

ET/JT 316 Multiculturalism and the Media

Course Syllabus Spring 2002
9:30-10:45 am TR, 3 credits
C251 Clark
Course #277419, #277323
Section 001
Traditional Grading
University plus/minus grading system

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Course Description: This course will present information for critical thinking and discussion about the multiracial, multicultural experiences associated with contemporary media. The following subcultures and protected classes in American society will be addressed regarding their relationship to and presentation in the media, throughout varied components of the course: African Americans, Hispanics and other peoples of Latin and Indian backgrounds, Native Americans, Asian Americans, Arab-Americans, the sexes, persons of varied sexual preferences and orientations, differentially advantaged, foreigners, other protected classes. In addition the course will focus on international images of minority groups regarding social roles, stereotypes, employment practices, cross-cultural processes and effects.

The objectives of this course include the following:

1. To gain an understanding of the role media play in creating and perpetuating stereotypical images of various social subgroups in American society.
2. To extend that understanding to cross-cultural, comparative contexts.
3. To gain an understanding of the multicultural experiences relative to the various media industries.
4. To gain insights into peoples and cultures in order to be a better communicator, particularly in professional contexts involving mediated communication.
5. To gain critical consumer skills in using today's media, given the limitations associated with media and multicultural experiences.

Required Texts:

1. Biagi, Shirley and Kern-Foxworth, Marilyn. (1997). Facing Difference: Race, Gender, and Mass Media. Thousand Oaks, California: Pine Forge Press.
2. Campbell, Christopher P. (1995). Race, Myth and the News. Thousand Oaks, California: Sage Publications.
3. Lester, Paul Martin. (1996). Images that Injure: Pictorial Stereotypes in the Media. Westport, Connecticut: Praeger.
4. See reserved library readings.

Course Evaluation. Your grade in this course will be determined as follows:

- Midterm Examination: 20% (20 points)
- Final Examination: 30% (30 points)
- Class discussion and participation 25% (25 points)
- Research Project (individual or group project): 25% (25 points)

The Colorado State University minus and plus system of grading will be used in this course. Examinations must be taken on scheduled dates. You must complete all assignments and take both examinations in order to pass this course.

Graduate students: In addition to the above grading criteria, you are required to conduct a research project on multiculturalism theory for evaluation in this class. The grade on this project must match or be greater than the overall course grade based on the above criteria. You are graded on a separate curve from the undergraduates'.

Academic misconduct: Plagiarism, dishonesty of any type, cheating, purchasing materials and representing them as your own, and other forms of academic misconduct will be disciplined.

Course Outline: Please complete the readings by the date specified. BKF=Biagi and Kern-Foxworth, C=Campbell, L=Lester, plus please note library readings by key terms used in the reserve process. Generally discussion groups are on Thursdays. Expect some flexibility.

Beginning:	Topics:	Readings:
Jan 15	Introductions, stereotyping	L: 1-3, C: 1-2
Jan 22	Messages: Representativeness Stereotypes; Invisibility and Marginalization	BKF: 1.1-1.7, 3.1-3.8; L: 5,7; C: 3-4 + Appendices
Jan 29	Hate Speech, Language Concerns	BKF: 2.1-2.6 Discussion Groups, panel sign-ups
Feb 5	Electronic News and Public Affairs Media	BKF: 4.1-4.2, 4.4, 4.9, 6.1-6.3; L: 23,27 Discussion Groups
Feb 12	News--International Issues, Enlightened Racism	C: 5; Race; Fair Discussion Groups
Feb 19	Print News and Public Affairs Media Hispanics;	BKF: 3.9, 4.3, 4.6, 4.10, 6.6, C: 6-7; L: 4, 11, 17, 28, 30, 32; Limp; Discussion Groups
Feb 26	Television and Film Entertainment	BKF: 4.8; L: 6, 13, 20, 21-22; Indians; Images
***Midterm Feb 28 (Thursday)**		
March 5	Entertainment, continued	L: 8-10, 12, 14, 24-26, 29, 31, Crossing; Cinema; Asians; Panel on entertainment
Spring Break		
March 19	Violence, Sex, Sexuality	L: 18; Salmonberries; Jammin'; Panel on music
March 26	Music, Sports and other Popular Culture	BKF: 6.5, 6.7 Panel on sports
April 2	Strategic Communication	BKF: 4.5, 4.7, 5.4, 5.9; L: 15-16, 19; Separate Panel on advertising
April 9	Marketing to Children	BKF: 5.1; Panel on children
April 16	New Information Technology	BKF: 6.4, 6.8-6.10 Panel on new information technology
April 23	Audiences and Effects Possible Presentations	BKF: 5.2-5.3, 5.5-5.8; Children; Blacks
April 30	Audiences, continued; International Audiences and American Stereotypes; Social Activism	L: 33-34; Cosby Project presentations

Research Project Reports due Wednesday, May 8, 4 pm
Final Examination--tentatively scheduled
Friday, May 10, 11:20 am-1:20 pm

Reserved Reading in Library (available at Morgan Reserve as individual items and in course folder, "Rouner." The texts are also reserved, "Facing," "Myth," and "Lester."):

Allen, Louise. (1995). Salmonberries: Consuming kd lang. In T. Wilton (Ed.), Immortal, Invisible: Lesbians and the Moving Image. Routledge: London, pp. 70-84. **Salmonberries**

Churchill, Ward, Mary Anne Hill, and Norbert S. Hill, Jr. (1980). Examination of Stereotyping: An Analytical Survey of Twentieth-Century Indian Entertainers. In G. M. Bataille and C.L.P. Silet (Eds.) The Pretend Indians: Images of Native Americans in the Movies. Ames, IA: The Iowa State University Press, pp. 35-48. **Indians**

Deloria, Vine. (1980). The American Indian Image in North America. In G. M. Bataille and C.L.P. Silet (Eds.) The Pretend Indians: Images of Native Americans in the Movies. Ames, IA: The Iowa State University Press, pp. 49-54. **Images**

Fair, J.E. (1993). War, Famine & Poverty: Race in the Construction of Africa's Media Image. Journal of Communication Inquiry. 17:2, 5-22. **Fair**

Gilens, Martin. (1996). Race and Poverty in America: Public Misperceptions and the American News Media, Public Opinion Quarterly, 60:4, pp. 515-541. **Race**

Goldman, Ilene S. (1996). Crossing Invisible Borders: Ramon Menendez's Stand and Deliver (1987). In C.A. Noriega and Ana M. Lopez (Eds.), The Ethnic Eye: Latino Media Arts. Minneapolis, MN: University of Minnesota Press, pp. 81-94. **Crossing**

Gray, Herman. (1995). Jammin' on the One! Some Reflections on the Politics of Black Popular Culture. In H. Gray, Watching Race. Minneapolis, MN.: University of Minnesota Press, pp. 147-161. **Jammin=**

Gunter, B. (1995). Effects on Children. In B. Gunter, Television and Gender Representation. London: John Libbey, pp. 79-93. **Children**

Haller, Beth. (2000). If They Limp, They Lead? News Representations and the Hierarchy of Disability Images. @ In Dawn O. Braithwaite and Teresa L. Thompson (Eds.), Handbook of Communication and People with Disabilities. Mahwah, N.J.: Lawrence Erlbaum Associates, pp. 273-288. **Limp**

Heller, Michele A. (1995). Bad News for Hispanics. In R. E. Hiebert (Ed.), Impact of Mass Media (Third Edition). White Plains, N.Y.: Longman Publishers, pp. 367-373. **Hispanics**

Jhally, Sut and Justin Lewis. (1992). Chapters 1-3. In S.Jhally and J.Lewis, Enlightened Racism: The Cosby Show, Audiences, and the Myth of the American Dream. Boulder: Westview Press, pp. 1-356. **Cosby**

Kern-Foxworth, Marilyn (1994). Separate and Definitely Not Equal: Frequency of Blacks in Advertising. In M. Kern-Foxworth, Aunt Jemima, Uncle Ben, and Rastus: Blacks in Advertising, Yesterday, Today, and Tomorrow. Westport, CN: Greenwood Press, Chapter 6. **Separate**

Kern-Foxworth, Marilyn (1994). Blacks in Advertising: Critics Give Two Thumbs Up. In M. Kern-Foxworth, Aunt Jemima, Uncle Ben, and Rastus: Blacks in Advertising, Yesterday, Today, and Tomorrow. Westport, CN: Greenwood Press, Chapter 7. **Blacks**

Newman, Kathleen. (1996). Reterritorialization in Recent Chicano Cinema: Edward James Olmos's American Me (1992). In C.A. Noriega and Ana M. Lopez (Eds.), The Ethnic Eye: Latino Media Arts. Minneapolis, MN: University of Minnesota Press, pp. 95-106. **Cinema**

Xing, Jun. (1997). Cinematic Asian Representation. In Asian America Through the Lens. **Asian**

Some additional information

Response cards: I want you to purchase some 5" x 7" cards and bring them to class. Occasionally I will ask you to write a response card on class readings at the beginning of class. You may choose which reading or readings to write about, but you need to come prepared to share your thoughts about what you've read. These will be kept confidential, although I may share them anonymously with the class. Please let me know if you do NOT wish for me to share your comments with the class.

Class Discussion: You are expected to come to class prepared to discuss readings and to participate in a group panel discussion (more information to follow). Class discussion will generally be on Thursdays, unless we have a guest speaker. You must attend class discussions. Following are ways you may contribute to class discussion:

Offer your interpretation

Offer your own or a friend=s relevant experience or reactions
Offer criticism

Ask questions about pertinent points that are unclear, confusing, incomplete

Provide a list of questions/comments and give them to me or a discussion leader that day, so you don=t even have to utter the question/comments, etc.

Offer relevant media examples

Before class, leave materials in my mailbox with a short description and your name, e.g., media clips, resources for projects, etc., and let me know if I may share them with the class

Interact with people outside the class about the class and write up your notes and leave them with me, indicating whether I might share your ideas anonymously

Just come and talk with me about the class

We will have sign-ups for "devil's advocates." This is a serious role for you to take on in classes that week. In this role, you challenge, cast doubt, disagree, try to prevent class consensus--although it is fine if we end up agreeing on topics.

Examinations: The midterm will be an in-class essay examination; the final will be a take-home essay examination.

Class Project: You may choose to work on an individual or group project (details to follow).