Dept of Film & Media Studies
MEDIA 180: Introduction to Media Studies
SEMESTER: **Fall 2025**
PROFESSOR: Dr. Omar Hammad
EMAIL: Omar.Hammad@Hunter.cuny.edu
DAYS: Mon and Weds
BUILDING: West Bldg W615
OFFICE HOURS: Mon 3:00 pm- 4:00 pm Weds 1:45 pm - 2:45 pm
Room: HN-430

COURSE DESCRIPTION

This is an introductory course designed to present mass media and communication (past and present) theory to students for examination. Television, radio, film, newspapers, magazines and other prominent media have become the foci of society as we know it and, as such, are the concentration of the course. Since their onset, US mass media industries have been enormously powerful conveyors of meaning, nationally and internationally. All mass media content, from news and music videos to advertising, video games and social media, is about the stories we tell ourselves as a society and as individuals. So, we need to understand who is producing it, how it is produced, what it is saying and what effect it is having. Daily, millions interact with these media for information (news and education) and entertainment. Each year telecommunication and print-related corporations spend billions of dollars keeping current with trends in public opinion and taste in an effort to attract ever-larger audiences.

This course delves deeper into the concepts, theories, and discussions of the vast and ever-evolving world of Mass Media. It goes into greater depth about media compared to what you may have discussed with your social circle in a cafe or come across online. While those venues have a place for knowledge construction in our society, having a greater and more comprehensive understanding of mass media, like most topics, demands more focused, nuanced, and disciplined study. Media 180 will introduce you to *some* of the critical historical events, innovative technological developments, and notable historical figures who have shaped the US media environment.

In addition to learning about the theoretical, historical, and technological aspects of media studies, you will also explore socio-political issues of race, class, gender identity, and sexuality within the media studies framework. Throughout history, media texts in the US have influenced, constructed, and occasionally contested prevailing narratives surrounding these issues. This course critically examines historical and contemporary stereotypes of gender, race and social class in US films, TV shows, music, video games, websites, advertisements and news, looking at some of the rationales for and consequences of stereotyping. This course will challenge you to reflect on issues of historical and contemporary social and economic inequality in US society.

As a student in this course, you will learn to dissect media texts using methodologies used in the field, such as content and textual analysis. Through weekly discussion labs, you'll hone your skills in applying these methods by dissecting various media texts, including TV shows, movies, newspapers, social media content, and more. This exploration will not only provide valuable insights into American ideology but also illuminate the broader influence of mass media on both American and global societies.

COURSE OBJECTIVES & LEARNING OUTCOMES

Media History, Development, and Analysis

- To trace the history and development of print and telecommunications media as they relate to the publics they serve.
- To help you reshape and rethink the way you look at media. Rather than just being a passive participant, this class hopes to engage you in delving deeper to all the affects that media has on your everyday life.
- To learn the basic terms and theories related to Communications and Media Studies, and to dissect and deconstruct the media around you and the media you consume.
- To identify the major attributes of these media and describe how these qualities contribute to the communication of information and ideas.

Media Impact on Society and Social Issues

- To learn how issues of race, class, gender and other socio-political issues play a role in shaping media content and consumption.
- To examine the political and economic contexts of these media and identify advancements in telecommunications and their impact on society.
- Recognize how media representations of gender, race and class exist within broader historical frames and economic structures that often reinforce and normalize political and economic inequalities
- Learn about actions and policies that encourage more diversified media representations and greater participation in historically underrepresented populations

COURSE ETIQUETTE

This course may sometimes require you to reflect on issues of historical socio-political and economic inequality in US society. Some people may feel uncomfortable with this. Do your best to question your own assumptions. These are not easy issues (for anyone!), but through closely examining media texts, we empower ourselves and others to improve current media and societal standards. Many of the issues discussed may affect you personally, so feel free to share your perspectives and experiences in the discussion sessions. The arguments, theories, and political positions articulated in the readings and films do not necessarily reflect that of the instructor. Feel free to challenge arguments made by the authors and or the films you view. You will be graded on how well you argue your position not on the stance you take. Remember expressing your opinion in an academic setting demands that you are considerate and respectful of your classmates. Discriminatory and or prejudice comments based on someone's race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status will not be tolerated.

Recording the lecture guidelines

You may audio record the lecture. You **do not** have my permission to video record the lecture or take pictures. The slides will be available on the Master Lecture Blackboard page, so there is no need to take pictures.

Policy on AI

You can use AI tools, such as ChatGPT or Grammarly, to help you with grammar and spelling. When using AI for such matters, do not simply copy and paste. Instead, study what was corrected so that you can be less dependent on it in the future. **Do not use AI in this course to do assignments or to write emails**. I want your OWN ideas. I want emails written in your voice. Again, you can use All material you submit must be your own. When grading assignments, I will be looking for work that has clearly been written in your own voice AND that thoughtfully engages with the material specific to this course. Failure to follow these guidelines – including recycling work from another course – will result in a significant grade reduction.

Does this course mainly benefit students interested in media studies?

Whether some of you registered for this course because of a keen interest in media studies, or because it fulfills a requirement, those in the latter category might believe that this course does not relate to your major or the profession you plan to pursue. You may be surprised to learn that media studies is a subject that intersects with several different disciplines such as business, education, psychology, computer science, information technology, sociology, US history, world history, and entrepreneurship. Throughout the semester, I will bring those connections into class. Feel free to make those connections and verbalize them during our lectures. This approach will help you get the most out of this course.

Moreover, the course will help assist you in developing the following professional competencies will be developed throughout the course:

Career & Self Development

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization. Throughout the semester, we will explore the histories of notable figures in the media industry who achieved success by seizing opportunities. We will also examine how individuals from minoritized communities navigated significant challenges to carve out their own paths in the industry.

Communication

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization. In your labs and lecture discussions, you will have the opportunity hone your communication skills in a variety and contexts and relationships. They include public communication in lecture and lab. Peer-to-peer communication with your classmates, and peer-to-mentor with your professor and lab instructors.

Critical Thinking

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information. From lecture to lecture we will engage in topics that ask you critically think about how media affects you, your community, society, the nation, and the world! Thinking critically will get you into the habit of assessing an issue thoroughly in order to make better calculated decisions. This skill will serve you in a variety of professional and person settings.

Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism., and skills local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism. You will engage in discussions on issues related to race, gender identity, and sexuality, as well as collaborate in groups with students from diverse backgrounds. This experience will prepare you to contribute to and support diversity and inclusion in the workplace.

Leadership

Recognize and capitalize on personal and team strengths to achieve organizational goals. In your discussion labs, you will participate in group assignments that may require you to assume leadership roles to ensure the project's success. Seize this opportunity to hone your leaderships skills!

Professionalism

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace. Attending your lectures on time and communicating with your professors promptly and professionally, both in person and via email, will help you develop this competency. Additionally, we, your professors, will offer you advice on how to improve professionally, based on our own experiences. Stay open to receiving it!

Teamwork

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. Your professors are not your only resource for doing well in the class. Your peers are also valuable resources! Get contact information, share notes, set up a study group, and network with each other! You will also improve these skills in your group work in the discussion lab.

Technology

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals. We will utilize the social media platform Bluesky to achieve this objective. Additionally, we will create our own memes to illustrate certain themes of the course!

Credit: **naceweb.org/career-readiness-competencies**

COURSE CONTENT
(Textbook, supplemental readings and viewing):

Every week you will be assigned a chapter to read from the textbook. Details about the textbook are in the next section. In addition to the textbook, there are also **required** readings and videos related to the course theme of that week. All readings and viewings must be complete **before** the date of the lecture. Supporting readings and videos are ***not*** *optional*. Links to the supporting reading and videos are available in the course schedule on page.

Required Textbook (available at):

Media & Culture Fourteenth Edition|©2025
Authors:
Richard Campbell; Christopher Martin; Bettina Fabos; Ron Becker
Publisher:
Bedford/St. Martin's
Print ISBN: ISBN: 9781319339715
E-Book ISBN: ISBN: 9781319560577
Edition: 13th
Copyright year: 2025

The printed form of the book and e-book available at this link Media Culture

You may also want to check Amazon to see if **you** can get free shipping on your total order and save some money on books for the course.

TECHNOLOGICAL REQUIREMENTS

You will need a Hunter email address and Blackboard access to function in this course. If you're not receiving class-related emails or cannot access the course Blackboard site, you should contact the Student Help Desk. Students must have continuous access to a high-speed Internet connection and computer hardware that can support a broadband Internet connection. A computer or laptop is required for doing course assignments such as discussions and submitting assignments and for quizzes, the midterm and the final – not a smartphone or tablet. Most browsers (e.g., Firefox, Chrome, Edge, Internet Explorer, Safari) can be used. Text messaging, emailing, web browsing, or leaving during lectures or discussions are not permitted on your laptop or mobile device. You may take notes on laptop NOT on your phone.

PROFESSIONAL EXPECTATIONS FOR SUCCESS

This course is designed not only to help you learn the material but also to build habits that will serve you throughout your academic and professional life. Think of these as tools for success. These skills assist you to communicate clearly, stay organized, and handle challenges before they become obstacles.

Do(s)

• **Arrive on time** so you can be fully engaged from the very start.
• **Participate respectfully** in ways that add to the discussion and lecture.
• **Speak to me** after class or **during the office hour** if you have a question unrelated to the day's lecture.
• **Email me promptly** if you encounter challenges in the course.
• **Be considerate** of those seated near you. Side conversations can **distract** them from the lecture. So can eating food with **strong odors**.
• **Attend both** the lecture and the discussion lab; **both are mandatory**.
• **Complete** all assigned readings and viewings **before class**.
• **Visit office hours** if you need clarification or want to explore a topic more deeply.

Don'ts

• **Arrive late** or **leave early**. It is disruptive and will be treated the same as being late.
• **Wear headphones** in class unless you have **official permission** from the Office of Accessibility.
• **Use your laptop** for anything unrelated to the course. Social media, email, or outside work are **not acceptable** during class time.
• **Delay communicating** if you are facing a challenge. Early conversations give us more ways to find solutions.
• **Miss class** for work. Arrange your schedule so employment **does not conflict** with class time.
• **Sit on the floor**. It is **unprofessional** and a **safety hazard**.
• **Fall behind** by skipping readings or missing too many classes.

EMAIL INFORMATION AND EXPECTAIONS

If you have any questions or concerns, please email me at Omar.Hammad@Hunter.cuny.edu.
I usually respond to emails within a few hours. If you have not received a reply within 24 hours, please resend your email. Additionally, ensure that your emails are written in a professional and courteous manner, with proper grammar and appropriate salutations (greetings).

EXAMPLES:
CORRECT- Dear Dr. Hammad,
CORRECT- Dear Prof. Hammad,

INCORRECT: Hi,
Explanation: ***You know my name and title. Please use it!***
INCORRECT: Hey Omar
Explanation: ***This is too informal****.*
INCORRECT: Hi Hammad
Explanation: ***This is not the military!***

Please send me your emails from a professional email address, such as your Hunter email.

EXAMPLES:
CORRECT: Jamila.Gonzales@myhunter.edu
Explanation*: This email address tells me who the person is without distracting information.*
INCORRECT: SwiftieFan#1@ZZZZ.com
Explanation*: This email address does not clearly identify who the person is. No disrespect to the Swifties*!

THE BENEFITS OF GETTING INTO THESE HABITS

As you progress through your academic journey and prepare for life after college, cultivating certain habits will enhance your reputation as someone deserving of respect. Practicing timely and clear communication is essential; these traits will serve you well in both personal and professional settings. They demonstrate to others that you are attentive, collaborative, and possess a strong work ethic. By setting this example, you can inspire others to do the same and help create a comfortable and productive environment for honing your skills.

COURSE SETUP: This course consists of TWO (2) major components: the two (2) lecture sessions with Dr. Hammad and the weekly discussion lab with your respective lab professor. Attendance is mandatory for both the lectures and discussion labs and will directly impact your progress and final grade. Please refer to the section below to see your lab schedule.

1D02	Weds	7:00 PM – 7:50 AM	SYNC	Maston	Brian
1D07	Weds	5:00 PM – 5:50 PM	SYNC	Maston	Brian
1D08	Weds	4:00 PM – 4:50 PM	SYNC	Maston	Brian
2D01	Tues	9:30 AM – 10:20 AM	HN-504	Mansoori	Yasaman
2D05	Tues	11:30 AM – 12:2P AM	HN-504	Mansoori	Yasaman
X08D	Tues	9:30 AM – 10:20 AM	HN-504	Mansoori	Yasaman
X63D	Tues	11:30 AM – 12:20 PM	HN-504	Mansoori	Yasaman
1D03	Mon	5:00 PM – 5:50 PM	HN-502	Wainsztein	Mariano
1D05	Mon	8:00 PM – 8:50 PM	HN-507	Wainsztein	Mariano
1D06	Mon	7:00 PM – 7:50 PM	HN-507	Wainsztein	Mariano
1D09	Weds	4:00 PM – 4:50 PM	HN-504	Wainsztein	Mariano
2D03	Weds	1:30 PM – 2:20 PM	HN-504	Wainsztein	Mariano
X64D	Weds	1:30 PM – 2:20 PM	HN-507	Wainsztein	Mariano
X65D	Mon	9:30 AM – 10:20 AM	HN-507	Pucciarelli	Alexandra
2D07	Mon	9:30 AM – 10:20 AM	HN-507	Pucciarelli	Alexandra
X66D	Mon	1:30 PM – 2:20 PM	HE-511	Pucciarelli	Alexandra
2D08	Mon	1:30 PM – 2:20 PM	HE-511	Pucciarelli	Alexandra
2D06	Mon	11:30 AM – 12:20 PM	HN-543	Pucciarelli	Alexandra
X61D	Mon	11:30 AM – 12:20 PM	HN-543	Pucciarelli	Alexandra
1D04	Weds	5:00 PM – 5:50 PM	HN-506	Pucciarelli	Alexandra
X24D	Weds	5:00 PM – 5:50 PM	HN-506	Pucciarelli	Alexandra
X62D	Mon	10:30 AM – 11:20 AM	HN-543	Pucciarelli	Alexandra
2D04	Mon	10:30 AM – 11:20 AM	HN-543	Pucciarelli	Alexandra

Below is the grading breakdown of the course as well as how each category is relevant to developing your professional skills regardless of your major

Please note that this class uses a **points-based grading system** rather than a percentage-based one. This approach is designed to maintain the integrity of the course and to recognize and reward students who consistently put forth their best effort and complete **all** their work.

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Attendance/Participation • Verbal communication • Interpersonal communication • Group communication • Dependability/Reliability • Critical reading skills • Teamwork	**10 PTS**
In-Class Writing Assignments (2 in total) • Planning and organization • Thinking quickly • Retention • Written communication • Detail orientation • Creativity • Teamwork	**8 PTS**
Content and Textual Analysis Assignment (1 in total) • Planning and organization • Retention • Written communication • Detail orientation • Critical thinking	**9 PTS**
Bluesky discussions (3 in total) • Creativity • Writing succinctly • Written communication • Social media skills • Team Work	**9 PTS**
Quizzes (4 in total) • Critical thinking • Quick decision making • Persistence • Working under pressure	**20 PTS**
Midterm • Critical thinking • Quick decision making • Persistence • Working under pressure	**22 PTS**
Final • Critical thinking • Quick decision making • Persistence • Working under pressure	**22 PTS**

***Attendance is mandatory in the lecture and discussion lab.**

ATTENDANCE AND PARTICIPATION (10 PTS)

According to the official Hunter College undergraduate attendance policy: *"The instructor has the right to set attendance as one of the requirements for the course, thus using attendance in the calculation of final grades."*

Attendance will be taken at the start of each class. You are allowed **one unexcused absence** without penalty. After **two absences (excused or unexcused***)**, your final grade will be affected. Each additional absence **beyond two** will result in **2 points deducted** from your overall grade.

Example:

90 (A–) with two absences after the first two = 4 points deducted becomes 86 (B+)
82 (B–) with three absences after the first two = 6 points deducted becomes 76 (C)

Participation is measured by the frequency and quality of your contributions, including asking and answering questions. Students must bring current readings to each class and be prepared to discuss them. Participation is especially important in discussion labs. Students who do not participate fully will not receive the maximum attendance/participation points.

Arriving more than 5 minutes late more than **two times** = –1 point per lateness (starting with the 3rd lateness).
Leaving class early follows the same policy.

Example

90 (A–) with five late arrivals = 3 points deducted (for 3rd, 4th, and 5th lateness) becomes 87 (B+)

Each class is only 50 minutes, so there are no scheduled breaks. Please use the restroom before class begins if needed. Snacks are allowed if they are quiet and non-disruptive.

***With the exception of mitigating circumstances that be can documented.

ASSIGNMENTS

All late work submitted without a valid reason will receive a grade of 0. Late work submitted *with a* valid reason may be graded with a 30% deduction at the discretion of the lab professor

(2) In-Class Writing Assignments during Media 180 Lab (8 PTS)

You will need to complete **TWO (2)** in-class written responses. These responses will be based on questions provided during the lab session. These writing prompts are designed to enable you to disconnect from the Internet and take a meta-cognitive approach to the material. Please use these assignments as an opportunity to reflect on the material without distraction.

Your grade will be based on the effort you put into your writing and your ability to demonstrate an understanding of the material covered in class.

(1)Content and Textual Analysis Assignment (9 PTS)

This assignment introduces you to fundamental research methods in Media Studies: content and textual analysis. Over the course of the semester, you will become familiar with these concepts through our discussions.

You will write a **two-page, double-spaced paper** that combines **textual** and **content analysis** of a TV or cable network program, or a show from a streaming platform. The program must be between 45 minutes to 1 hour in length

More through instructions will be provided later in the semester.

(3) Bluesky assignments (9PTS)

Students are asked to participate in **3 (three)** class discussions using the **Bluesky** social media platform. **Go to this link to setup a Bluesky account:**
https://bsky.app/

Most students choose to create a professional profile. However, you are allowed to use a pseudonym (**Be sure to review important info about Social Media Policies at the end of this syllabus (pages 17, 18).**

For each online discussion, include the hashtag **#Media180FA25** followed by your **Discussion Section ID#**. **For example,** Students registered for Prof. Wainsztein's **Weds, 4:00 PM – 5:00 PM**, will use the hashtag **#Media180FA251D09**.

You are required to make a total of **three responses** for each assignment: **one original post** and **two replies** to other students' posts. Your **original post** must be submitted on Brightspace by **Friday of the week you attend class** and should address a specific question provided on the lab instructor's **Brightspace** page.

The **two replies** to other students' posts are due by **Sunday at 11:00 PM**, prior to the next class session. **Late submissions for online work will not be accepted.** Please refer to **Brightspace** for detailed instructions on how to submit your assignments.

QUIZZES (20 PTS)

Four (4) Quizzes will be given during the semester and will have a direct impact on your final grade. The quizzes are intended to alert me on the students who are reading the assigned chapters from the textbook and paying attention to the lectures. Quizzes will be administered either at the beginning or the end of the **Media 180 Discussion Lab** at the instructor's discretion. You must bring a laptop or your cellphone to take the quizzes. To open the quizzes, you will need a unique code to open it. The code will only be given during class. **Sharing the code with an absent classmate will result in an automatic failure for both the sender and receiver.** The quizzes will be administered in various formats, including multiple-choice and true/false questions, short response prompts, and even meme exercises.

MIDTERM (22 PTS)
FINAL (22 PTS)

Examinations will cover material from lecture presentations and course readings. *No make-up examinations* will be given – except in the event of an unforeseen medical emergency or other absence excused by the college – so please take notice of the course schedule and plan accordingly. *Students who are registered with the Office of Disability Services and require special test-taking accommodations should speak with me immediately.*

HUNTER COLLEGE LETTER GRADE RUBRIC ON LAST PAGE

Fall 2025 COURSE SCHEDULE

CHAPTERS LISTED ON THE SCHEDULE SHOULD BE READ IN FULL BEFORE THE CLASS FOR THAT WEEK.

Week 1 (08/27 and 9/3)
LECTURE: ***Discussing the syllabus***
LECTURE: What is Media Literacy?
READ: "What is media literacy and why does it matter?
https://www.futurelearn.com/info/blog/what-is-media-literacy
READ: Chapter 1 No classes 9/01

Week 2 (9/08 and 9/10)
LECTURE: ***The Internet and Digital Media and Social Media: Fertile ground for counterpublics to emerge.***
READ: *Media Culture,* Chapters 2
READ: "Why the Web Won't be Nirvana?" From *Newsweek* by Clifford Stoll
https://www.newsweek.com/clifford-stoll-why-web-wont-be-nirvana-185306

Week 3 (9/15 and 9/17)
LECTURE: ***Sound Recording and Popular Music***
READ: *Media Culture,* Chapter 4
WATCH: *Beastie Boys, Open Letter to New York*
https://www.youtube.com/watch?v=ny6hwUOFvlw
Assignments/Quizzes/Exams
In-Class Writing-Assignment #1 in your discussion lab

No classes 9/22 and 9/24

Week 4 (9/29)
LECTURE: ***Popular Radio and Origins of Broadcasting***
READ: *Media Culture,* Chapter 5
WATCH: *Empire of the Air* (1992)
https://www.dailymotion.com/video/x8n4ce2
Assignments/Quizzes/Exams
QUIZ #1 in your Media 180 Discussion Session Lab No classes 10/01

Week 5 (10/06 and 10/08)
LECTURE: ***Popular Radio and Origins of Broadcasting (continued)***
LECTURE: ***Television: From Broadcasting to Streaming***
READ: Media Culture, Chapter 6
Assignments/Quizzes/Exams
QUIZ #2 in your Media 180 Discussion Session Lab
Bluesky DISCUSSION ASSIGNMENT #1

Week 6 (10/14 and 10/15) CLASSES ON TUES AND WEDS
PLAN YOUR SCHEDULE ACCORDINGLY☺
LECTURE: ***Newspapers: The Rise and Decline of Modern Journalism***
READ: *Media Culture,* Chapter 8
WATCH: *Independent Sources: What is Ethnic?* (2008)
https://www.youtube.com/watch?v=DbEaCVQA2gk&t=136s
Assignments/Quizzes/Exams

Week 7 (10/22 and 10/24) CLASSES ON Weds AND Friday
PLAN YOUR SCHEDULE ACCORDINGLY☺

LECTURE: **Magazines in the Age of Specialization**
READ *Media Culture,* Chapter 9
WATCH: The Ugly Truth Behind Beauty Magazines
Assignments/Quizzes/Exams
No classes 10/20

Week 8 10/27 and 10/29)
LECTURE: ***The Culture of Journalism: Values, Ethics, and Democracy***
READ: *Media Culture*, Chapter 14
WATCH: Social Media and Connective Journalism

Assignments/Quizzes/Exams

In-person Midterm Exam in your discussion lab

Week 9 (11/03 and 11/05)
LECTURE: ***Public Relations and Framing the Message***
READ: *Media Culture*, Chapter 12
READ: A PR Crisis: How to Manage Will Smith's Oscars Slap

Week 10 (11/10/ and 11/12)
LECTURE: ***Advertising and Commercial Culture***
READ *Media Culture,* Chapter 11
READ Junk Food ads Disproportionately Target Black and Hispanic Kids (click)

WATCH: ***The Persuaders***

Assignments/Quizzes/Exams
QUIZ #3 in your Media 180 Discussion Session Lab

Week 11 (11/17 and 11/19)
LECTURE: ***Media Effects and Cultural Approaches to Research***
READ: *Media Culture,* Chapter 15
WATCH: ***Henry Jenkins on Participatory Culture: Big Thinkers***
https://www.youtube.com/watch?v=1gPm-c1wRsQ
Assignments/Quizzes/Exams
Bluesky DISCUSSION ASSIGNMENT #2
Assignments/Quizzes/Exams
QUIZ #4 in your Media 180 Discussion Session Lab

Week 12 (11/24/ and 11/26)
LECTURE: ***Media Economics and the Global Marketplace***
READ *Media Culture,* Chapter 13
WATCH: ***Tech Monopolies: Last Week Tonight with John Oliver***
https://www.youtube.com/watch?v=jXf04bhcjbg

Week 13 (12/01 and 12/03).
LECTURE: ***Movies and the Power of Image***
READ *Media Culture,* Chapter 7
WATCH: Do the Right Thing (1989)

Assignments/Quizzes/Exams
Bluesky DISCUSSION ASSIGNMENT #3

Week 14 (12/08 and 12/10
Lecture: Examining a Textual/Content analysis
READ: *Haynes, J. (2016). Race on The Wire: A Meta critical Account. Journal for Cultural Research, 20(2), 157-170.*
Article available on Brightspace
Assignments/Quizzes/Exams
In-Class Writing Assignment #2 in your discussion lab

Week 15 (12/15)
LECTURE: ***Leadership in the Digital Age***
READ: Champy, J. (2010). **Does leadership change in the Web 2.0 world** (https://hbr.org/2010/05/does-leadership-change-in-a-we.html)
READ: Kahai, S. (2010). **Yes, leadership changes in the Web 2.0 world** (http://www.leadingvirtually.com/ yes-leadership-changes-in-a-web-20-world/
Assignments/Quizzes/Exams
In-person Final Exam in your discussion lab

FINALS WEEK
CONTENT ANALYSIS PAPER DUE by 12/22

ASSIGNMENT/EXAM SCHEDULE

****Please note that due to the multi-faceted nature of this course, many of the assignments, quizzes, and exams are listed by the week they are due **rather** than by specific dates. In-class work, and quizzes happen during your discussion labs and vary by your schedule. **It is your responsibility to know the date based on your lab day.**

Example: In **Week 3** If your lab meets on Monday, the **In-Class Writing Assignment** is on 9/15, it's on 9/16 if Tuesday, and 9/17 if on Wednesday.

In-Class Writing Assignments
Weeks 3,14

Bluesky discussion
Weeks 5,11,13

Quizzes
Weeks 4,5,10,11

Midterm Examination
Week 8

Final Exam
Week 15

Content analysis paper
12/22 by 11:59 PM

BEST PRACTICES for SOCIAL MEDIA USAGE

(*Credit Rutgers University DCIM program*)

There are many outlets available to you to communicate with current and future friends and acquaintances as well as family members. Social networking sites (e.g., Facebook, Bluesky, Instagram), online hangouts, bulletin boards, and blogs are just a few of these outlets You represent yourself, your family, and your University when you engage in social media, especially for classroom use, and it is expected that you to do so with the highest standards of honesty, integrity, and responsibility. You must follow these policies and guidelines as you participate in any of the above-mentioned or similar communications in conjunction with my class, and it would be good practice to follow them in all your online communication:

- Familiarize yourself with the Terms of Service of all sites and platforms that you frequent (including Google). Know that you are bound by these terms and conditions and that most of them indicate that the site/platform can do whatever it wants to do with your data, including extracting information about you that could be sold and shared elsewhere, and making assumptions about you and your habits and lifestyle on the basis of that data.

- You may keep your page/site private or anonymous, but understand that anything you post online (even if you make your site private) is out of your control the moment you place it online and is then available to anyone in the world.

- Do not post your home address, local address, phone numbers, date of birth, class schedule, etc. If you do, you open yourself up for predators, stalkers, identity thieves, and other criminals.

- Do not post, email, text or otherwise electronically share information, photos, videos, or other representations of sexual content, inappropriate behavior (e.g., actual or implied drug or alcohol use), or items that could be interpreted as demeaning or inflammatory. You are also responsible for all information posted by others on your site. Be professional and responsible in your postings and texting and encourage others to do the same.

- Keep in mind that many potential employers and graduate schools analyze these sites in their search processes. Anything posted that is attributed to you could be damaging to your future.

- Do not post information, photos, videos, or other items online that could embarrass you, your family, classmates or the University. This includes information, photos, and items that may be posted by others on your page/site.

- Photos taken in or in connection with class should only be taken for a learning-related purpose (i.e., to capture and share text on the blackboard or PowerPoint, to share relevant information, to depict the use of technology and teamwork in the classroom, etc.). Your social media use in this class may include photos, but see me if you are unsure whether your photo qualifies.

- Technology use and the taking and posting of photos in class cannot distract from the work of the class.

- When possible, ask anyone whose face might appear in the photo if it's OK with them to take it before you do so. Then, show the photo to anyone whose face appears in it before you post it to make sure it's OK with them to post. Do not post it if even one person in the photo doesn't want you to. Delete such a photo from your device immediately.

- Do not tag classmates in classroom photos unless the classmate agrees to being tagged.

- Take down a photo if someone in the class asks you to take it down after the fact. It is understood that this photo may have already been shared elsewhere by then.

- Do not take or post video in class unless pre-approved by me (and those appearing in it) for use in some specific project.

Reminders:

- Think twice before posting, tweeting, texting, or sending an email -- every single time. If you wouldn't want your teacher, parents, or future employer to see it, don't send it.

- Be respectful and positive online.

- When commenting online in any forum or format, take care to be accurate, sensitive, and responsible in your remarks.

- Remember, **many** different audiences may view and/or monitor your information online including children, law enforcement, your family, faculty, college administration, etc. Consider the impact of your social media use on any and all members of any and all potential audiences.

- Be aware of posts, photos, and videos in which you appear on others' sites. Block or do not permit the posting or sharing of anything in which you appear that would constitute a violation of this policy.

- Remember that a permanent record of all that you do is left when you use the internet, even when you keep your page private (which you should do). Understand and use the privacy/security settings made available on these sites. Remember that even if you delete something, it's still out there. Be in a clear, thoughtful state of mind when you communicate electronically. Do not text, IM, email or post when your judgment is impaired or you are not thinking clearly and responsibly.

- See the instructor if you have a question or issue regarding any of these policies or your social media use.

HUNTER COLLEGE POLICIES/SERVICES

Academic Integrity

Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field. Academic dishonesty includes, but is not limited to, cheating, plagiarism, obtaining an unfair advantage, and falsifying records or documents, whether intentional or not.
Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension or expulsion from the College when it has been determined that academic dishonesty did occur. Please click here to see a full list of disciplinary sanctions.

All assignments submitted in this class must be your original work and written by you alone. Copying and pasting from the Internet or another student's work without attributing the source is plagiarism, whether intentional or not. While you may use AI tools like ChatGPT or Grammarly to improve your grammar, using any AI tools to write your assignments is strictly prohibited and will be treated as plagiarism. Anyone presenting someone else's writing as their own, whether from another student, the Internet or any AI tool generating text that is copied into your work, will receive a 0 for the assignment and will be reported to the Office of Student Conduct.

Accessibility

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility located in Room E1124 to secure necessary academic accommodations. For further information and assistance, please call (212) 772-4857/TTY (212) 650-3230. If you have registered with the Office of Accessibility, please let me know at the start of the term.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment, retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct or contacting the College's Public Safety Office (212-772-4444). All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct. Link: http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

Rockowitz Writing Center:

The Rockowitz Writing Center offers students help with their writing at every stage of the writing process. You can make an appointment for a live video session at: hunter.mywconline.com.

Counseling and Wellness Services:

Counseling and Wellness Services (CWS) is another campus resource and service center for all matriculated students that is operating remotely for counseling services at no cost to all Hunter students. You can make an appointment at: http://www.hunter.cuny.edu/studentservices/counseling-and-wellness

HUNTER COLLEGE LETTER GRADE RUBRIC

HUNTER | CUNY

Grade	Definition	Quality Points (GPA Index)
A+	97.5 – 100%	4.0
A	92.5 – 97.4%	4.0
A-	90.0 – 92.4%	3.7
B+	87.5 – 89.9%	3.3
B	82.5 – 87.4%	3.0
B-	80.0 – 82.4%	2.7
C+	77.5 – 79.9%	2.3
C	70.0 – 77.4%	2.0
D	60.0 - 69.9%	1.0
F	0 – 59.9%	0

The professor reserves the right to modify the syllabus for the betterment of the course and the academic progress of students.

By remaining in this course, you agree to all the terms and conditions outlined above.