

**San José State University**  
**College of Social Sciences / Department of Sociology & Interdisciplinary Social Sciences**  
**140, Sociology of Media, Fall, 2022**

### **Course and Contact Information**

Instructor(s): Apryl Berney  
Office Location: None. Zoom @ <https://sjsu.zoom.us/j/81519731246>  
Telephone: None  
Email: [apryl.berney@sjsu.edu](mailto:apryl.berney@sjsu.edu)  
Office Hours: Fridays, 11 am – 1pm, & by appt.  
Class Days/Time: Tuesdays & Thursdays, 4:30 pm – 5:45pm  
Classroom: DMH 231

### **Course Description**

Examines the historical development of popular mass media and its role in contemporary society. Explores the relationship between culture, social behavior, and various media forms. Analyzes how gender, race, class, and sexuality have been depicted and represented in media images.

### **Course Format**

This course is scheduled by the university to meet on Tuesdays & Thursday afternoons, 4:30pm to 5:45pm. In addition to our in person meetings, you will need a high speed internet connection, a computer, and access to Netflix, Hulu, and Kanopy.

### **Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#).**

### **Course Learning Outcomes (CLO)**

This course critically explores the relationship between culture, ideology, and political economy of media. Students will be introduced to a multidisciplinary approach to media and cultural studies by focusing on keywords in the discipline within a global context of social transformation. This course will further examine how gender, race, ethnicity, class, sexuality, and disability have been depicted and represented in media images. Reflecting on politics of representation, this course will cover various forms of media, including television, advertising, films, music, and social media in our time.

Upon successful completion of this course, students will be able to:

1. Understand the political economy and cultural ideology of media.
2. Apply institutional analysis of media to social issues of our time through critical thinking, research and civic engagement.
3. Understand the institutional basis of mainstream media and its role in reproduction of the dominant cultural-ideological-political relations.
4. Learn about social media and changing technology of surveillance and data mining.

## General Expectations for Success in this Course

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities... Other course structures will have equivalent workload expectations as described in the syllabus.” Students will need access to computers and Internet connections in addition to the required educational resources in order to fully participate and complete their online assignments in Canvas.

## Course Requirements and Assignments

### Course Design

This course is divided into 5 modules, each module is 3 weeks in length. A single module contains a Check-In, Worksheet, and Activity + Discussion Post. The worksheet is open note, and you are encouraged to open the worksheet at the start of the module and use it as a guide for navigating what you need to understand from the readings and screenings assigned for the module. The goal of the worksheet is reading comprehension, some analytical and interpretive work, but ultimately accountability in doing the assigned reading and screenings. A module’s worksheet is due the second Friday of a module.

Every module also has a Creative Project where you APPLY specific concepts important to a module. The Creative Project is always due on a Friday at the end of the module and is more difficult than the worksheet since it is asking you to APPLY what you are learning, which is why the worksheet is always due before the Creative Project.

Each module is designed to take anywhere from 8-16 hours to complete; that estimate includes reading time, note-taking, screening time, processing time, activity time, and writing time. **Please don’t try to complete an entire module on a Thursday or Friday before the close of the module.** Of course, you can try! You just might not be happy with the results. I will send reminders during each module to help you and encourage you to manage your time better.

### Required Texts/Readings

#### Books

- Nancy Wang Yuen, *Reel Inequality: Hollywood Actors and Racism*, (New Jersey: Rutgers University Press), 2016. (Online copy FREE through SJSU Library.)
- Jenn Brandt & Callie Clare, *An Introduction to Popular Culture in the US: People, Politics, and Power*, (New York: Bloomsbury Publishing), 2019.

#### Other technology requirements / equipment / material

- Netflix for the following: Season 1, episode 1 of *One Day at a Time*; Season 2, episode 3, “Unleash the Sexy Beast,” *Queer Eye*; season 1, episodes 7 &8 of *Ugly Delicious*.
- Grant Roberts, *Never Alone*, Upper One Games, E-Line Media, 2014.
- Bing Liu, *Minding the Gap*, Hulu, 2018.

Our course is a media course, so we will be watching and critically analyzing media. I am mindful that \$\$ might be tight for many people right now, which is why I limited the media I selected for the course. Most of what I am assigning is available through Netflix and Kanopy (Kanopy is SJSU's free video streaming service).

You will need to purchase some media, especially on some of the substitution options. There are other less legitimate ways of obtaining media without purchasing it, which I am not able to advertise here, but I know that these ways exist.

You will also need money to purchase ingredients for Creative Project #5! The ingredients for stuffed pasta and dumplings are not expensive! However, I do want to let you know that you will need to spend money on that assignment. You can always do a substitution module for Module #5 if you want to avoid cooking entirely!

## Grade Scale & Assignments

I am not a big believer in exam-based learning, which is why I do not have a midterm exam or a final exam. Every module worksheet is due on the second Friday of a module. A creative project, which will require reflection and application of module concepts, is due at the end of a module, which is a Friday, by 5 pm. All assignments in this course are due at 5pm.

- 5 Worksheets @ 80 points each for a total of 400 points or 40% of your grade.
- 5 Creative Projects @ 95 points each for a total of 475 points each for a total of 47.5% of your grade.
- 5 Check-Ins @ 25 points each for a total of 125 for 12.5% of your grade.

## Grade Scale

Your grade is out of 1000 points. 1000-910=A; 909-900=A-; 899-890=B+; 889-810=B; 809-800=B-; 799-790=C+; 789-710=C; 709-700=C-; 699-690=D+; 689-610=D; 609-600=D-; 599-0=F

## Grading & Assessment

I assess work for its overall quality. Whether it's a Creative Project or a response to a short answer question, I am looking for more than just the correct answer. For example, if a short answer question asks you to "identify & describe," then I expect detail and not just a one-sentence answer.

Check out the [How Is a Worksheet Assessed?](#) and [How Is a Creative Project Assessed?](#) Pages on our Canvas site for specifics on my grading.

Per [University Policy S16-9](#),

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## Final Examination or Evaluation

Creative Project #5 is your final exam for the course! It is due during final exams week.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

## Classroom Protocol

I will grade late work, except for anything submitted after 30 days. Late work that is submitted without an extension request will be docked 1 point per day including weekends. If you want to avoid a late penalty simply ask for an extension BEFORE an assignment is due. I do not need to know why you need an extension I just need to know when you will turn in the work.

## Email Protocol

Please don't hesitate to email me if you have a question or need help. Email is the best way for you to contact me! Even if you have a quick question, please format your email with a greeting and my name, not just "Hello" or "Hi, Professor." Include the course title and section you are taking with me, along with your full name in your email.

I am happy to answer questions from people in my online courses. However, please be aware that I am not attached to my computer and that I will respond to emails during standard business hours, Monday-Friday, 8am to 5pm.

## University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Student Technology Resources

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](https://www.sjpl.org/wireless) for public at large at <https://www.sjpl.org/wireless>
- A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and

study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

### **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

**SOCI 140 / Sociology of Media, Fall 2022**

**Course Schedule**

<b>Week</b>	<b>Module/Topic/Reading</b>
1 – 8/23-25	READ: Nancy Wang Yuen, chapters 1 +2, from <i>Reel Inequality</i> . WATCH: Idea Channel, “Popular Culture” + “Five Fallacies” *Check-In #1 – DUE!
<b>Module #1: Race &amp; Gender in American Media</b>	
2- 8/30-9/2	READ: Nancy Wang Yuen, chapters 3 + 4 from <i>Reel Inequality</i> . WATCH: The Take, “The Module Minority Trope,” “The Spicy Latina Trope, Explained,” “The Strong Black Woman Trope, Explained.”
3 – 9/6-9/9	READ: Nancy Wang Yuen, chapters 6 from <i>Reel Inequality</i> . ; Ben Sisario, “For Women in Music, Equality Remains Out of Reach,” <i>New York Times</i> , 8.13.21. *Worksheet #1 – DUE!
4 – 9/13 – 9/16	Creative Project or Creative Proposal #1 – DUE!
<b>Module #2: Cultural Myths &amp; the American Dream</b>	
5 – 9/20-9/23	READ: Brandt & Clare, “Cultural Myths & the American Dream” from <i>An Introduction to Popular Culture in the US</i> . WATCH: Jeremy Smith, Loretta Alper, Pepi Lesityna, Sut Jhally, <i>Class Dismissed: How TV Frames the Working Class</i> , 2005. *Check-In #2 – DUE!
6 – 9/27 – 9/30 *Rosh Hashanah 9/26	READ: 2021 Silicon Valley Pain Index (see CP #2 for link to the report) WATCH: Season 1, episode 1, “This Is It,” <i>One Day at a Time</i> , Netflix, 2016; Season 2, episode 3, “Unleash the Sexy Beast,” <i>Queer Eye</i> , Netflix, 2018. *Worksheet #2 – DUE!
7 – 10/4 – 10/7 *Yom Kippur 10/5	Creative Project or Creative Proposal #2 – DUE!
<b>Module #3: Masculinities &amp; Subcultures</b>	
8 – 10/11 – 10/14 *Indigenous People’s Day 10/10.	READ: Brandt & Clare, “Community” from <i>An Introduction to Popular Culture in the US</i> ; Sarah Rich, “Today’s Masculinity is Stifling,” from <i>the Atlantic</i> , 6.11.2018; Natalie Morin, “What K-Pop’s Beautiful Men Can Teach Us about Masculinity,” <i>the Atlantic</i> , 2.27.19 *Check-In #3 – DUE!
9 – 10/18 – 10/21	READ: E. Alex Jung, “Oscar Nominated Minding the Gap Director Bing Liu on America’s Masculinity Crisis,” <i>Vulture.com</i> , 2.19.2019; WATCH: Bing Liu, <i>Minding the Gap</i> , 2018. *Worksheet #3 – DUE!
10 – 10/25 – 10/28	Creative Project or Creative Proposal #3 – DUE!
<b>Module #4: News Media &amp; Media Consolidation</b>	

11 – 11/1 – 11/4 *Halloween 10/31.	READ: Brandt & Clare, “The Culture Industries” from <i>An Introduction to Popular Culture in the US</i> . WATCH: <i>Rich Media, Poor Democracy</i> , 2003. *Check-In #5 – DUE!
12 – 11/8 – 11/11	WATCH: Saturday, November 6 episode of <i>PBS Newshour &amp; NBC Nightly News</i> . *Worksheet #4 – DUE!
13 – 11/15 – 11/18	Creative Project or Creative Proposal #4 – DUE!
<b>Module #5: Material Culture: Food, Fashion &amp; Furniture in a Multiracial America</b>	
14 – 11/22 – 11/ 25 – T-Day Break	READ: Brandt & Clare, “Material Culture” from <i>An Introduction to Popular Culture in the US</i> ; Jenny G. Zhang, “The Rise (and Stall) of the Boba Generation, <i>Eater</i> , 11.5.19 *Check-In #5 – DUE!
15 – 11/29 – 12/2	WATCH: Season 1, episode 7 and 8 of <i>Ugly Delicious</i> , Netflix. *Worksheet #5 – DUE!
16 – 12/6 (Last Day of Instruction.)	Creative Project or Creative Proposal #5 – DUE during Finals Week.
Final Exams 12/8- 12/15	*Creative Project #5 is your final exam unless you do a substitution module. It is due 12/15 to Canvas.