

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	Journalism and Media Communication
Course Number and Title:	JTC 414 Media Effects (Focus on Media Perception of Women)
Division:	Upper
Faculty Name:	Ralph D. Berenger
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will examine the impact of media-influenced perceptions of women internationally, and how news and entertainment media contribute to social practices. Through class readings, presentations, small and large group discussions, team activities and videos, we'll explore the roles women occupy, sexual practices, reproduction options, religious attitudes and educational opportunities. We'll compare and contrast gender roles in the United States with those of other countries, and examine what influences public perceptions in different cultures, and what part various media play in shaping or reinforcing those perceptions, according to classic media theories. -We'll also study media strategies that have expanded or restricted women's roles in society. You will keep a journal of your own experiences and observations in each port to share with the class, which will serve as a sounding board for new ideas and/or a sanity check for over-the-top thinking. Excerpts from Susan Faludi's book *Backlash*, as well as supplemental readings, will lead to discussions of social, financial, cultural and political impediments women face in different countries. We'll examine the perceived success and/or failure of feminism in different cultures; methods of media manipulation on societal perceptions; press coverage of women in politics and the professions; and question how the media behave when stories involve rape, domestic and stranger violence against women and sexual harassment on the street and in the office.

LEARNING OBJECTIVES

- 1) To understand how and why perceived gender inequality became reality in so many different civilizations.
- 2) To research, investigate and interview women motivated to become activists.

- 3) To recognize similarities and differences in movements that oppose women's equality.
- 4) To identify classic theoretical constructs ascribed to news and entertainment media and audiences, and what strategies seem to have worked most effectively to change media coverage of the women's movement.
- 5) To examine how the media advanced or delayed social change in each society, and why.

REQUIRED TEXTBOOKS

In addition to the books listed below, you'll receive handouts and links to longer articles. On hard copy handouts, make marginal notes and highlight passages for class discussion. You'll receive specific questions about what to look for in each reading. Once an article/essay has been discussed, bring it to subsequent classes—we'll be consulting them periodically for more information on future topics.

AUTHOR: Susan Faludi

TITLE: *Backlash—The Undeclared War Against American Women*

PUBLISHER: Three Rivers Press

ISBN #: ISBN-13: 978-0-307-34542-4

DATE/EDITION: 1991

AUTHOR: Mary Thom

TITLE: *Inside Ms.—25 Years of the Magazine and the Feminist Movement*

PUBLISHER: Henry Holt & Company

ISBN #: 0-8050-3732-2

DATE/EDITION: 1997

Weekly handouts TBA

TOPICAL OUTLINE OF COURSE

(Subject to revision and change)

Depart Ensenada, Mexico — Friday, January 5

B1—Monday, January 8: Introductions, discussion of syllabus, formation of small groups.

B2—January 10: Lecture and class discussion of readings (TBA-assigned chapters

in *Backlash*.)

Honolulu, Hawaii – Friday, January 12

B3—January 13: Lecture and class discussion of readings. (*Backlash*, cont'd.)

B4—January 15: Class discussion: impressions/interviews of women in Hawaii.

Lost Day—January 16, International Date Line crossing

B5—January 18: Lecture and discussion of reading. (*Backlash*, cont'd)

Study Day, No Classes –January 19:

Between Jan 18-20, meet with your small group to discuss topics for your class presentation; divide the subject and identify specific questions each of you will address.

B6—January 21: Group Conferences—class does not meet as scheduled.

DUE: Topic for class presentation

B7—January 23: Discussion of handout: “Most Successful Japanese Women Are Both ‘Feminine’ and ‘Feminist’” (How colleagues’ expectations and workplace assumptions govern women’s behavior. *New York Time*, 2016.)

Kobe, Japan —January 24-28

B8—January 30: Round Table discussion of observations and interviews.

DUE: OPM (women’s roles in Japan).

Shanghai and Hong Kong, China — January 31 - February 5

B9—February 6 Round Table discussion of /interviews.

DUE: OPM (women’s roles in China).

Ho Chi Minh City, Vietnam — February 8-13

B10—February 15: Round Table discussion of observations/interviews.

DUE: OPM (women’s roles in Vietnam).

Study Day, no classes—February 16

B11—February 17: Class presentations, Groups I and II

Myanmar — February 19-23

B12—February 25: Round Table discussions of observations/interviews. Schedule 2/26 conference.

DUE: OPM (women's roles in Myanmar).

B13— February 27: Class does not meet—scheduled conferences.

DUE: Topic for final paper.

Cochin, India— February 28 – March 5

Study Day, no classes — March 7

B14—March 8: Round Table discussion of observations/interviews,

DUE: (women's roles in India)

B15—March 10: Class presentations: Groups III and IV

Port Louis, Mauritius — March 11

Field Trip, approx. 10 AM-6 PM: Meetings with Mauritius editors and producers to discuss the coverage of women, audience attitudes, and expectations of change. (See full description below.)

B16—March 13: Round Table discussion of observations/interviews.

DUE: OPM (women's roles in Mauritius).

B17—March 15: Class presentations, Groups V and VI. (Schedule 3/16 app't.)

B18—March 17: No class—scheduled conference. (Reporting/research-final paper.)

Cape Town, South Africa — March 18-23

B19—March 25: Round Table Discussion of observations/interviews.

DUE: OPM (women's roles in Cape Town & South Africa)

B20—March 27: Discussion of readings on interviewing and reporting. (Excerpts from *Telling True Stories*.)

B21—March 29: Discussion of Readings. (TBA-handouts.)

Tema and Takoradi, Ghana — March 30 - April 3

B22—April 5: Round Table discussion of observations/interviews.

DUE: OPM (women's roles in Ghana).

B23—April 7: Discussion of readings TBA

Study Day, no classes — April 8

B24— April 9: Last class discussion...update on final exam.

DUE: Final paper

Casablanca, Morocco — April 11-14

B25—April 15: **Final examination.** I'll return and discuss your final papers. You'll turn in your last OPM (observations of women's roles in Morocco). Q&A on any other topics you want to discuss.

Re-entry programming—April 17

Arrive Hamburg,, Germany — April 19

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

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 are developed and led by the instructor.

Field Class & Assignment

The Field Class for this course will take place on *Sunday, 11 March, in Port Louis, Mauritius.*

Field Class Description:

Journalist Zubeida Jaffer will meet with us and provide an overview of how the media in Mauritius has historically covered women's issues and how it has changed. We'll meet newspaper, radio and television journalists to hear their perceptions of editorial

expectations and how women and family structures are covered in their venues, and talk about whether or not they have changed. Are there separate sections for “women’s issues”? Were there ever? How have they differed from the rest of the paper or program? We’ll visit newsrooms and production studios to speak with editors and reporters. We’ll also meet with activists campaigning for change to determine which strategies have worked and which have not.

“The personal is political” is often true in the media: How have women’s roles as reporters/editors/producers introduced change—or petitions for change—at work and at home? Have colleagues and supervisory personnel—as well as audiences—been supportive or resistant? Why or why not?

Independent Field Assignments

All independent field assignments are listed under the preceding “Topical Outline of Course,” and will be explained in greater detail during the first class’ discussion (B1). Since you can’t know exactly which countries you’ll want to include in your final paper before you’ve explored them, you’ll write an OPM (One Page Max) after visits to each port. Collectively, they serve as both a journal and detailed summary of observations and interviews in each country. Obviously, you’ll want to expand these insights on countries that become part of your final project. The OPMs provide reliable information—and inspiration—to begin.

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. 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 about this policy, individuals may appeal using established CSU procedures.

METHODS OF EVALUATION/GRADING

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ASSIGNMENTS

Group Presentation and Paper: You will be randomly assigned to a group of 4 to 5 classmates during the first class. This group will meet outside class throughout the semester to create two products. The first is an in-class presentation about a topic related to news or entertainment media coverage of issues affecting women, how it encourages or prohibits change. The second product is a co-authored group paper between 2,000-2,500 words (8-10 pages). The in-depth paper will examine how at least four different societies address *one* issue that interests your group (i.e., how the media cover issues involving women and motherhood, sexuality, appearance, education, politics, aging, healthcare, the professions, family structures, entertainment, etc. Identify your subject in our first group/individual conference. Once approved, this topic should become the subject of all your field trip OPMs, providing sentences and paragraphs throughout the voyage to weave into the final group paper. In the last conference, we'll discuss target publications and editorial expectations.

Individual OPM (One Page Max): In each port, read/watch/listen to at least one newspaper or magazine, television show or radio program that provides some insight into how the media in that country cover women. An OPM is required after port visits in each of these countries: Japan, China, Vietnam, Myanmar (Burma), India, South Africa, Ghana and Morocco. (None due for Honolulu or Mauritius.)

Critique/Analysis of Field Class: A short, succinct and tightly written analysis/critique of the Mauritius field class. Length: 2-3 pages (500-700 words). Address how the field class was beneficial to your understanding of media effects and how the field class could be improved for future classes on this topic.

GRADING

Final Group Paper	200 points
Group Presentation	150 points
OPMs (8)	80 points
Class discussion	100 points
Conference preparation, Round Table contributions	100 points
Final exam	250 points

Critique/analysis paper on Mauritius field class
Total

120 points
1,000 points (100%)

ROUND TABLES

Questions issued with each reading assignment will sometimes be read aloud and discussed in class. These class sessions hone your skills as presenters, and peers keep you updated on each other's topics for group presentations.

OPMS

An informal OPM—One Page Maximum—is due after visits to eight countries. No OPM is required for Honolulu, Mauritius. Together, they become a journal of important observations about the media in each port. You may well have more to report than one page from each country...keep *all* observations and notes. There is no required word count for the OPMS—one paragraph, even one critical sentence that can be expanded later, may be all you have to report from some ports. Include as much detail as possible—these reports become the basis of Round Table discussions in class and serve as a research base for your final group paper. The OPMS help you get in the habit of noticing small details.

INDIVIDUAL CONFERENCES

Two conferences are scheduled during the semester to guide your final project, and are vital to its success. Come prepared with questions about research issues and writing problems particular to you and not likely to be covered in class. The syllabus lists the dates I'll meet individually with you. Please keep track of your assigned time—it's *very* difficult to make up missed conferences.

OFFICE HOURS

You are welcome to make additional appointments at any time during the semester to discuss your work in progress or your concerns. Office hours are often heavily trafficked during peak deadline periods, so reserve time in advance.

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 letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

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."

–Adapted from Syllabus drafted by Dr. Mary Kay Blakely