

COURSE OUTLINE

COURSE: Stereotypes and Prejudices: Xenophobia & Racism

(SPECIALISATION 2 – Media Representations of Others)

Coordinator: Dr. Tirşe Erbaysal Filibeli, New Media Department, Bahçeşehir University (BAU)

GENERAL

SCHOOL	Bahçeşehir University Communication Faculty		
ACADEMIC UNIT	Graduate Education Institute		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	SPRING
COURSE TITLE	Stereotypes and Prejudices: Xenophobia & Racism		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	7,5
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	Specialized knowledge, competences, and skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(1) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills, and competencies of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> ● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> ● <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> ● <i>Guidelines for writing Learning Outcomes</i>
<p>On successful completion of the module, students will be able to:</p> <ul style="list-style-type: none"> ● comprehend theories on media, race, ethnicity, and identity. ● become familiar with knowledge of scientific theory and research in the media-related areas to stereotyping, prejudice & discrimination, and discuss the effects of media representations & on audiences. ● recognize how the nature of othering has changed over time and critically think about prejudice and discrimination from the perspective of both perpetrators and targets. ● apply critical thinking skills by defining issues, examining evidence, becoming aware of hidden assumptions, resisting the temptation.

- promote awareness of and sensitivity to cultural diversity and multiculturalism with the help of media production and understand intercultural adaptation.
- become familiar with social science and humanities perspectives on ethnicity, race, and the media.
- provide advice and recommendations for a better understanding of marginalized groups.
- improve critical skills when analyzing media messages and participating in constructive dialogues over the relationship between media, race, and ethnicity.
- gain insight into the language, politics of exclusion, and the representation of others and develop and use a critical perspective to analyze how the media relies on stereotypes and marginalized groups.
- define what media pluralism and media diversity are, and discuss how media pluralism is related to democracy.
- struggle with digital threats in order to protect media freedom and pluralism and to sustain democracy in the digital age.
- understand why stereotyping, prejudice, and discrimination are resistant to change and report policymakers to promote the well-being of others.
- contextualize and develop professional skills regarding media discourse for future professionals, and analyze and interpret the concepts of cross-cultural communication.
- select and implement the appropriate tools and methods for the successful completion of a project.

General Competencies

Taking into consideration the general competencies that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional, and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative, and inductive thinking

Others...

- Search for, analysis and synthesis of EU and national policies information, with the use of the necessary technology,
- Decision-making,
- Teamwork
- Project planning and management,
- Working in an interdisciplinary environment
- Production of free, creative, and lateral thinking,
- Production of new research ideas,
- Respect for difference and multiculturalism,
- Showing social, professional, and ethical responsibility and sensitivity to stereotyping and prejudice,
- Criticism and self-criticism.

(2) SYLLABUS

Communication and media landscapes underlying stereotyping and prejudice are shown with a reason based on the fact that we lack enough information. These biases shape our understanding of the world around us and form the foundation of how we interact with it. Often motivated by fear and distrust, prejudices are formulated to define the host-society against an 'outgroup,' which is characterized by the identity and behavior of an outsider. Stereotypes and prejudicial attitudes are reproduced through communication and media tools towards vulnerable social groups by influencing viewers' attitudes and thus reinforcing a negative public opinion towards groups of people with different ethnic origins, sexual orientation, disability, religious preferences, age, and gender among others. The objectives for this course are to expose participants to a wide variety of readings, provide them with opportunities for written and verbal critique, help them to practice communication and discussion with peers, and to foster interest and excitement about research

on stereotyping, prejudice, and discrimination. To accomplish this goal, the course consists of three modules. The first part (weeks 1 to 3) will address the introduction, the basic concepts, and how they are practiced in the media and communication landscapes. The second module (weeks 4 to 8) refers to subtopics and different contexts of stereotyping, prejudice, and discrimination. The third module (weeks 9 to 13) consists of media pluralism and new forms of media discourse in order to understand and analyze today's situation according to the previously discussed basics.

Week 1: Basic Concepts: Stereotypes, Prejudice, Xenophobia, and Racism

Week 2: Basic Concepts: Otherness, Discrimination, Discriminative Discourse.

Week 3: Historical and Collective Memory: Social Categorization and Applications of Scientific Approach

Week 4: Racism and Ethnicity in the Media

Week 5: Nationalism as a Media Discourse

Week 6: Disability Studies: Media Representations of Disability

Week 7: Gender Studies: Media Representation of Minorities and Disadvantaged Groups

Week 8: Migration Studies: Media Representation of Refugees and Asylum Seekers

Week 9: Media Pluralism and Diversity: Old and New Challenges to Media Freedom

Week 10: Media Pluralism 2.0: Digital Threats to Media Freedom and Democracy

Week 11: Promoting Multiculturalism and Interculturalism

Week 12: Media Literacy: A Tool to Combat Stereotyping, Prejudice and Discrimination

Week 13: Discussion: How to Overcome Being the Other

Week 14: Addendum

(3) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Use of lectures and group working sessions																						
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lecture notes, tutorial material, and case studies																						
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">42 hours</td> </tr> <tr> <td>Seminars</td> <td style="text-align: center;">6 hours</td> </tr> <tr> <td>Study and Analysis of Bibliography</td> <td style="text-align: center;">28 hours</td> </tr> <tr> <td>Laboratory Fieldwork Analysis of EU Policies and Funds</td> <td style="text-align: center;">24 hours</td> </tr> <tr> <td>Laboratory Practice</td> <td style="text-align: center;">24 hours</td> </tr> <tr> <td>Essays Writing</td> <td style="text-align: center;">26 hours</td> </tr> <tr> <td>Tutorials</td> <td style="text-align: center;">24 hours</td> </tr> <tr> <td>Study visits</td> <td style="text-align: center;">16 hours</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td style="text-align: center;">190 hours</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	42 hours	Seminars	6 hours	Study and Analysis of Bibliography	28 hours	Laboratory Fieldwork Analysis of EU Policies and Funds	24 hours	Laboratory Practice	24 hours	Essays Writing	26 hours	Tutorials	24 hours	Study visits	16 hours			Course total	190 hours
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem-solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of the patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>An essay will count for 50% of the grade and the seminar participations will be based on 20%. Three different assignments related to three sub-modules will count for 30% of the total grade.</p> <p>All students will have to turn in their final essays by a given date, by uploading the e-learning management system. Each essay should be a maximum of 4,000 words (exclusive of the cover page, references, tables, and figures). The essay should rely on at least 20 different sources (academic / scholarly journal articles, books and book chapters, research institute reports, news items). Essays based solely or mostly on popular press articles and online sources will not be eligible for a grade over B (3,0) out of a maximum of A (4,0) letter grades. Such sources could however be used for their value as case studies (news items to be analyzed / compared in the essay).</p> <p>The essays are expected to use the Harvard author – date citation style.</p>																						

(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography (May Change):

Blommaert, J. (1998). Different approaches to intercultural communication: A critical survey. Plenary lecture, Lernen und Arbeiten in einer international vernetzten und multikulturellen Gesellschaft, Expertentagung Universität Bremen, Institut für Projektmanagement und Wirtschaftsinformatik (IPMI), 27-28.

Clifford, J. (1994). Diasporas. Cultural anthropology, 9(3), 302-338.

- Çinar, M. (2014) *Media and Hate Speech : Concepts, Channels and Discussions*, Hrant Dink Yayınları.
- Dyer, R. (2013). *The matter of images: Essays on representations*. Routledge.
- Hall, S. (1981). The whites of their eyes: Racist ideologies and the media. *Silver linings: Some strategies for the eighties*, 28-52.
- Hall, S. (1990). *Cultural identity and diaspora*.
- İnceoğlu, Y. & Çoban, S. (2014), *Minorities, The Others and the Media*, Ayrıntı Yayınları.
- İnceoğlu, Y. & Çoban, S. (2019) *LGBTI individuals and the Media*, Ayrıntı Yayınları.
- Keyes, R. (2004). *The post-truth era*. New York: St. Martin's Press.
- Mirzoeff, N. (Ed.). (2000). *Diaspora and visual culture: representing Africans and Jews*. Psychology Press.
- Pariser, E. (2011). *The filter bubble: What the internet is hiding from you?* New York: Penguin Press.
- Scollon, R., & Scollon, S. W. (2001). What is culture? *Intercultural communication and stereotyping. Intercultural communication: a discourse approach*. Malden, MA: Blackwell Publishers, 123-163.
- Sunstein, C. R. (2009). *Republic.com 2.0*. Princeton, N.J.: Princeton University Press.
- Thurman, N. (2011). Making 'the Daily Me': Technology, Economics and Habit in the Mainstream Assimilation of Personalized News. *Journalism*, 12 (4), 395– 415. doi:10.1177/1464884910388228.
- Tufekci, Z. (2014). Engineering the public: Big data, surveillance and computational politics. *First Monday*, 19(7). <https://doi.org/10.5210/fm.v19i7.4901>