

Class, Gender, Race and the Media

JLMC-477
Spring 2001
TR 12:40—2 p.m.

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Office Hours
TBA

OBJECTIVE: In this class we will examine the relationship between the diverse groups in the United States and the mass media. We will discuss, among other things, how these diverse groups and protected classes are portrayed in the American mass media, what images are presented by the media, how closely these images reflect reality and how they affect our perceptions, how these images of diverse groups have changed over time and why, and what these changes say about the mass media and about us. We will also attempt to extrapolate from what we learn about today's experience to offer some predictions about tomorrow.

This seminar will give particular attention to African-Americans, Hispanic-Americans (Latinos/as), Asia/Pacific Islander-Americans, Native Americans, Gays and Lesbians, Women, Arabs, Jews, the Elderly, and Physically Challenged. We may also discuss other protected classes as time and opportunity permit.

In addition to the popular mass media, we will review what scholars and other experts say about the issues raised in our discussions.

PARTICIPATION: In this class you will be expected to participate actively in all discussions. In fact, each of you will be assigned to lead the class in a discussion of a topic of your choice later in the semester. Absences will count against your Attendance and Participation grade. Three unexcused absences and you will be asked to drop the course.

Class discussion will take place both live and on-lines. I believe there are certain advantages to including electronic discussion in a class of this type:

1. In convention class discussions, time is limited, so everyone does not have the opportunity to speak. There are no restrictions with on-line discussions, so any and all are able to speak.
2. In conventional class discussions, the instructor decides who gets to speak. Believe me, we always try to be fair, but it can't possibly work as well as assuring everyone is able to speak as often as he/she likes. For example, if two people raise their hands, one of which has already spoken, I would be more inclined to call on the other person. On-line discussion allows me to recognize everyone.
3. Students reticent to speak in class because of fear that they may misstate something, have time to formulate their response. In fact, while I don't expect or require it, some of you may decide to look up a statistic or fact to support an argument before making it.

Be sure you understand the difference between sending a message to me versus sending one to everyone in the class. To talk with me personally, send e-mail to scoon@iastate.edu. If you want to share your thoughts or observations with everyone in class, send e-mail to jminority@iastate.edu.

TEXTBOOK: "Cultural Diversity and The U.S. Media," Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998)

CLASS LIST: Each of you will be enrolled in the JLMC-477 On-Line Class List <jminority>. Please check your e-mail daily for various class updates.

ACADEMIC HONESTY: Each student is expected to do his or her own work, which should be original and perform and solely for this course. Since journalists must be scrupulously honest, any deviation from this policy will be considered grounds for failure in this course."

The Greenlee School of Journalism and Communication policy states: "Plagiarism, literary or artistic theft, occurs when the work or actual words of another person or persons are presented as one's own (i.e., without attribution, quotations, or rewriting). Any provable instance will be cause for disciplinary action by both the professor in the course and the University, as described in the ISU Information Handbook. A suitable sanction for wholesale appropriation of material from another source without attribution to that source would be immediate from the course. Penalties for lesser infractions will be considered on an individual basis."

OFFENSIVE MATERIAL: During this course you may occasionally be exposed to material that some persons might consider offensive. You have the right to ask to be excused from the class for that portion of the class and to be given an

alternative assignment. Such requests will be considered on an individual basis following a meeting between the student and instructor.

NOTE: We will have a number of guest speakers this semester. These will be announced later.

GRADING

Reading Reports	15%
Midterm Exam	15%
Term Paper	20%
In-class Presentation	15%
Attendance and Participation	10%
Final Exam	25%
TOTAL	<u>100%</u>

"We know through painful experience that freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed." --Dr. Martin Luther King, Jr.

FIRST WEEK

Jan. 9 **Introduction:** Syllabus and handouts:
Readings: “Cultural Diversity and The U.S. Media,” Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998) U.S. Minority and the News, pp. 3—22

“An Examination of Television Motivations and Program Preferences by Hispanics, Blacks and Whites,” Alan B. Albarran and Don Umphrey, *Journal of Broadcasting & Electronic Media*, Vol. 37, No. 1 Winter 1993, pp. 95-103

Jan. 11 **Hispanic-Americans (Latinos/as)**
Readings: “Cultural Diversity and The U.S. Media,” Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998) Moving Beyond the Screen: Hollywood and Mexican American Stereotypes, pp. 169—179

“Hispanic Hollywood: The Latinos in Motion Pictures,” George Hadley-Garcia, (Citadel Press: 1993), Chs. 4 and 5

“Unless everyone has full access to First Amendment freedoms, we are denied the opportunity to experience the full range of society’s thoughts and ideas.”

--Félix F. Gutiérrez, *The Freedom Forum*, 1999

SECOND WEEK

Jan. 16 **Hispanic-Americans (Latinos/as)**
Readings: "Race, multiculturalism, and the media: from mass to class communication," Clint C. Wilson II and Félix Gutiérrez, (Sage Publications: 1995), *Racial Diversity in the Land of Majority Rule*, pp. 3—32

Readings: "Hispanic Hollywood: The Latinos in Motion Pictures," George Hadley-Garcia, (Citadel Press: 1993), Chs. 6 and 7

Jan. 18 **Hispanic-Americans (Latinos/as)**
Readings: "Race, multiculturalism, and the media: from mass to class communication," Clint C. Wilson II and Félix Gutiérrez, (Sage Publications: 1995), *Movies and TV from World War II to the Brink of a New Century*, pp. 86—106

"Boxcar Babies: An Oral History of Iowa's Elderly Hispanic Population," Stephen C. Coon (Iowa State University)

Media Issues: Discussion of timely media reports.

Reading Report No. 1

"If it hadn't been for the media—the print media and television—the civil rights movement would have been like a bird without wings, a choir without a song."

--John Lewis, U.S. Representative (D-Ga.), 1998

THIRD WEEK

Jan. 22 IC FJ Class to be determined.

Jan. 24 IC FJ Class to be determined.

FOURTH WEEK

Jan. 30

African-Americans

Readings: “Cultural Diversity and The U.S. Media,” Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998) *Beyond Employment Diversity: Rethinking Contemporary Racist News Representations*, pp. 51—64

“Coverage of Black Americans in Four Major Newspapers,” Carolyn Martindale, *Newspaper Research Journal*, Vol. 11, No. 3 summer 1990, pp. 96—112

“The ultimate measure of a man (or woman) is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy,”

--Dr. Martin Luther King, Jr.

Feb. 1

African-Americans

Readings: “Cultural Diversity and The U.S. Media,” Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), *Hegemony in Black and White: Interracial Buddy Films and the New Racism*, pp. 67-78

“Race, multiculturalism, and the media: from mass to class communication,” Clint C. Wilson II and Félix Gutiérrez, (Sage Publications: 1995), *The First Black Newspaper: Freedom’s Journal (1827)*, pp. 181-184

Media Issues: Discussion of timely media reports.
Reading Report No. 2

“People underestimate the power and influence of television. I don’t know what kind of hoodlum I might have been if we had had television.”

--Dick Gregory, civil rights activist, 1971

FIFTH WEEK

Feb. 6 **African-Americans**
Readings: "Cultural Diversity and The U.S. Media," Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Black Situation Comedies and the Politics of Television Art, pp. 79-87

Feb. 8 **African-Americans**
Readings: "Cultural Diversity and The U.S. Media," Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Ethnic Voices: Afrocentric Public Affairs Television Programming, pp. 149-156

Media Issues: Discussion of timely media reports.

"Art should force you to understand, to feel. And yet Hollywood has seduced us into believing that the only things that matter are those that free us from the doldrums of our life."

--Danny Glover, actor, 1999

SIXTH WEEK

Feb. 13 Bosnia-Herzegovina Class to be determined.

Feb. 15 Bosnia-Herzegovina Class to be determined.

SEVENTH WEEK

Feb. 20 **Women**
Readings: "Women in Mass Communication: Challenging Gender Values," Pamela J. Creedon, editor, (Sage: 1989), Chs. 8,9 and 10
Reading Report No. 3

Feb. 22 **Women**
Readings: "Women in Mass Communication: Challenging Gender Values," Pamela J. Creedon, editor, (Sage: 1989), Chs. 11, 12 and 13

MIDTERM EXAM

"If a man is pictured chopping a woman's breast, it gets an 'R' rating; but if God forbid, a man is pictured kissing a woman's breast, it gets an 'X' rating. Why is violence more acceptable than tenderness?"

--Sally Struthers, actress, 1984

EIGHTH WEEK

Feb. 27 **Women**
Readings: "Women on Deadline: A Collection of America's Best,"
Sherry Ricchiardi and Virginia Young (1991), Iowa State University
Press

Mar. 1 **Women**
Readings: "Waiting for Prime Time," Marlene Sanders and Marcia
Rock (1988), University of Illinois Press.

Media Issues: Discussion of timely media reports.

"Television emphasizes the deviant so that it becomes normal...It becomes more and more
difficult for people to know the difference between fame and infamy."
--Vicki Abt, sociologist, 1994

NINTH WEEK

Mar. 6 **Gays and Lesbians**
Readings: "ALTERNATIVES: Gays & lesbians in the newsroom,"
Leroy F. Aarons, *Newspaper Research Journal*, Vol. 11, No. 3
Summer 1990, pp. 38-49

"The Internet, if properly used and rightly taught, can bridge the gap in understanding between
communities—becoming not a tool of hate but one of hope."
--Raymond W. Smith, chairman, Rothschild North America, Inc., 1998

Mar. 8 **Gays and Lesbians**
Reading Report No. 4

"I make my living off the Evening News. Just give me something—something I can use. People
love it when you lose, They love dirty laundry."
--Don Henley, singer, 1982

Mar. 13 SPRING BREAK

Mar. 15 SPRING BREAK

TENTH WEEK

Mar. 20

Native Americans

Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), *Destroying the Past to Save the Present: Pastoral Voice and Native Identity*, pp. 137-147

“Race, multiculturalism, and the media: from mass to class communication,” Clint C. Wilson II and Félix Gutiérrez, (Sage Publications: 1995), *Demographic Projections*, pp. 7-13

“In politics, the media-friendly thing to say is, ‘Oh, no, the press didn’t have anything to do with this. The press is wonderful! I’m not going to say that because it’s not true.’”

--Tipper Gore, wife of former U.S. vice president, 1995

Mar. 22

Native Americans

Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), *Reporting Hantavirus: The Impact of Cultural Diversity in Environmental and Health News*, pp. 231-244

“Race, multiculturalism, and the media: from mass to class communication,” Clint C. Wilson II and Félix Gutiérrez, (Sage Publications: 1995)

Reading Report No. 5

“Decades before the advent of political correctness, Lenny Bruce understood that imposing taboos on language had the unintended consequence of mythologizing the very terms that were prohibited.”

--Martin Garbus, lawyer and author, 1998

ELEVENTH WEEK

Mar. 27 **Asian/Pacific Island-Americans**
Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Ethnic Humor and Ingroup/Outgroup Positioning: Explicating Viewer Perceptions of *All-American Girl*, pp. 125-136

Media Issues: Discussion of timely media reports.

Mar. 29 **Asian/Pacific Island-Americans**
Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Who’s the Victim? Intercultural Perceptions Between African American and Korean American Business People in Dallas, pp. 217-229

“Truth can be outraged by silence quite as cruelly as by speech.”
--Amelia E. Barr, writer, 1886

TWELFTH WEEK

Apr. 3 **Arabs and Jews**
Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), The Representation of Arabs in U.S. Electronic Media, pp. 157-167

Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Representing Arabs: Reliance on the Past, pp. 261-272

Apr. 5 **Arabs and Jews**
Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), Media Stereotypes of Jews from JAPS to MDs,” pp. 99-109

Reading Report No. 6

“As American Christians, Jews, Muslims, Buddhists or whatever, we all know deep in our hearts that a threat to religious freedom anywhere is a threat everywhere, a blight on the human condition.”

--Richard Gere, actor

THIRTEENTH WEEK

Apr. 10 **The Physically Challenged**
Readings: “Cultural Diversity and The U.S. Media, “ Yahya R. Kamalipour and Theresa Carilli, (Albany, N.Y.: State University of New York Press, 1998), *Crawling Toward Civil Rights: News Media Coverage of Disability Activism*, pp. 89-98

Apr. 12 **The Elderly and Other Protected Classes**
Media Issues: Discussion of timely media reports.

FOURTEENTH WEEK

Apr. 17 In-class Presentations

Apr. 19 In-class Presentations

FIFTEENTH WEEK

Apr. 24 In-class Presentations

Apr. 26 In-class Presentations
Summary of Course. *Conclusions and Predictions*

SIXTEENTH WEEK

FINAL EXAM Friday, May 4 (9:45—11:45 a.m.)

(Textbook Chapters, Assigned Readings and Lectures.

“World Press Freedom Day is a time to cherish the freedom for which other journalists in more dangerous places are ready to risk everything. They are heroes, and we should be humbled and inspired by their courage.”

--Paul Tash, executive editor, *St. Petersburg Times*, 1999

NOTE: You may pick up all of your final papers, final exams and final projects in the Reading Room, 114 Hamilton Hall, immediately after the semester ends. All uncollected material will be disposed of one semester later. That is, uncollected spring semester material will be thrown away the following September and uncollected fall semester material will be thrown away the following May.

GRADES: Students will receive percentage grades for both exams.
Percentages will be averaged using the above distribution. The grading scale is:

12	A+
11	A
10	A-
9	B+
8	B
7	B-
6	C+
5	C
4	C-
3	D+
2	D
1	D-
0	F