

“One World Symposium for Teaching DEI in a Journalism School”

One World Symposium

November 5, 2019, noon-1:45 p.m., EMU 244 Ballroom
Sponsored by SOJC’s class, J320 Gender, Media, & Diversity

□ The idea

During fall 2019, I was assigned to teach J320 Gender, Media, & Diversity, a required course for all Journalism majors, with a large-lecture section of about 120 students. The course offers students a critical study of the media’s representation of gender, race, ethnicity, and other social divisions, exploring possible mechanisms of change.

Responding to student concerns about writing long papers for every class that typically are due at the end of the quarter, I opted to turn the “chore” into a fun mid-term conference and selected November 5, 2019, noon-1:50, the regular class meeting time, as the date. (The end of any fall term/semester also is tricky because students travel home for the holidays and winter break – so there’s much anxiety at that time.) Students self-selected 25 teams of about four and prepared a science-fair style research paper and presentation using PowerPoint on their laptops, posters, artifacts (such as gendered blue and pink baby clothing).



□ Goals

1. To provide students with the opportunity to apply critical theory (feminist theory, masculinities concepts, critical race theory, social constructionism, queer theory, and more) and tools they had learned by examining a gender, media, and diversity topic of their choice.
2. To offer students the opportunity to build teamwork and time management skills.
3. To create a “first draft” paper for students to submit to the competitive Spring 2020 term, University of Oregon Undergraduate Research Symposium.

4. To carry the diversity, equity, inclusion (DEI) message beyond our J320 course to the broader SOJC community and across campus.

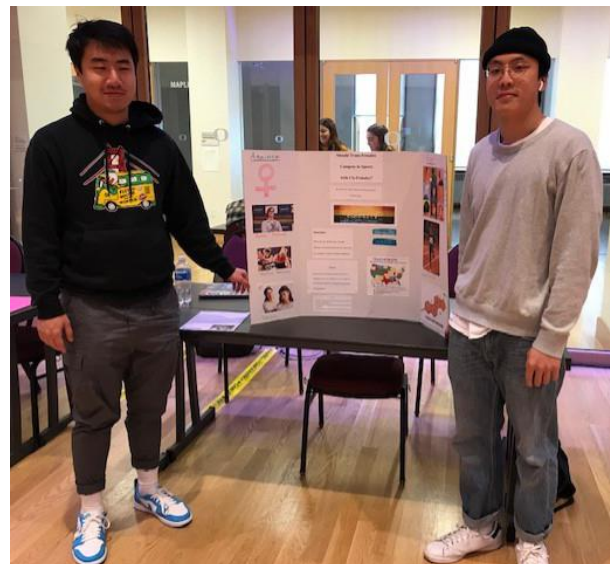
5. To invite the UO DEI office to witness evidence of the SOJC's commitment to educating students about DEI.

□ How it worked

Inside the classroom: At first, students were concerned about a team project with so many points attached to the assignment (one-third of their grade). To relieve anxiety, I provided some class time for students to work in teams and to gauge feedback about their topic and plans from me, graduate teaching assistant, and other students. I provided Canvas space with folders of support tools (e.g., how to create visual displays of research, time and team management). The assignment included multiple phases for submitting: outline, drafts, final copy. Grading included points for the process, final product, One World Symposium participation.

Outside the classroom: Students met with their teams to advance their project and to rehearse presentations. Ultimately, students studied important issues such as: "Injustice in gendered sports," "Fast food commercials: A window on 'ideal' femininities and masculinities," "Representations of sexual orientation in children's cartoons," "Sexualization of African-American girls in media representations," "Missing Native American women and lack of news coverage in the U.S.," and "Masculinity in advertising."

The One World Symposium enabled students to research relationships among gender, media, and diversity as these play out globally. They applied theory and a critical lens to explore phenomena based on media representations and



audience perceptions. At the same time, they communicated about why attention to gender, media, and diversity is VERY important to them, personally.

During the One World Symposium, students were available to share what they had learned and to answer questions about their original research. Also, they earned extra credit points by inviting non-class members to stop by their table. This helped to expand the reach of the Symposium across campus. About 500 students, faculty, and staff participated, overall.

□ Reactions & Takeaways

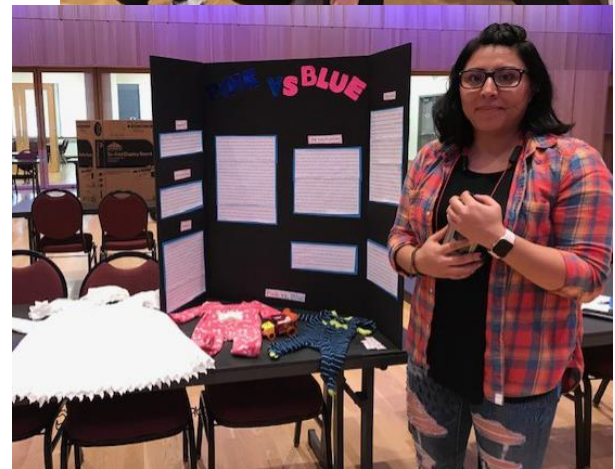
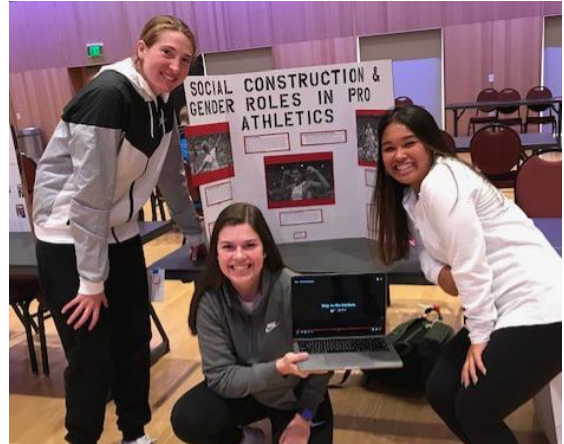
To promote the event in my school and across campus, I sent email invitations, created flyers, and did a social media blast.

Students: During the process, at the One World Symposium, after the event, and on student evaluations of my teaching, students overwhelmingly cited this event as the most valuable among their learning experiences in J320. I also discovered that several of these students chose to take the next course, J397 Media Ethics, with me during the Winter '20 term. It's still too soon to know how many papers were selected for virtual presentation at the Spring 2020 University of Oregon Undergraduate Research Symposium.

Faculty Peers: Several SOJC faculty and those from other departments who attended the event during their lunch or coffee break asked me to share details about how I organized this event and how I was grading students. Many stopped by to talk with students about their projects and helped students to earn a little extra credit (one point per guest up to five points).

Administration: Members of the UO DEI office accepted my invitation to attend and expressed gratitude for a large, widely attended event at the School level.

Me: I plan to host the event in 2020, virtually, teaming up with colleagues at other universities for even greater diversity of student ideas. We're adding a practical application track in addition to research papers.



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Team 1: Jordan Adeyemi-John, Manuela Baez, Hiermon Medhanie, & Coby Sayyah, "Gender roles in the media."

Team 2: Laura Alterman, Gabe Okin, & Maddy Shaffer, "TV's subliminal messaging."

Team 3: Athena Alvarado, Jack Forrest, Zoe Li, & Amy Smith, "Injustice in sports."

Team 4: Jacob Archer, Elizabeth Freeman, & Rebeca Lopez, "Analyzing TV's Queer Eye."

Team 5: Shirley Banh, Andres Ezquerro, Ana Huizar, & Trey Miller, "Underrepresentation of women in sports media."

Team 6: Amira Barakat, Tyler Lima, Mandal Maharshi, & Edna Ventura, "Pink vs. blue."

Team 7: Ashleigh Barrett, Callan Kuhlmann, Adrian Morales, & Savannah Pettiford, "Fast food commercials: A window on 'ideal' femininities and masculinities."

Team 8: Celeste Boom, Wooshin Lee, Emma Nolan, & Jeremy Santoro, "Representations of sexual orientation in children's cartoons."

Team 9: Sonrisa Bordieri, Monty Miller, Ashley Peters, & Anniston Ward, "The sorority girl stigma."

Team 10: Jonah Boyd, Abigale Goedecke, Callista Sack, & Emma Sugar, "The role of media in the portrayal of stereotypical family composition."

Team 11: Jordan Brenner, Josh Hoffman, & Dylan Johll, "Media's role in popularity of women's sports."

Team 12: Lainey Buckley, Claire Haley, Kiki James, & Hannah Miller, "Sexualization of African-American girls in media representations."

Team 13: Aiden Case, Haley Lund, Alia Nizam, & Lorenzo Ortiz, "On comparing women to animals in pop culture."

Team 14: Angela Chan, Kaiyuan Liu, & Derek Swartz, "Women in film: Critique of the 'ideal'"

Team 15: Sam Criscola, Andrew Eaton, Glen Foster, & Bazil Sterling, "On struggling with diversity in sports journalism."

Team 16: Jennifer Cuneo, Raven Grove, Cole Ryken, & Jacob Zimel, "An analysis of representatinsfo fe3malebody image and roles in Netflix's 'Insatiable'."

Team 17: Deborah Sage, Bryan Hook, Tim Holt, & Robbie Proano, "Gender across America."

Team 18: Sofia Drabkin, "Missing Native American women and lack of news coverage in the U.S."

Team 19: True Dydasco, Emma Eddy, & Reilly Wadsworth, "Gender roles in professional athletics."

Team 20: Brody Eldridge, Patrick Gaines, Carter Webb, & Jacob Winnett, "Masculinity in advertising."

Team 21: Dora Foran, Maddie Herbst, Ellie Tippet, & Kendra Young, "Divesity and femininity among beauty bloggers & influencers."

Team 22: Hannah Guth, Grace Hefley, Sydney Mathews, & Austin Schaffert, "Comparing media representations of gender across continents."

Team 23: Bella Hanlon, Skyler Howe, Kate Murphy, & Michael Walsh, "How parental roles are perpetuated in advertising: 1980s to present."

Team 24: Issiah Hendricks, Hayden Smith, "The pink tax."

Team 25: Emma Herbert, Tasia Karas, Kamalanai Kekuewa, & Sander Suminski, "Deodorant: Doing more than you think."

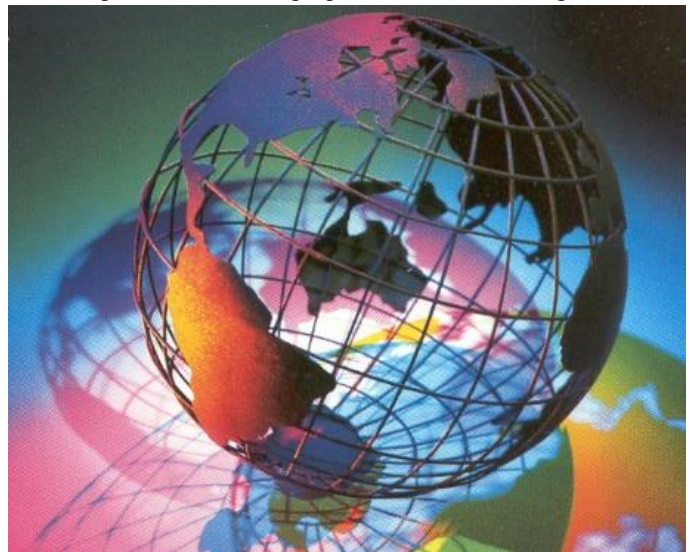
Team 26: Michael Poon, Allan Wu, Danny Tekeste, Marina Shiga, "Transgender athletes and fairness."

Team 27: Kristian Kodman, "Chelsea Manning's transition during whistleblowing."

Team 28: Raven Passow & Jonathan Ramos, "Advertising pride and commercializing support."

Team 29: Alex McKnight, "Your princess is in another castle."

Team 30: Ryan Barnett, "Music and media."



J320 Gender, Media, & Diversity

WILLAMETTE HALL 100; T/R noon - 1:50 p.m.; Fall '19, 4 credits, CRN13155

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University of Oregon
School of Journalism & Communication

Assignment Sheet: One World Symposium

The purpose of the One World Symposium proposal, paper, and presentation is to offer you an opportunity to apply what you're learning about gender, media, and diversity using a phenomenon of your choosing as departure point for critique.

Important Dates:

One World Symposium Proposal (5 points) (uploaded via Canvas) **October 17, 11 a.m.**

One World Symposium Paper (15 points) (uploaded via Canvas) **November 4, 5 p.m.**

One World Symposium Presentation (15 points) (in-person EMU 244) **November 5, noon**

As I mentioned during our first class, I worry that students become overwhelmed at the end of the term when ALL THE “BIG PROJECTS” FOR ALL THE CLASSES are due at the same time. So, we’ll have the “big project” due during Week 6 with a smaller “reflection/update” paper due at the end of the term.

Work individually in teams of four. No teams larger than four.

We won’t meet in our regular classroom on November 5. Instead, we’ll gather over in EMU 244. You may begin setting up at 11 a.m. If you can’t arrive before noon, no problem. On November 7, we’ll talk about observations and learning from the experience.

Think of the One World Symposium as a “science-fair format.” Create something **visual** about your paper (uploaded to Canvas 11/4 by 5 p.m.) to share with students, friends, faculty. It could be a tri-fold cardboard standing poster display on a table (Walmart or Hirons), a video or Powerpoint you created on your laptop, or a skit you’ve written and perform. You could create a handout. Have your say about interplay among gender, media, and diversity as these play out locally, regionally, or globally. Apply theory and/or a critical lens to what you’re learning about gender, media, and diversity. Actively critique what concerns you, worries you, or simply makes you think deeply. Perhaps something in the readings or class discussion has sparked you to dig deeper? (A file of possible project ideas will be available on Canvas for inspiration.)

As part of your display, share and talk with other students and with guests and answer questions. A sign-up sheet will be available for you to earn points when friends (teachers OK, too) you invite actually attend and stop by your table. Some electrical outlets will be available, but you’re encouraged to fully charge your laptop or other electronic device before you arrive.

In the EMU, no glitter, balloons, open flame. No taping anything to the walls. OK to tape to tables (bring your own tape). OK to bring individually-wrapped candies for your table to invite guests to stop and chat. Clean up and take with you whatever you bring. You will be assigned a table number at the registration desk outside the room.

One World Symposium Proposal Sheet (5 points)

Upload this sheet (typed) via Canvas by **October 17, 11 a.m.** to earn points. I'll use it to offer you feedback.

Your name: _____

Team member names: 1) _____ 2) _____

3) _____

Title of your project: _____

Phenomenon you're investigating: _____

Theory undergirding your project: _____

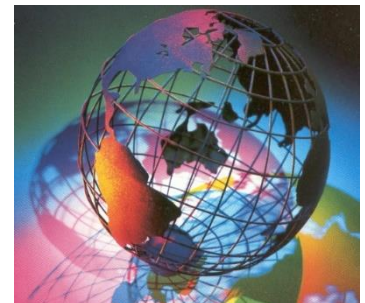
Class readings inspiring your project: _____

Why have you selected this particular project?

What kind of visual will you bring for your table at the One World Symposium?

What (if anything) do you see as potentially challenging about completing the assignment?

You will need an electrical outlet: ____ yes ____ no



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Have your say about interplay among gender, media, and diversity as these play out locally, regionally, or globally.

Apply theory and/or a critical lens to what you're learning about gender, media, and diversity.

Actively critique what concerns you, worries you, or simply makes you think deeply.

Perhaps something in the readings or class discussion has sparked you to dig deeper?

A file of possible project ideas will be available on Canvas for inspiration.

Steps

1. Research a phenomenon related to the interplay among gender, media, and diversity that you're passionate about.
2. Type 4-6 pages of content, double spaced, Times New Roman, 12 pt. type, one side of the paper. **Use Word only.**
3. Organize your paper as follows:

Cover page (does not count as one of the 4-6 pages)

- Title of paper
- Students' names
- Course number
- Date

Executive summary (Abstract): (150 words max.)

- What did you set out to do and why?
- Briefly, what did you discover?

Introduction (~1 pg.)

- Provocative opening
- What phenomenon have you decided to study? Why do you care? Why should anyone else care?
- What theoretical underpinning are you using (recall Week 1 discussion and list of possible theories)?
- Thesis statement (This paper is designed to explore . . .)

Subheaded sections (~3-4 pgs.)

- What are the social implications of the phenomenon you're studying (how are others impacted?)
- What have others found when studying the phenomenon you've selected (or similar studies about x)?
- Use multiple subheads to organize your thoughts.

Conclusion (~1 pg.)

- What kind of social change would you like to see happen?
- What do you recommend to a specific audience moving forward?
- What advice do you have to other researchers who may want to build upon your work?

Bibliography in APA style (does not count as part of the 4-6 pages)

Be sure to proofread carefully. Avoid plagiarism. Remember, spelling and grammar count.

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Come see what SOJC students have to say about relationships among gender, media, and diversity as these play out globally.

Students are applying the theory and critical lens they're learning about and are ready to share, in "science fair style," their perceptions, critique, and ideas about how and why attention to gender, media, and diversity is VERY important to them.

Students are ready to share and answer questions. Help them to earn points by stopping by their table.

All are welcome!