Semester at Sea, Course Syllabus  
Colorado State University, Academic Partner

Semester: Fall 2016  
Discipline: Journalism and Media Communication  
Course Number and Title: JTC316 Multiculturalism and the Media  
Course Level: Upper  
Faculty Name: Donna Rouner  
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION
The purpose of this course is to provide a basic understanding of the complex relationship between mediated communication and culture. It explores relevant theories, case studies and individual experiences to examine how media contribute to the construction and contestation of cultural identities. In this course we will investigate media and multiculturalism with an emphasis on the meaning of race, ethnicity, gender, sexual orientation, differing abilities, class, religion, national affiliation and other socially-constructed group identity categories, as well as the intersectionality of these categorizations. Specific foci include media images of social roles and stereotyping, audience processing and effects and media employment practices across legacy and online media. As the ship visits ports the types of media studied will include news; advertising and other strategic communication; entertainment, like film, music and popular culture; and sports. Skills used in this course include research, analysis, writing and public speaking.

LEARNING OBJECTIVES
By the end of this course we should be able to:

1.) Explain why we should consider populations of varying races, ethnicities, class backgrounds, sexual orientations, genders, religions, abilities and nationalities in representation and creation of media.

2.) Recognize and critique various historical/societal practices and power differentials in media production which have and continue to challenge communication between different cultures/sub-cultures.

3.) Engage in critical analysis of media texts in their portrayal of various cultural groups.

4.) Practice strategies for engaging in ethical production of media content (journalism, advertising, public scholarship, public relations, entertainment media, etc.).

5.) Challenge our own prejudices, stereotypes and ethnocentrism; explore privilege and become more open to new people, cultures and interactions with others, becoming better consumers and producers of media content.
REQUIRED TEXTBOOKS

Readings will be available on the ship's Intranet. Please note readings below in Topical Outline of Course.

Other requirements:

- a field notebook(s) for reporting
- a digital camera, which may be a cell phone camera
- a computer, or access to a computer, for completing assignments

TOPICAL OUTLINE OF COURSE

Please complete readings by the date noted in this outline. All assignments will be submitted on deadline or points will be subtracted, with 10% points off each day late. No late work will be accepted unless approved by me in advance. Writing done outside of class needs to be keyboarded and double-spaced. Please use a field notebook to take copious, specific and precise notes while in ports. These notes will be used for class discussion and your assignments this semester. Writing assignments throughout this course will be in the form of a web log. These should be submitted in a publishable form, with no mechanical errors and a consistent, appropriate writing style; directly reflect course content; directly reflect observations and experiences in ports. They do not necessarily, but may, include your opinions and views. You will also conduct a research project for your final paper/project in this course.

Depart Hamburg—September 10

A1—September 12: Introductions and discussion of multiculturalism

A2—September 14: Hegemony, ideology, representation


Closley-Corcoran, G. (2015) Explaining white privilege to a broke white person

Huffington Post.


Class exercise: Privilege Checklists

No Classes—September 16

A3—September 17: Stereotyping

Treatment of a marginalized group in Greece


Assignment 1: Blog about stereotypes due October 17. Please take specific notes in your field notebooks about American stereotypes from your observations and experiences interacting with people in several ports. Write a blog entry. **Photographs may also be used for blogs this semester, as well as links to other Internet content. Include at your discretion, when relevant.**

Sample blog on multiculturalism and media, first published as an Australian blog and then picked up by the Huffington Post:

Reading in class: Freedman, M. (2014). ‘Frozen’ is almost perfect, except for these two things.... *Huffington Post.*

Piraeus—September 19-23

**Field Class September 19, 2016.**

Assignment: Blog on Field Experience due Oct. 8.

**A4—September 24:** American stereotypes in Greece

News media


Civitavecchia - September 26-28

Livorno – September 29-30

**A5—October 1:** Illustrations and examples of agenda setting and framing in Italy and Spain


Assignment: Blog on Agenda setting/framing due Oct. 29. Write on agenda setting or framing as it relates to your observations of media and multiculturalism while in a port or ports.

**Barcelona—October 3-7**

**A6—October 8:** Marginalized media presentations in Spain and Morocco

Intersectionality


Assignment 2: Blog of Field Experience due

**Casablanca—October 10-14**

**A7—October 15:** Agenda setting, framing, media representation specific to Morocco

Television entertainment, assimilation


Woo, M. D. (2014). 20 years later, Margaret Cho looks back on ‘All-American Girl.’ *I am KOREAM*.

**A8—October 17:** Visual Media


Assignment: Blog about American stereotyping and the media due.

**A9—October 19:** Media use specific to Senegal

A10—October 25: Discussion of media and multiculturalism in Senegal

Social media discourse


A11—October 27: Digital divide and activism: Focus on Latin America


No Classes—October 28

October 29—(no class) Assignment: Blog agenda setting/framing due.

A12—October 30: Youth culture: Interpretation of class messages in Brazil

Reading: Ronsini, V. M. (2014). ‘Many people are just dreamers:’ Telenovelas and the ideology of meritocracy. Television & New Media, 15(6), 552-561.

Salvador—November 1-6

A13—November 7: Discussion of Brazilian media and marginalized peoples

Music, sex, sexuality


Nicki Minaj’s feminism isn’t about your comfort zone: On “Anaconda” and respectability politics.

A14—November 9:

Music videos

Film on DVD: Dreamworlds 3: Desire, sex & power in music video. (2007)

A15—November 11: Music videos discussion

Trinidad and Tobago hybridity in media

Port of Spain—Nov. 13-14

**A16—November 15:**

Discuss Trinidad and Tobago media and multiculturalism

Assignment: Memorandum on final project due Nov. 29. More details will be provided on this project, which may be a research paper, policy proposal, series of talks. Final project due Dec. 19. We will also have final project presentations, which last ~ 8-10 minutes on the last three days of the class, Dec. 14, 16 and 19.

**A17—November 17:** Masculinity and violence

Machismo in Latin cultures

Film on DVD: Tough guise 2: Violence, manhood & American culture (2013)

No Classes—November 18

**A18—November 20:** Strategic communication


Multiculturalism and advertising images in the media in Peru


Callao—November 22-26

**A19—November 27:** Discussion of advertising in Peru; gender and age images

**A20—November 29:** Discussion of final projects

Set up individual conferences regarding final projects

Assignment: Memorandum for final project due

Guayaquil—December 1-4
A21—December 5: Cultural appropriation


Oct. 15.

A22—December 7: Video games and gaming


Health, storytelling as effective in dispelling social stigma

Looking for health communication messages to marginalized groups in Costa Rica


Assignment: Final project presentations

Puntarenas—December 9-13

A23—December 14: Discussion of Puntarenas

Final project presentation discussion

A24—December 16: Assignment: Final project presentations

Study Day—December 18

A25—December 19; A Day Finals: Assignment: Final project due; final presentations of final project

San Diego—December 22

FIELD WORK

Field class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT

Piraeus, Greece - September 19, 2016 “Working Together Toward Problem Solving Across Cultures: The Refugee Crisis and Greek Humanitarianism”

This field class will occur in Athens, leaving the port in Piraeus on Day 1 in Greece. Students will visit a foundation dedicated to assisting vulnerable and socially excluded people who face socio-
economic deprivation and other challenges. After learning about the mission, goals and workings of Emfasis, students will visit a refugee camp in Athens and participate in some educational activities with youth living in the camp. There will be a picnic lunch on the way to the camp, and students will return to the ship directly from the camp.

**Learning Objectives:**

1. Students will learn to understand the environmental context and daily challenges of people who are socially and economically vulnerable.

2. Students will better understand the perspectives of marginalized group members regarding their views of the larger population.

3. Students will better understand the challenges of reaching marginalized groups in health and welfare efforts and campaigns.

4. Students will gain an understanding and appreciation for cultures, events and issues in cultural contexts other than their own.

5. Students will share in common goals dedicated to helping people with various needs, including those in economically-challenged situations.

Students will be evaluated through observation of their participation and through the assessment of a web log each student produces relative to this experience.

**INDEPENDENT FIELD ASSIGNMENTS**

Every port will be used as a laboratory for research, reporting and writing assignments (see course weekly outline above for details). All writing assignments in this course will document such field work.

**CLASS DISCUSSION AND ENGAGEMENT**

Students are expected to come to class prepared to discuss readings and matters relevant to course content. A good rule of thumb, if possible, is to bring a media example, illustration, comment or question related to each week’s reading. Because this class frequently addresses sensitive issues, there are a number of ways in which students may contribute to class discussion:

In the class setting:

- Offer an interpretation or view on a reading, video, issue
- Offer criticism or challenge ideas, views, theories
- Ask questions about pertinent points that are unclear, confusing, incomplete
- Provide a list of questions/comments and give them to me, the discussion leader (DL) or the discussion challenger (DC) on a class discussion day, so as not to be identified or have to speak in class
- Offer relevant media examples
- Offer one’s own or a friend’s relevant experience or reactions
(Please note that self-disclosing one’s intimate feelings and experiences is not necessary, and it is only one of the many ways, to participate in class discussion.)

Outside of class setting:

- Post comments online on web or social media sites and send your comments (or URL of comments) to me
- Before class, leave materials with me with a short description, name, e.g., media clips
- Post comments on the ship’s Intranet in a discussion forum
- Interact with people outside the class about the class and leave notes with me, indicating whether I might share the ideas using identification or anonymously
- Meet and speak with me individually or in a small group about specific topics of the class

Each student is expected to participate on a regular basis. You may do so by contributing content or challenging views presented, e.g., in the readings, videos and in class. There will be sign-ups for discussion leaders and discussion challengers, and each student should experience one of these roles during the semester. Both are serious roles for each student to take on in class periods for which the student has signed up. In the Discussion Leader (DL) role, students may use any of the above class discussion tactics. The job is to get other classmates involved in the discussion in some fashion, e.g., write questions on the board or pass around some media examples related to the week’s topic.

Discussion Challenger (DC) role, students challenge, cast doubt, disagree, critique. Students may choose to announce that they are in the role of DC, or they may feel free to embellish the role for discussion purposes. Please note this is a role, and it does not necessarily reflect the views and attitudes of the DC.

Students should try to stay as close to the topics of discussion for the week as possible. Students do not have to present a formal talk or summarize every reading for the week, although relating the discussion or challenges to the reading is preferred. If class contingencies prohibit students from completing class discussion leading or challenging as they wished (e.g., we run out of time or must focus on something more urgently related to a port visit), students may submit materials to me to evaluate or request that it is presented in a subsequent class period.

Ground rules for communicating in our discussions—class projects: panels, community service, class web or video log, class activism project, research (e.g., interviews, message analysis) and open class discussion:

- We will try to remain respectful of the ideas and perspectives of others
- We will try to not speak when someone else is talking to the class or in a small group
- We will try to listen when someone is speaking to the class or in a small group
- We will try to refrain from obvious negative verbal or nonverbal reactions to others’ comments
- We will try not to use language that is hateful or malicious unless making an academic point that necessitates using that language
METHODS OF EVALUATION / GRADING SCALE

Course evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Total Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Class Participation</td>
<td>20% (200 points)</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>65% (650 points)</td>
</tr>
<tr>
<td>Blog on American Stereotypes</td>
<td>100</td>
</tr>
<tr>
<td>Blog 2 (subsumed in Field Class experience)</td>
<td></td>
</tr>
<tr>
<td>Blog on Agenda Setting/Framing</td>
<td>50</td>
</tr>
<tr>
<td>Memorandum for final project</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>300</td>
</tr>
<tr>
<td>Final project Presentation</td>
<td>100</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>15% (150 points)</td>
</tr>
</tbody>
</table>

(This includes discussions, exercises, in-class group projects)

Total=100% (1000 points)

Grading Scale: Grading will be on a 100% scale, with pluses and minuses awarded as follows:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.1-100%: A</td>
<td>87.1-90%: B+</td>
<td>77.1-80%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>90.1-93%: A-</td>
<td>83.1-87%: B</td>
<td>70.1-77%: C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80.1-83%: B-</td>
<td>60-70%: D</td>
<td></td>
</tr>
</tbody>
</table>

A+, C-, D+ and D- grades are not assigned at CSU.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.
Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than July 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

Academic Integrity: We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding "credit be given where credit is due."Source: (Writing Guides: Understanding Plagiarism.

If you plagiarize in your work you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles published in the CSU General Catalog (see, http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf).
Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask you to sign the CSU Honor Pledge as part of completing all of our major assignments. While you will not be required to sign the honor pledge, we will ask each of you to write and sign the following statement on your papers and exams:

“I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS AND FILMS FOR THE

1. Film on DVD: Dreamworlds 3: Desire, sex & power in music video. (2007)
2. Film on DVD: Tough guise 2: Violence, manhood & American culture (2013)