



## Course Outline Report -PDF

New Course: ETHS 103 - Race, Ethnicity, and Identity in Media

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Discipline: Ethnic Studies

**Department:** Social Science

**Department:** Social and Cultural Studies

Term Effective: Fall 2027

### Requisites

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None

### Entrance Skill

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A. Requisite Skills:

None

B. Recommended Skills:

None

### Units and Hours

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**Semester Units:** 3.000

**Semester Hours:**

Instructional Categories	Units	Contact Hours	Out of Class Hours
Lecture	3	48 - 54	96 - 108
Independent Study	0	0	0
Lab/Field	0	0	0
Activity	0	0	0

Instructional Categories	Units	Contact Hours	Out of Class Hours
<b>Total</b>	3	48 - 54	96 - 108
<b>Total Student Learning Hours</b>	144 - 162		

Recommended Course Enrollment: 35

## Need for the Course

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The course engages with Ethnic Studies methodologies to examine:

- The historical and contemporary relationship between media and racial formation in the United States;
- The economic, political, and institutional forces shaping media production and access;
- The role of community-based, independent, and activist media in redefining narratives of race, ethnicity, gender, class, and sexuality.

## Goals for the Course

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By the end of the course, students will be able to critique dominant media narratives, identify controlling images and stereotypes, and evaluate creative works by communities of color as acts of self-definition and resistance.

## Catalog Description

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This course examines how race, ethnicity, and other intersecting identities are constructed, represented, and contested across U.S. media industries, including film, television, advertising, news, music, radio, and digital/social media. Grounded in Ethnic Studies frameworks, the course centers the histories, experiences, and cultural productions of African Americans, Asian Pacific Americans, Latinas/os/xs/és, Native Americans, and other racialized and marginalized communities. Students critically analyze how media representations both reproduce and challenge systems of power, privilege, and oppression, including racism, sexism, classism, heteronormativity, and ableism. Through an intersectional and decolonial lens, students explore how media functions

as a site of cultural resistance, identity formation, and social change.

## Schedule Description

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## Student Learning Outcomes:

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Upon satisfactory completion of the course, students will be able to:

1. Evaluate media and popular culture through an Ethnic Studies lens to recognize how race, ethnicity, class, gender, ability, sexuality, nationality, tribal citizenship, religion, age, and other intersectional identities shape stereotypes, racialization, and systems of power.
2. Apply intersectional, decolonial, and anti-racist frameworks to analyze media representations of African American/Black, Native American/Indigenous, Latina/o/é/x, Asian American, and Pacific Islander communities, emphasizing sovereignty, resistance, and self-determination.

## Course Objectives

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Upon satisfactory completion of the course, students will be able to:

1. Analyze diverse media forms (film, television, radio, journalism, digital media, gaming, advertising, and fashion) within their historical, political, and economic contexts to understand their role in racial formation and identity construction.
2. Investigate representations of Native American/Indigenous, African American/Black, Latina/o/e/x, Asian/Asian American, and Pacific Islander identities to contextualize how media shapes understandings of community, belonging, and exclusion.
3. Apply Ethnic Studies and media theories—including intersectionality, racial formation, cultural hegemony, decolonization, sovereignty, and anti-racism—to evaluate how media reproduces or resists colonial, patriarchal, and capitalist structures.
4. Critically examine how intersecting identities (race, ethnicity, gender, class, sexuality,

- ability, religion, age, immigration status, tribal citizenship, and nationality) inform power, representation, and access within media industries.
5. Evaluate the influence of systemic racism, colonialism, and social movements on the evolution of U.S. media narratives and assess how media reflects and impacts policy, public perception, and activism.
  6. Develop an antiracist and decolonial framework to identify and challenge propaganda, stereotypes, and harmful ideologies in media, while uplifting narratives that foster empowerment, solidarity, and justice for communities of color.

## Course Content

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### Lecture Outline

#### **I. Media and Cultural Analysis**

- a. **Ethnic Studies methodologies in media critique**
- b. **Intersectionality and racial formation theory**
- c. **Historical context of media and racial representation**
- d. **Media as a site of resistance and reclamation**
- e. **Community storytelling and counter-narratives**

#### **II. Media Industries and Systems of Power**

- a. **Ownership, access, and gatekeeping in film, television, and digital media**
- b. **Structural racism, capitalism, and representation**
- c. **Equity, inclusion, and the politics of visibility**

#### **III. Forms of Media**

- a. **Journalism and news framing**
- b. **Film and television (early cinema to contemporary streaming)**
- c. **Music and sound media (radio, podcasts, performance)**
- d. **Social media, influencers, and digital activism**
- e. **Gaming, fashion, and advertising as cultural texts**

- f. **Propaganda, marketing, and persuasion**

#### **IV. Racialized and Intersecting Identities in Media**

- a. **Black identity and visual culture**
- b. **Native American/Indigenous identity and sovereignty**
- c. **Latina/o/e/x and Chicanx representation and resistance**
- d. **Asian American and Pacific Islander identity and diaspora**
- e. **Whiteness, privilege, and normativity**

#### **V. Intersectional and Decolonial Frameworks**

- a. **Feminist media critique and gendered stereotypes**
- b. **LGBTQIA2S+ representation, queerness, and race**
- c. **Disability and media representation**
- d. **Class, labor, and media access**
- e. **Immigration, diaspora, and belonging**
- f. **Tribal sovereignty and decolonial praxis**

#### **VI. Media, Policy, and Social Movements**

- a. **Media's role in civil rights, Indigenous, and feminist movements**
- b. **Digital activism and contemporary social justice campaigns**
- c. **Comparative global perspectives on race and media**
- d. **Community media and cultural self-determination**

#### **Representative Texts and Instructional Materials**

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**Textbooks:** Racialized Media: The Design, Delivery, and Decoding of Race and Ethnicity, Hughey, M. W., & González-Lesser, E., NYU Press, 2020

Race, Culture and Media, Saha, Anamik, Sage Publications Ltd., 2025

The Media Reader on Representations of Race, Gender, Disability, Body Size, Age, and Sexuality, Bargiachi, Rebecca & Heldman, Caroline., Vernon Press, 2025

**Other:** Sharman, Russell Leigh. (2020). Moving Pictures: An Introduction to Cinema. University of Arkansas.

Poepsel, M. (2018). Media, Society, Culture and You: An Introductory Mass Communication Text. Rebus Community.

Navitski, Rielle and Marsh, Leslie, "Latinx Media: An Open-Access Textbook" (2022). Fine Arts Open Textbooks.

Daly, Diana; Kuru, Jacquie; Schneider, Nathan; Fripp, Alexandria; and iVoices Media Lab. (2024). Humans R Social Media – 2024 "Living Book" Edition. The iVoices Media Lab of the University of Arizona.

## Methods of Instruction

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- Audio Visual Presentations
  - Lectures, videos, films
- Class Activities
- Class Discussions
- Collaborative Group Work
- Feedback and Critique
- Guest Speakers
- Lecture

Emergency Remote Instruction Yes

In emergency circumstances that require campus closure, remote instruction may be incorporated. Courses offered remotely will achieve or adapt stated learning outcomes for the remote environment. Instruction will maintain regular effective contact through conferencing and LMS applications. Instructional materials will be adapted to meet ADA compliance. Instructors will be supported through available campus resources including Alternative Media and Assistive Technology Specialist, DSPS Office, PD Lead, DE Lead, and other available resources to help ensure that instructional materials are accessible to persons with disabilities.

## Assignments and Methods of Evaluation

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Reading Assignments

Read bell hooks "The Oppositional Gaze: Black Female Spectators" from Black Looks

Create a bubble map identifying the characteristics of the Black female spectator.

Writing Assignments

Reflect on the film "Disclosure". Write 2-3 pages.

Address the following questions in your reflection:

What stereotypes and tropes are discussed?

What intersectional representation is portrayed?

Provide three quotes from speakers within the documentary that resonated with you. Explain why each quote was chosen.

Other Assignments

Documentary Short Project: Racial and Gender Stereotypes in Hollywood

Description: Documentary Short on the stereotypes actors of color and female actors face in Hollywood. Length: 5-10 min.

You need to cite at least 3 examples from the readings.

You must interview at least 2 people about their media consumption habits according to your research question.

Example research question: How are Asian Americans represented by Hollywood?

Example interview questions: 1) Can you name a famous Asian American? 2) When was the last time you saw an Asian American in a film or television show? 3) What comes to mind when you imagine an Asian American celebrity? 4) What are some Asian stereotypes you've observed? 5) What are some positive Asian representations you've seen?

Assessment:

1. Content & Inquiry (20 pts)

2. Use of Readings (40 pts)

3. Interviews (40 pts)

1. Other: Class Activity (0-10%)
2. Written Papers or Reports (0-20%)
3. Presentations (oral or visual) (0-20%)
4. Homework (0-10%)
5. Examinations (0-20%)
6. Projects (0-20%)
7. Cumulative finals or certifications (0-20%)
8. Quizzes (0-20%)
9. Class Participation (0-10%)

## Diversity, Equity, Inclusion, Accessibility and Antiracism (DEIAA)

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To facilitate committee DEIA review, please select which COR components incorporate Diversity, Equity, Inclusion, and Accessibility (DEIA) principles/strategies (select all that apply):

- Catalog Description
- Class Assignments
- Content
- Course Learning Outcomes
- Distance Education (course can be offered in different modalities)
- Methods of Evaluation (Formative and summative assessments were selected)
- Methods of Instruction (Equity-minded instruction, active-learning, and personalized learning strategies were selected)
- Objectives
- Resources (Zero cost textbooks and/or strategies to lower the costs of resources)

### Distance Education

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#### 1. Distance Education Format

Recommended Online Enrollment: 40

- FO – Fully Online: Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college
- PO – Partially Online: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. This would include periodic synchronously scheduled meetings for lecture, lab or testing where the instructor and student are together. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The class schedule indicates when and where the in-person meetings occur and how many hours are to be completed online. Any scheduled or synchronous online meetings should also be included in the schedule of courses.

2. The Department of Education stipulates that faculty teaching hybrid or fully online sections comply with regulations regarding Regular and Substantive Interaction (RSI) with students. Below is a summary of methods that can be used to reflect RSI in online courses. Use at least two of the methods below:

- Regularly scheduled class discussions (either using Zoom or in Canvas) such as guided questions, ways to establish connections between concepts and student

ideas, Socratic dialog, and Q and A.

- Regular feedback given to students on their submitted work through Canvas Speedgrader in written, video, and/or audio format; document markup on student work; and/or rubrics in Canvas.
- Responding to student questions in a timely manner through office hours, email, Canvas Inbox, and/or other communication tools.
- Regular use of Canvas announcements with substantial support such as study tips, preview of key concepts, explanation of a vocabulary word, and other.
- Regularly scheduled office hours posted in areas such as the home page, syllabus, welcome page, and/or other.
- Regularly scheduled live instruction (e.g., Zoom lectures in real time) for synchronous classes

Other No

3. Accessibility: Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office. For example: The following are general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities.

A. All DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e., sign language interpreters, aides, etc.).

B. Distance education resources must generally be designed to provide "built-in" accommodation (i.e., closed captioning, descriptive narrative) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities. Whenever possible, information should be provided in the alternative format preferred by the student.

C. Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed.

D. Access to DE courses, resources and materials include the audio, video, and text components of courses. Access to resources and materials include the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text, and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.

E. Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course taking experience is the same for students with or without Disabilities.

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Last Revision  
2026-01-26