

## **RACE AND ETHNICITY IN THE NEW URBAN AMERICA** (J6002)

Graduate School of Journalism, Columbia University Spring 2003  
Journalism Room 601C

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*“Race is still America’s most difficult subject”....* David Yarnold, executive editor of *the San Jose Mercury News*, at Let’s Do It Better Workshop, Columbia University Graduate School of Journalism, June 2002

Race and ethnicity are important throughout our society. Many people have been brutalized because of their race or ethnicity. Others feel superior because of their race or identity. These attitudes of either inferiority or superiority affect many aspects of life: personal relationships, neighborhood and community life, school curriculum and teaching, government policies at the local, state and national level, even the nation’s foreign policy. Still, as David Yarnold said, race is our nation’s most difficult subject. As we have learned in recent years, even weeks, it also is a very difficult for many other people in the world. For these reasons, there may be no other subject more important for journalists to be ready to report well. The public needs to learn much more about race and ethnicity.

News organizations have suffered the same failures regarding race and ethnicity that other institutions in our society have suffered. This has been true in hiring and coverage policies and practices. Some of the problems have arisen because of a hesitancy to discuss racial issues openly. Such attitudes, in news organizations as in other institutions, have hurt news organizations’ ability to cover racial issues comprehensively.

Journalists play an important role in determining what the public perceives as important and unimportant. Therefore, it is extremely important that journalists learn how to talk about race, increase their knowledge of racial issues and add this knowledge to the intellectual resources that will help them be better journalists, help them be prepared to report the full array of good and bad news about how people are dealing with racial and ethnic issues.

### **Summary of course goals:**

The main goals of the course are:

- Develop greater awareness of racial and ethnic complexity
- Develop skill in reporting and analyzing racial and ethnic issues
- Develop ease in dealing with race and ethnicity
- Develop more advanced skills in finding, researching, organizing and writing stories

The instructors will share what we know about racial and ethnic issues and will draw on others – journalists, scholars, activists, -- to share what they know. The seminar should be marked by candor, trust and rich conversation.

## Seminars

This course will explore race and ethnicity as subjects of great importance today throughout the U.S. and, indeed, throughout the world. Race and ethnicity are either the main text or the sub-text of many stories. It is hoped this course will help students gain rich intellectual underpinnings and journalism experience that will help them become journalists who will be prepared to assist their future employers in news organizations cover race and ethnicity in ways that will be honest and comprehensive and that will assist all segments of society in understanding each other better.

The course will begin with reflection on how we think and talk about race, including an examination of the roots of our attitudes about race and how they have evolved. After field trips to Harlem, we will study the civil rights movement from the struggle for basic rights of African Americans in the South through the dominant fights for equality today: affirmative action, racial profiling lawsuits and reaction to arrests since 9/11 of immigrants and those presumed to be immigrants.

After that foundation is established, we will examine race and ethnicity as they relate to issues in communities and in a variety of fields, including health care, education, politics, arts and culture, business, law enforcement and justice, religion, civil rights and journalism.

Throughout the course, students will have the opportunity to engage in analysis of a wide range of readings. Some of them are scholarly works, others are examples of some of the best journalism being done in coverage of race and ethnicity. Excellent journalists and other people with expertise in the areas under discussion will participate as guests in discussions with the class. Students are urged to prepare carefully for each session. Go beyond the required readings and explore online the backgrounds of the guests and issues to be discussed. Be prepared to take advantage of speakers' expertise by asking questions that elicit information you need for greater understanding, as well as questions that challenge them.

- Classes sessions will be held in Room 601C unless your are notified of room change by email on some days
- We will usually meet Mondays, though times will vary. Note schedule in syllabus and stay tuned for notices from instructor about possible time changes. Reserve all of Mondays and Tuesdays for the course. I will try very hard to keep Tuesdays open fore reporting, reading, reflecting, writing.
- Be on time for class
- If emergencies occur that make it impossible for you to attend class, email or call the instructor in advance
- It is essential that you meet deadlines for assignments
- Instructors will critique stories in detail. Occasionally, seminar members also will critique. Writer for a wide audience, not just for instructors or your classmates.
- Final weeks are loosely structured so we can spend as much time as possible on your enterprise projects.
- Check email daily for messages from me or from other students. All of us should feel free to use email to draw the attention of students and instructors to stories that should be read or viewed on television, or relevant public events that you think might be of interest to the rest of us.

**Medsger's office hours:** She will hold office hours for an hour in 601C after each class. If that room is occupied, she will be available next door in room 601B. Appointments or drop-in visits are welcome. She will be available at other times by phone.

Baranauckas, an editor at the New York Times, can also be called for advice, but be aware that when she is on deadline with breaking news she may have to arrange to return your call.

## **Writing assignments**

Written assignments will range from an introductory street assignment and a personal essay due the first week of class to a variety of stories relating to the issues under discussion, including a depth story as a final project.

New York City, one of the most multi-racial and multi-ethnic cities in the world, will be your setting for all assignments. The city will provide the settings, resources, and personalities. You will be on the street and in diverse neighborhoods. Think Shoe leather. Think ideas. Think voices.

Most stories will be about 1,000 to 1,200 words. The depth final project will be 2,000-2,500 words.

Students will choose the subject of the depth story early in the semester. At the end of the semester, the polished depth stories will be placed on the website established for this course:

[www.jrn.columbia.edu/studentwork/race](http://www.jrn.columbia.edu/studentwork/race). All assigned stories will be evaluated for the quality of reporting, analysis, writing and overall impact and significance. Approach all assignments as though they will be published. You are encouraged to find print or online outlets for your stories.

**Format for writing assignments:** Double space all stories. On the upper left of the first page, list your story slug (**in this case, it will be the number of the assignment, for example, RE5**), your name, your instructor's name, your mailbox number and the word count. Skip space and then list sources and their phone numbers and email addresses. Be sure to include three story ideas at end of every story. Every story should other stories that need to be done.

### **RE1 DUE 10 a.m. Tues., Jan. 28. A brief (not more than 3 pages) racial autobiography.**

Try to remember when you first became aware of race....Who or what gave you your first impressions, attitudes about race...How have those attitudes evolved by today?

### **RE2 DUE 9 a.m., Weds. Jan. 29 send to instructors and classmates:**

Brief interviews with five people at Times Square, asking the following questions –

1. Do you think the U.S. is going to go to war against Iraq?
2. Do you think the U.S. should go to war against Iraq?
3. (either yes or no above) Why?
4. Would you be willing to join the military – (if older, have son or daughter do so) and go to war against Iraq?
5. Why?

(Be sure to get crucial descriptive information, in case it is needed for story, and, as usual, get phone number and email address in case you need to contact them later.)

Write each interview as a brief segment that could be dropped into a larger story drawn from interviews conducted by other students. In fact, one of you may want to write a story that summarizes and draws from all interviews.

### **RE3 DUE 10 A.M. Weds., Feb. 12 Feature on racial/ethnic attitudes (1,000 – 1,200 words)**

### **RE4 DUE 10 A.M. Tues., Feb. 18 Three enterprise story ideas**

### **RE5 DUE 10 A.M. Weds., Feb. 26 (1,000 – 1,200 words)**

(one of the following)

Profile – A civil rights warrior

Feature – Affirmative action: what next?

Feature – Discrimination today

Feature – Integration today

**RE6 DUE 10 A.M. Weds., March 5** Story on neighborhood pressure points OR parallel lives. (1,000 – 1,200 words)

**RE7 DUE 10 A.M. Weds., March 12** Feature on stereotypes or on multi-racial lifestyles. (1,000 to 1,200 words)

**RE8 DUE 10 a.m. Thurs., March 13** Two-page memo on enterprise stories

**RE9 DUE 10 a.m. Weds., April 2** First-person impression of visit to Riker’s Island. (2 to 3 pages)

**RE10 DUE 10 a.m. Weds., April 9** Feature on teenagers views of race relations today (1,000 to 1,200 words)

**RE11 DUE 10 a.m. Weds., April 16** First draft of enterprise stories

**RE12 DUE 10 a.m. Weds., April 30** Second drafts of enterprise stories (to everyone in class)

**RE13 DUE 10 a.m. Weds., May 7** **Final version of enterprise stories** (2,000 – 2,500 words)

### **Resource materials**

Two books will be required:

*The Great Wells of Democracy*, by Manning Marable, BasicCivitas Books.

*Searching for the Uncommon, Common Ground: New Dimensions on Race in America*, by Angela Glover Blackwell, Stewart Kwoh and Manuel Pastor, W. W. Norton & Company. (Both books should be available in the campus bookstore).

Many readings will be distributed and videotapes shown that either offer analysis and reflection on race and ethnicity or are examples of coverage of race and ethnicity issues to be critiqued. Some required readings will be sent by instructors to students each week by email. Other readings are on reserve in the School library. Some will be available online. Students are encouraged to recommend relevant readings to instructors and fellow students in class or by email.

Other required reading:

The New York Times and at least one other daily newspaper (The Daily News, The New York Post, Newsday).

Recommended readings include any of the ethnic publications in the city, The Village Voice, The New York Observer, New York Magazine, The New Yorker.

## SEMINAR SCHEDULE

### Week 1 -- Jan. 27 Introduction

10 a.m.

Course overview and discussion and analysis of the history of race and ethnicity in journalism: the exclusion of such topics, the rise of the ethnic press, the creation of ethnic minority journalism organizations, the movement to increase coverage of racial and ethnic issues, the current state of race and ethnicity as subjects of stories and as issues in newsroom policies.

11 a.m. – 1 p.m.

Discussion of **race as a measure of the importance of people**: looking deeper at attitudes, conscious and subconscious, about race and the impact individual attitudes have on journalists, on what they write and broadcast and on the public.

Guests:

**DONALD G. McNEIL JR.**, New York Times science writer who writes about health.

**LENA WILLIAMS**, New York Times senior writer who works in the sports department.

Required reading for today:

**“Living and Learning, In a White Cocoon,”** Dec. 2, 1997, Week in Review, The New York Times, by Donald G. McNeil Jr.

**“Lost in Translation: South African American Romance,”** Dec. 7, 1997, The New York Times, by Donald G. McNeil Jr.

**“The World Comforts the Forgotten (Some More Forgotten Than Others),”** Jan. 14, 2001, both articles by Donald G. McNeil Jr., The New York Times, by Donald G. McNeil Jr.

**“It’s the Little Things,”** Dec. 14, 1997, The New York Times, by Lena Williams. (This article became the impetus for Williams’ 2000 book, *It’s the Little Things: Everyday Interactions That Anger, Annoy and Divide the Races*.)

1 p.m.-2 p.m. break

2 p.m. to 4 p.m.

Workshop on **use of the U.S. census to discover current and past ethnic and racial composition of New York City**.

Guests:

**JOSEPH SALVO**, Chief of the population division of New York City’s Department of City Planning

**JANNY SCOTT**, reporter, The New York Times

Additional required readings for today:

**“Fulbright Scholars Discuss Immigration,”** by Jacob M. Appel, Education Update Online. Article available at: <http://www.educationupdate.com/may 01/fulbright.html>

(The following are all by Janny Scott in The New York Times)

**“The Census: A Region of Enclaves; Amid the Sea of Faces, Islands of Segregation,”** June 18, 2001;

**“A Census Query Is Said to Skew Data on Latinos,”** June 27, 2001;

“**Truths, Half-Truths, And the Census: In Describing Us, the Count Has Its Limits,**” July 1, 2001;  
“**The World: Adjoining, Rethinking Segregation – Beyond Black and White,**” July 29, 2001;  
“**In Simple Pronouns, Clues to Shifting Latino Identity,**” December 5, 2000.

### Week 2-- Feb. 2 and 3 Field trips to Harlem

The class will visit three important Harlem institutions: the Abyssinian Baptist Church, the 125<sup>th</sup> Street Business Improvement District and the Schomburg Center for Research in Black Culture.

#### Sunday, Feb. 2

Attend 11 a.m. worship service at **Abyssinian Baptist Church**, 132 Odell Clark Place (formerly 138<sup>th</sup> Street), New York, between Adam Clayton Powell Jr. Blvd. and Malcolm X Blvd. in Harlem.

See website ([www.abyssian.org](http://www.abyssian.org) for contemporary and historic information about the church and for directions by subway and bus). Meet outside the church at 10:30 a.m. and ask for Deacon Olive.

#### Monday Feb. 3

11 a.m.

Discussion of Times Square interviews

(Class will go to Harlem and have lunch at 12:30 at restaurant chosen by class.)

1:30 – 2:30

Meet with **Barbara Askins**, President and CEO of **125<sup>th</sup> Street Business Improvement District**, who will discuss the role of the BID in recent and planned changes in Harlem. Meet her at BID offices, 271 125<sup>th</sup> Street (west of 7<sup>th</sup> Avenue).

#### Required reading:

“**Saving Paradise,**” by Adam Gopnik, April 22 and 29, 2002, The New Yorker. (on reserve in Journalism School library)

See website: [www.125thstreet.bid.com](http://www.125thstreet.bid.com)

“**A ‘Second Renaissance’ in Harlem?**” by Hisham Aidi, Dec. 18, 2000, [www.africana.com](http://www.africana.com).

3 p.m.

Meet with **Christopher Moore**, director of research at the **Schomburg Center for Research in Black Culture**, who will review the history of the Schomburg Center and the history of Harlem. The Center is at 515 Malcolm X Blvd. (at 135<sup>th</sup> Street).

Additional required reading for today:

From *When Harlem Was in Vogue*, by David Levering Lewis, chair of the history department, Rutgers University, and author of prize-winning biographies of Martin Luther King Jr. W. E. B. Du Bois: (on reserve in Journalism School library)

Chapter 1 “**We Return Fighting**”

Chapter 2 “**City of Refuge**”

Chapter 9 “**It’s Dead Now**”

See Shomburg website: [www.nypl.org/research/sc/sc.html](http://www.nypl.org/research/sc/sc.html)

### **Week 3 -- Feb. 10**

10 a.m. - noon

#### **Understanding what came before the civil rights movement** and **What it means to be white**

Class discussion of the preface through chapter 7 of *The Great Wells of Democracy* by Manning Marable, Columbia University professor of history, political science and public policy and founding director of the university's Institute for Research in African-American Studies.

Viewing of *The Murder of Emmett Till: the Brutal Killing that Mobilized the Civil Rights Movement*, January 2002 documentary on the Public Broadcast System.

Required reading: **"The Development of White Identity: I'm Not Ethnic, I'm Just Normal,"** from *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum, professor of psychology and dean of Mount Holyoke College. (On reserve in the Journalism Library)

**"Best of Friends, Worlds Apart,"** June 5, 2000, by Mirta Ojito, The New York Times. (will be emailed to class)

Noon to 1 p.m. break

1 -3 p.m.

#### **When Diversity Becomes the Master Narrative of a News Organization**

**David Yarnold**, executive editor and senior vice president of the San Jose Mercury News, will describe how he has tried to make diversity the master narrative of the Mercury. Yarnold will discuss how he acquired this vision, how it has evolved, how he has executed it, why he thinks it is important and how staff members have reacted to such changes in both staff makeup and in coverage. His presentation will include many visual illustrations of how the paper has become diverse in its coverage

Additional required readings;

**"A New Mission: Students at Former Fremont Football Power Finding Fresh Goals; Asians, New Interests Fill Halls at Mission San Jose,"** by Elliott Almond, November 17, 2002. [www.bayarea.com/mld/mercurynews/4540504.htm](http://www.bayarea.com/mld/mercurynews/4540504.htm)

**"New Face of Wine Service: Diversity Increasing Among Nation's Sommeliers,"** by Carolyn Jung, September 25, 2002 [www.bayarea.com/mld/mercurynews/4146737.htm](http://www.bayarea.com/mld/mercurynews/4146737.htm) Individual profiles:  
[www.bayarea.com/mld/mercurynews/4146846.htm](http://www.bayarea.com/mld/mercurynews/4146846.htm) [www.bayarea.com/mld/mercurynews/4146845.htm](http://www.bayarea.com/mld/mercurynews/4146845.htm)  
[www.bayarea.com/mld/mercurynews/4146844.htm](http://www.bayarea.com/mld/mercurynews/4146844.htm)

**"Muslim Market Emerges: Investment Funds and Other Financial Products Allow Fellow Believers to Buy Homes and Cars and Finance Educations in Accordance with Islamic Law, Niche Sector Has Been Largely Untapped in the United States,"** by K. Oanh Ha, October 6, 2002, San Jose Mercury News [www.bayarea.com/mld/mercurynews/4224506.htm](http://www.bayarea.com/mld/mercurynews/4224506.htm)

**“Annual Absences: Families’ Desire to Extend Holiday, Visit Native Lands Puts Schools in Tough Spot,”** by Cecilia Kang, December 10, 2002, San Jose Mercury News.

[www.bayarea.com/mld/mercurynews/4706101.htm](http://www.bayarea.com/mld/mercurynews/4706101.htm)

**”A Philanthropist with a Purpose: Model for Civil-minded Asians,”** by Cecilia Kang, August 12, San Jose Mercury News.

[www.bayarea.com/mld/mercurynews/3845783.htm](http://www.bayarea.com/mld/mercurynews/3845783.htm)

3 – 4:30 p.m.

Class interview with **Kadiadou Diallo**, the mother of Amadou Diallo, the 22-year-old West African immigrant who was killed Feb. 4, 1999, by undercover New York police officers as he entered his Bronx apartment building.

#### **Week 4 – Feb. 17 Civil Rights I**

10 a.m. – noon

Excerpts from “Eyes on the Prize,” documentary series on the civil rights movement

1 -3 p.m. Room 601B

#### **Learning about the Civil Rights Movement from Eye Witnesses**

The fight for the basic civil rights of African Americans, long simmering, became visible to the world in the 1950’s. At this session a panel of distinguished lawyers and journalists who worked in the South and elsewhere during the movement, will describe their insights about that movement -- what it meant for African Americans and for the rest of the nation then and in the years since then, and about the role of journalists in covering the civil rights movement. They are:

**Derrick Bell**, professor at New York University Law School and an internationally recognized legal scholar, civil rights activist and writer.

**Alvin Bronstein**, originally from New York, he was the chief staff counsel for the Lawyers Constitutional Defense Committee in Jackson, MS, 1964-68; and founding director of the ACLU’s National Prison Project.

**Earl Caldwell**, a former New York Times reporter and Daily News columnist, he was the lone reporter to witness the assassination of Martin Luther King Jr. in 1968. He refused to disclose confidential information involving his sources in the Black Panther Party, and his fight against a federal subpoena demanding that he testify before a grand jury went before the U.S. Supreme Court became a landmark 1972 case.

**Eugene Roberts**, covered the civil rights movement and the Vietnam war. He is the former editor of the Philadelphia Inquirer and managing editor of The New York Times. He is professor of journalism at the University of Maryland.

Required reading for today:

**“A conversation with Geneva Crenshaw, a contemporary and fictional civil rights thinker, and Derrick, Bell,”** from Professor Bell’s book, *And We Are Not Saved: The Elusive Quest for Racial Justice.* (will be emailed to students)

**“The Judge Coffin Lecture,”** by Al Bronstein. (available on reserve in Journalism Library)

Read portions of the website of Maynard Institute for Journalism Education regarding Earl Caldwell's background and interviews of African American journalists he has conducted as historian of an oral history collection on early black journalists.

<http://www.maynardije.org/news/features/caldwell/>

**“Civil Rights Era Editors,”** speech by Eugene L. Roberts at 2001 convention of American Society of Newspaper Editors, Washington, DC. (will be emailed to students)

## **Week 5 -- Feb. 24 Civil Rights II**

(Second draft of master's project due)

10a.m. – noon

Discussion of enterprise project ideas.

Discussion of chapters 8 through Epilogue of *The Great Wells of Democracy: The Meaning of Race in America* by Manning Marable

Room 601B

1 – 3 p.m.

### **Trying to Assure Diversity/Trying to Find Justice**

Affirmative action has become a major means of trying to assure equal access to those who come from racial or ethnic groups that have been discriminated against. At the same time, new forms of discrimination are being fought today. Racial profiling, perhaps in actuality an old form of discrimination, has been brought to public attention only in recent years. Since September 11, racial profiling of and discrimination against, people who either are Middle Eastern immigrants, or are perceived of being such, have increased significantly and have become a focus of civil rights advocates. At two sessions today, three major advocates in those areas will discuss these current areas of civil rights and their efforts to protect them.

1 – 2 p.m.

**Lee Bollinger**, now president of Columbia University and former dean of law school at the University of Michigan, was president of the University of Michigan when affirmative action lawsuits were filed against the university and the law school for their affirmative action admission policies.

2 – 3:30

**William Buckman**, criminal defense attorney from Moorestown, NJ, who successfully litigated cases claiming racial profiling by New Jersey State Police against African-American and Latino drivers and passengers.

**Dalia Hashad** has worked on the ACLU's Campaign against Racial Profiling, emphasizing issues facing Arab, Muslim, and South-Asian Americans in the wake of post-9/11 backlash.

### **Required reading for today:**

Official response of then University of Michigan President Lee C. Bollinger, in October 1997, when lawsuits were filed opposing the university's affirmative action policies.

**“Affirmative Action Is Worth Fighting For,”** by Lee C. Bollinger, *The Reporter*, publication of the Association of American Medical Colleges, April 2001.

**“Fear and Loathing on the New Jersey Turnpike,”** by Peter Noel, The Village Voice, June 3-9, 1998.

**“Driving While Black: A Statistician Proves that Prejudice Still Rules the Road,”** by John Lambeth, The Washington Post, August 16, 1998.

**“A Closer Look at Racial Profiling,”** by Steve Cooper, Facsnet Reporting Tools, June 18, 2001

Statement of Dalia Hashad on U.S. Government’s Immigrant Registration Program, January 10, 2003

Review ACLU site for information about arrest and detentions since 9/11

<http://www.aclu.org/ImmigrantsRights/ImmigrantsRightslist.cfm?c=95>

### **Week 6 -- March 3**

10- 11 a.m. Discussion of writing projects

11 a.m. – 1 p.m.

#### **Enlarging the Race and Ethnicity Spectrum**

Though issues concerning various ethnic groups have been discussed in this course prior to this seminar, much of what has been discussed so far has been focused on the history and issue of African-Americans. Because of slavery and the issues that have flown from it, African Americans have a unique history in the U.S. Today we enlarge the spectrum of ethnicity by looking at some of the current issues of other groups.

**Juan Gonzalez**, columnist at the New York Daily News and president of the National Association of Hispanic Journalists.

**Mae Cheng**, reporter, Queens bureau of Newsday, who frequently writes about immigrant issues.

**Carla Baranauckas**, assistant to the Continuous News Editor, The New York Times, who has researched Native Americans in New York City

**Tom Maier**, reporter, Newsday

**Elizabeth Llorente**, senior writer, immigration and ethnic affairs coverage for nine years, The Bergen Record.

Required readings for today:

Explore [www.nahj.org](http://www.nahj.org)

**“Within a Diverse City, Enclaves of Uniformity,”** by Mae Cheng, Richard Dalton, Simone Weichselbaum, Wil Cruz and Lola Alapo, August 6, 2002

**“Comfort Among Contrymen,”** by Mae Cheng, Newsday, July 1, 2001.

**“Priest Transfer Draws Protest/Koreans Want Seoul to Assign Clergy,”** by Mae Cheng, Newsday, July 31, 2002

**“Death on the Job: Immigrants at Risk,”** by Tom Maier, Newsday, July 22 – 26, 2002.

<http://www.icij.org/dtaweb/index.asp?L1=30&L2=40&L3=11&L4=10&L5=11&State=> (access to all five parts available at this site)

**“A Tale of Two Cultures,” Parts I and II** by Elizabeth Llorente, The Bergen Record,  
**“Shackled in the Land of Hope,”** by Elizabeth Llorente, The Bergen Record,  
**“Strangers from a Different Shore: A History of Asian Americans”** and **“Breaking Silences: Community of Memory,”** by Ronald Tanaki.  
**“Introduction: New Immigrants in a New New York,”** from *New Immigrants in New York*, by Nancy Foner.

1 – 3 p.m.

### **Covering Muslims in America**

**Timur Yuskaev**, academic fellow at the Interfaith of New York who is responsible for the Center’s work with Muslim communities in New York City

**John Chadwick**, religion reporter, Bergen Record

**Moushumi Khan**, Bangladeshi-American lawyer in New York who since Sept. 11 has represented many people in her community on civil rights issues; formerly worked for Grameen Bank, a micro-ending institution, in Bangladesh.

Additional required reading for today:

**“Safekeeping Faith and Tradition: Bronx Mosque Provides a Place for Prayer, and More,”** by Daniel J. Wakin, The New York Times, Nov. 16, 2001.

**“Islam by the Book,”** by Don Terry, Chicago Tribune, Oct. 20, 2002.

**“Collateral Damage: The Forgotten Muslim Victims of 11 September 2001,”** by David Osborne, Independent, Oct. 11, 2001. <http://news.independent.co.uk/world/americas/story.jsp?story+98790>

**“For Muslims, an Uneasy Anniversary,”** by Daniel J. Wakin, The New York Times, Aug. 19, 2002.

**“Muslims Share in Grief Even as They Fear Backlash; Plan Interfaith Events, but Emotions Mixed,”** by John Chadwick, The Record, Hackensack, NJ, Sept. 10, 2002.

**“Love for U.S. Survives Being Jailed by America; Muslim Cleared After Sept. 11 Dragnet,”** by Chadwick, The Record, Feb. 23, 2002.

**“11- and 12-Year-old Envoys of Peace; Jewish and Muslim Girls Are Building Friendship,”** by Chadwick, The Record, Jan. 7, 2002.

**“Defeat” and Afterword,** from *The Battle for God*, by Karen Armstrong

### **Week 7 -- March 10**

10 a.m. - noon

### **How Race and Ethnicity Affect Medical Diagnosis and Care**

**Linda Wright Moore**, free lance journalist, former columnist at the Philadelphia Daily News, researched shortfalls in health care for African Americans and produced, **“Latina Salud: Body, Mind & Spirit,”** a documentary for WHYY, Philadelphia, which will be shown in class.

**Ford Fessenden**, Database editor, The New York Times, and former database team leader at Newsday

**Carolyn Feibel**, health and features reporter, Herald News, Patterson, NJ

Required reading for today:

**“The Health Divide,”** by Ford Fessenden, Robert Fresco, Delthia Ricks, Roni Rabin and Curtis Taylor, an eight-part series in Newsday, December 1998.

The following are by Carolyn Feibel

**“Therapy and Race: Does the Patient From a Minority Group Benefit by Seeking Out a Professional with a Similar Background?”** The Philadelphia Inquirer, Dec. 10, 2001.

**“Portraits of Courage: Three Breast Cancer Survivors Face the Future,”** The Herald News, Patterson.

**“Tending to Body and Spirit: Doctors Reaching Out to Muslim, Arabic-Speaking Women,”** The Herald News, Patterson.

**“Many Hispanic Children Lack Coverage,”** The Herald News Patterson.

Noon – 1 Break

1 -2 p.m.

Discussion of enterprise projects.

Discussion of additional required reading for today:

First three chapters of *Searching for the Uncommon Common Ground* by Blackwell, Kwoh and Pastor

2-3:30 p.m.

**Applying the U.S. National Race Lens to Race and Ethnicity Abroad: Does It Work?**

**David Shipler**, author of *A Country of Strangers: Blacks and Whites in America*, maker of documentaries on race in America and relations between Palestinians and Israelis, former New York Times national and international reporter.

Required reading:

**“Acting Affirmatively,”** chapter 10 of *A Country of Strangers*.

**“The Violent, Craven Arab,”** chapter 5 of *Arab and Jew: Wounded Spirits in a Promised Land*, by Shipler

**“The Violent, Craven Jew,”** chapter 6 of *Arab and Jew*, plus the Epilogue.

**Week 8 -- March 17 Spring break**

**Week 9 March 24**

6 p.m. (because final draft of master’s project is due)

**The Impact of Race and Ethnicity on Issues in Education and Children’s Issues**

**Jill Chaifetz**, executive director of Advocacy for Children

**Amy Goodnough**, education reporter, The New York Times

**Robert Hughes**, president of New Visions for Public Schools, an education reform organization in New York City

**Ellen Yan**, education reporter, Queens bureau, Newsday

Required reading for today:

**“Schoolhouse Blues,”** chapter from *Yet a Stranger: Why Black Americans Still Don’t Feel at Home* by Deborah Mathis, syndicated columnist, former White House correspondent for Gannett News Service.

**“What’s Best for Black Children?”** from *Two Nations: Black and White, Separate, Hostile, Unequal* by Andrew Hacker.

Watch for current stories throughout the semester by Amy Goodnough and others in the New York Times on several unfolding significant education issues.

## **Week 10 -- March 31**

10 a.m. – noon

### **Race and Ethnicity in Reporting Crime**

**Rose Arce**, producer, CNN, New York

**Mike Kelly**, columnist, The Bergen Record, Hackensack, NJ

**Mary Beth Pfeiffer**, projects editor, The Poughkeepsie Journal

Required readings for today:

**“Hearts and Minds,”** from *Color Lines: The Troubled Dreams of Racial Harmony in an American Town* by Mike Kelly (on reserve in Journalism Library)

**“Path of Hope,”** Kelly, The Record, Hackensack, NJ. (links to be provided)

**“Fire in the Hills,”** Kelly, The Record. (links to be provided)

**“Crime: the Role Race Plays,”** from *Two Nations.....* by Hacker.

**“Barred from Care: Prison and Medicine,”** by Mary Beth Pfeiffer, Jan. 5-6, 2003.

<http://www.poughkeepsiejournal.com/projects/prison3/index.shtml>.

**“Imprisoned and Sick,”** by Pfeiffer, March 10, 2002

<http://www.poughkeepsiejournal.com/projects/prison2/>

**“Special Report: The Prison Explosion,”** by Pfeiffer.

<http://www.poughkeepsiejournal.com/projects/prison/>

**“Death in Prison: Punishing the Mentally Ill,”** Pfeiffer, April 14, 2002

<http://www.poughkeepsiejournal.com/projects/suicide/>

Noon – 1 p.m.

Discussion of *Searching for the Uncommon Common Ground* by Angela Glover Blackwell, Stewart Kwoh and Manuel Pastor.

Discussion of enterprise projects.

Field Trip to Rikers Island **Tues. April 1**

(Schedule will be provided early in the semester. The trip will take most of the day.)

**Week 11 -- April 7**

10 a.m. - noon

**Urban Politics: Role of Race and Ethnicity**

**William S. Floyd**, executive director, Districting Commission, the organization that periodically redraws the voting districts in New York City.

**Bob Kappsetter**, Bronx bureau chief, New York Daily News.

**Wayne Barrett**, political writer, The Village Voice

Noon – 1 Break

1-3 p.m.

**Looking for Solutions to Racial and Ethnic Conflict**

**Angela Glover Blackwell**, founder and president of PolicyLink, a New York and Oakland-based research communication and advocacy organization that searches for solutions to local problems, one of three authors of *Searching for the Uncommon Ground*.

Required reading for today:

“A Politics Based on Race,” chapter 12 of *Two Nations...* by Hacker

Links to stories will be added

**Week 12 -- April 14**

**Planning for Racial and Ethnic Diversity in Covering Arts and Culture, Business**

10-11 a.m.

Discussion of recent work by the class and by local news organizations

11 a.m. – 12:30

**Genetta Adams**, editor of Fanfare, the Sunday arts and culture section of Newsday

**Ken Wells**, writer and feature editor, the Wall Street Journal, editor of *Floating Off the Page: The Best Stories from The Wall Street Journal's "Middle Column."*

**Leon E. Wynter**, contributor to National Public Radio, former “Business and Race” columnist for the Wall Street Journal.

Required readings for today include:

**Introduction, “The Color and the Dream” and “American Skin,”**all from *American Skin: Pop Culture, Big Business & The End of White America* by Leon E. Wynter.

Links to stories will be provided.

12:30 – 2 p.m. Break

2 p.m.

A conversation with **Kristal Brent Zook**, free lance writer, scholar and adjunct professor, Graduate School of Journalism, Columbia University. She will discuss how she researched and organized her article (additional required reading for today):

**“Heartaches, Hard Work and Hope: Saving a Southern Town in the Grip of AIDS,”** Essence Magazine.

She also will describe the role of race and ethnicity in magazines.

### **Week 13 -- April 21**

10 a.m.- noon

#### **Suburbia and Race**

Video: **“Why Can’t We Live Together?”** DuPont Award-winning program reported by Tom Brokaw on NBC

1 p.m.

**Tues., April 22,** A conversation with **Tom Brokaw** at his NBC office, led by Professor Sig Gissler

### **Week 14 -- April 28**

10 a.m. - noon

#### **Race in the newsroom**

We’ve spent a lot of time talking about how journalist’s cover race and ethnicity in other institutions. At this session, we turn the mirror on journalism. Discussion will focus on the current state of diversity in newsrooms, an assessment of the quality and quantity of coverage that takes into consideration the ethnic and racial diversity of communities, and how to lead for diversity in a newsroom.

**Charlotte Hall**, vice president and managing editor responsible for news coverage, Newsday.

**Evelyn Hernandez**, opinion page editor, El Diario La Prensa

**Michel Mariott**, Circuits writer at The New York Times

**Stacie Walker**, deputy Long Island editor, Newsday

Required reading today includes:

**“Finding the Dollars in Diversity,”** by Charlotte Hall in *Presstime*, October 2000.

**“Charlotte Hall: Getting the Picture, Leading Change,”** by Joye Brown in *Leading by Example: How Leaders Make a Difference in Their Newsrooms and Communities*, Edited by Pam Johnson.

**“Consequences,”** from *Coloring the News: How Crusading for Diversity Has Corrupted American Journalism*, by William McGowan.

Noon – 1 p.m. Break

2 – 3 p.m.

Discussion of enterprise projects

**Week 15 -- May 5**  
Discussion of enterprise stories

**Week 16 -- May 12**

10-12

**Course wrap-up**  
Discussion of enterprise stories

Farewell dinner this evening at Medsger's home, 7 p.m.

**May 20 Journalism Day**

**May 21 Commencement**