short response essays pertaining to sociological concepts and/or theories outlined in course content. The format may be mixed (short answer and/or essay). For example, short response essays may examine social stratification and access to mass media technologies in relationship to race, ethnicity, social class and gender or other topics outlined in course content. Short response essays will be evaluated based on the following criteria: identification of contemporary social issues related to media and society, understanding of sociological theories and concepts, and the ability to apply concepts and/or theories to existing social issues in the mass media, groups or institutions within the framework of media and society. Evaluation will also incorporate the demonstration of student ability to analyze and apply critical thinking in alignment with learning objectives. Short response essays administered in fully online course offerings will use the course management system functions student discussions, journals or other course management system submission tools. Hybrid courses may incorporate short response essays and feedback in face-to-face settings as outlined in Methods of Evaluation and/or online, through the course management system as described in DE Methods of Evaluation. Evaluation feedback of short response essays should be presented in five days or less depending on the scope of the assignment and should be presented through grade book, inbox or other confidential means of communication through the course management system. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

To begin the content analysis, watch three different action-adventure or crime dramas. Decide as a class which types of events are defined as violent (murders, fights, shoves, slaps, verbal abuses, sexual assaults, etc.). Record the number of incidents of aggression, physical violence, and deaths observed in these programs. Keep a viewing log/journal showing the programs/films, dates watched, a brief plot description, and a list of the forms of physical and verbal aggression that took place. Write an essay describing your findings (use scholarly sources to support or challenge your observations) and the ways in which groups and individuals may be influenced by the depictions of violence/aggression observed.

How assignment will be adapted in online format

To begin the content analysis assignment, watch three different action-adventure or crime dramas. Adventure or crime dramas may be accessible through television, film databases or other digital format. Decide as a class the types of events will be defined as violent (murders, fights, shoves, slaps, verbal abuses, emotional abuses, financial abuses, sexual assaults, etc.). This step may be accomplished through an online class poll or brief survey administered through course management system. Record the number of incidents of aggression, physical violence, and death they see in the programs that you watched. Create an online viewing log/journal showing the programs/films, dates watched, a brief plot description, and a list of the forms of physical and verbal aggression that took place. Write an essay describing your observations and the ways in which groups and individuals may be influenced by the depictions of violence/aggression observed. Use scholarly sources to support or challenge your observations, which should be obtained through the MSJC Library electronic resources. In fully online courses, this assignment may be presented in the form of a written essay, an annotated bibliography with an additional summary of observations and findings, small or large group research project, slide presentation, discussion forum project, live or video presentation or other feature of the course management system. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Divide the class into three groups associated with established theoretical perspectives or sub-theories within the major categories (ex. 1. Functionalists, 2. Conflict theorists and 3. Symbolic Interactionist). Evaluate web sites associated with news media (such as fox.com, scmp.com, cbs.com, aljazeera.com, cnn.com, univision.com). Use readings of course material to inform and examine the material available on these sites based on how theorists using your group's approach might view the information presented by various news outlets. For example, Functionalists might focus on the functions of mass media content, while Conflict theorists might look at how the media content reinforces existing social inequalities, and Interactionists focus on the creation of reality through mass media content through text and imagery. Create an argument that your theoretical approach provides the best framework for analyzing what contemporary media content/programming. Each group should document and organize their findings and offer an oral presentation of observations and findings.

How assignment will be adapted in online format

Divide the class into three groups associated with established theoretical perspectives or sub-theories within the major categories (ex. 1. Functionalists, 2. Conflict theorists and 3. Symbolic Interactionist). Evaluate web sites associated with news media (such as fox.com, scmp.com, cbs.com, aljazeera.com, cnn.com, univision.com). Use readings of course material to inform and examine the material available on these sites based on how theorists using your group's approach might view the information presented by various news outlets. For example, Functionalists might focus on the functions of mass media content, while Conflict theorists might look at how the media content reinforces existing social inequalities, and Interactionists focus on the creation of reality through mass media content through text and imagery. Create an argument that your theoretical approach provides the best framework for analyzing what contemporary media content/programming. Each group should document and organize their findings and offer an oral presentation of observations and findings. In fully online courses, notes and preparation for this assignment may be presented in the form of a brief essay or outline, summary of observations and findings, small or large group research project, slide presentation, discussion forum project, live or video presentation or other feature of the course management system. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Compile a list of a variety of online magazines for comparison and bring the list to class to critique. Gather magazines that target specific audiences (such as those focusing on women and/or men, families, sports, hobbies, various ethnic, age or ability groups (ex. Asia Society, Bitch Media, Latina, Elle, Ebony, Out, Cosmopolitan, American Indian Magazine, Guns and Ammo, Men's Fitness, GQ, Huntin' Fool, Bomb Magazine, Sports Illustrated, Hyphen Magazine, AARP etc.) to observe how magazines vary their advertising and content based on the gender, race, ethnicity, age or ability of most of their readership. As a class, or individually, analyze the articles, photos, and advertisements provided by rating the materials as to whether they perpetuate existing gender, racial, ethnic, ageist or ablest stereotypes or attempt to show people and situations in a positive, progressive or egalitarian manner. Write a summary applying concepts describing your observation of magazine content. The summary can be expanded to inform a written essay or presentation.

How assignment will be adapted in online format

Compile a list of a variety of online magazines for comparison and bring the list to class to critique. Gather magazines that target specific audiences (such as those focusing on women and/or men, families, sports, hobbies, various ethnic, age or ability groups (ex. Asia Society, Bitch Media, Latina, Elle, Ebony, Out, Cosmopolitan, American Indian Magazine, Guns and Ammo, Men's Fitness, GQ, Huntin' Fool, Bomb Magazine, Sports Illustrated, Hyphen Magazine, AARP etc.) to observe how magazines vary their advertising and content based on the gender, race, ethnicity, age or ability of most of their readership. As a class, or individually, analyze the articles, photos, and advertisements provided by rating the materials as to whether they perpetuate existing gender, racial, ethnic, ageist or ablest stereotypes or attempt to show people and situations in a positive, progressive or egalitarian manner. Write a summary applying concepts describing your observation of magazine content. The summary can be expanded to inform a written essay or presentation, which may be submitted through course management system. In fully online courses, notes and preparation for this assignment may be presented in the form of a brief essay or outline, summary of observations and findings, small or large group research project, slide presentation, discussion forum project, live or video presentation or other feature of the course management system. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Course Materials

Textbooks

Croteau, D., W. Hoynes, C. Childress. (2021). Media/Society: Technology, Industries, Content, and Users. 7th Ed. Sage. ISBN: 13:978-1071819357

Ott, D.L., Ott, R. Mack. (2020). Critical Media Studies: An Introduction. 3rd Ed. Wiley-Blackwell. ISBN:13:978-1119406129

Reader:

Dines, G., J. Humez (2020). Gender, Race, and Class in Media. 6th Ed. Sage. ISBN: 978-1544393421

Other Resources

MSJC Library Databases:

Numerous films and reference materials for supplemental reading, research and activities are available through the following library databases:

- Academic Video Online
- African-American History Online (early to contemporary print media, newspapers, African Americans in film, book and magazine publishing)
- American History in Video
- American Indian History (early to contemporary print media, newspapers, Indigenous people in film, book and magazine publishing)
- Civil Rights and Social Justice (media influence in civil rights and social justice movements)
- Country Watch
- CultureGrams (contemporary shifts in mass media and citizen journalism)
- EBSCO
- Films on Demand
- Gale One File (various databases)
- Issues & Controversies (Hot Topics)
- JSTOR
- Kanopy Streaming Video
- Latin America in Video (early to contemporary print media, newspapers, Latino/a/x in film, book and magazine publishing)
- Opposing Viewpoints (Hot Topics)
- Psychology & Behavioral Sciences Collection
- Slavery And Anti-Slavery: A Transnational Archive (early print media and its role in slavery and anti-slavery)

Open Educational Resources

Croteau, D., W. Hoynes (2018). Media/Society: Industries, Images, and Audiences. 6th Ed. Sage. ISBN: 13:978-1506315331. (Z-Library - <https://1lib.us/> – Free Download - Online)

Ott, D.L., Ott, R. Mack. (2020). Critical Media Studies: An Introduction. 3rd Ed. Wiley-Blackwell. ISBN:13:978-1119406129 (Z-Library - <https://1lib.us/> – Free Download - Online)

Reader: Dines, G., J. Humez (2014). Gender, Race, and Class in Media. 4th Ed. Sage. ISBN: 10-1452259062 (Z-Library - <https://1lib.us/> – Free Download - Online)

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, ableism, age and socioeconomic status are foundational demographic concepts within the discipline of sociology. The course revision incorporates more specific and direct wording in Course Lecture Content in relationship to specific sociological concepts, government policies and cultural events associated with mass media as a socialization agent in society. For example, in addition to lectures/discussions that include the concept of social movements, the mass media historically (ex. Abolitionist and white supremacist), now include specific contemporary social movements and their founders (ex. Tarana Burke founder of #MeToo, Alicia Garza, Patrisse Cullors, and Opal Tometi founders of BLM or Greta Thunberg founder of School Strike for Climate, Matthew Heimbach leader in the White Nationalist Movement). This will provide additional context to the subject and will help students better understand the relationship between broad social forces (macro-systems) and their influence within small social groups (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of race, ethnicity, socioeconomic status, gender, accessibility and the mass media as a cultural institution and socialization agent are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of textbook and article options in both print and OER formats, film/documentaries and articles authored by culturally competent scholars, which allow students to see themselves in course readings, coupled with multiple approaches for assignments, activities and assessments align critical thinking, analysis and the exploration of sociological perspectives in relationship to media and society in an effort to encourage student reflection on the ways in which topics such as corporate ownership of mass media production and distribution, active and passive audiences or cultural ideologies and mass media may apply to lived experiences. Students interact and learn with each other and faculty through peer-to-peer discussions, group activities, course content, assignments, assessments-feedback, methods of instruction and evaluation, which fosters students ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Activities and assignments may be tailored for groups to foster peer engagement in research, evaluation, analysis and presentation (ex. Assignment #3). Students have multiple opportunities for peer-to-peer discussions, group and other collaborative activities, which may be utilized in face-to-face and online/hybrid courses. Students may collaborate in research and writing, group or individual essays, presentations or other assessments incorporating topics such as community building through media audience, economic restraints to internet access or the benefits and drawbacks of media censorship. Using features available through learning management systems, such as discussion forums, video conferencing and breakout rooms promote community, while maintaining privacy and can be utilized in face-to-face, online and/or hybrid courses.

Explain how the course will incorporate instructor-to-student interaction.

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives and provide examples for the application of the topics of self publishing music, social movements and mass media, proliferation of independent media, role of propaganda, mass media as a mechanism of social control in addition to other topics within society and individual lived experiences. Within lectures, guest speaker or field trip preparations and debriefings, activities, discussions, providing feedback or other interactions, faculty to student interaction should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Whether face-to-face or online, various features of the course learning management system may be used to facilitate field trips, visiting lecturers (guest speakers), conferences in face-to-face and online course offerings.

Explain how the course will incorporate student-to-content interaction.

Students may engage with a number of assigned and self selected topics and supplemental resources. Examples include but are not limited to video/audio recorded lectures from guest speakers in the area of social movements and social media, digital slide presentations of textbook material, multi-media animations of illustrating internet access by population and demographic characteristics, mass media publications highlighting trending topics such as internet access and children, graphics/images (charts/

tables) and text/audio resources highlighting demographic characteristics as they relate to public policy and mass media. Student interaction through activities, assignments, assessments and evaluations and faculty and peer feedback provide opportunities for students to identify strengths, areas for improvement and discover new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of media and society. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as the role of mass media and socialization throughout the lifecycle, role of propaganda, comparison of historical and modern uses of mass media with social movements along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world and reflect on their individual learning processes. Additionally, the exploration of the intersection of sociological constructs, sociohistorical and sociopolitical structures and personal interactions with the mass media and observations of the mass media fosters self reflection and the development of their own unique viewpoints in relationship to media and society.

Key: 2756