

**MARSHALL UNIVERSITY
COURSE SYLLABUS - Spring 2002**

JMC 455/455H/555 -- Women, Minorities and the Mass Media*

CLASS MEETS: Wednesdays 6:30-9 p.m. SH 335 **CREDIT HOURS:** 03

PREREQUISITES: None; however, JMC 101(Media Literacy) would be helpful.

REQUIRED TEXTBOOKS: (1) Wilson, C. and Gutierrez, F. Race, Multiculturalism and Media, 2nd ed. (Sage Publications: Beverly Hills, CA, 1995).
(Will be read in its entirety)

(2) Biagi, S. and Kern-Foxworth, M. Facing Differences: Race, Gender and Mass Media. Pine Forge Press: Thousand Oaks, CA: 1997. (Will read approximately 80%)

SPECIAL MATERIALS NEEDED: None

SECONDARY SOURCES: Advertising Age, Billboard, Broadcasting & Cable, Editor and Publisher, (RTNDA) Communicator, PR Week, The Quill, and Variety
(The above are weekly/monthly trade magazines.)

INSTRUCTOR: Phillip Jeter, Ph.D. **Office:** Smith Hall 319

Telephone: 696-4635 **E-mail:** jeter@marshall.edu
Student Office Hours: M& W 2-5 p.m.
T 11a.m. – 1 p.m. & 3-5 p.m.
R 11 a.m. – 1 p.m.
F By Appointment

DESCRIPTION: A seminar that explores the portrayals of women and people of color by the mass media and the participation by women and people of color in the mass media industries.

PURPOSE: To expose students to the history and practices of representing and employing women and people of color by the advertising, news, entertainment and public relations industries and the efforts by those groups to counter the representations, secure employment and mount entrepreneurial efforts of their own within those industries.

TYPE OF COURSE: Lecture (augmented by media excerpts) and discussion and student presentations

***This course carries Multicultural credit for the Marshall Plan.**

COURSE OBJECTIVES: Upon successful completion of this course, students will be able, with a total average of 70% (85% for graduate and 80% for honors students) accuracy, to:

- Identify the classic character portrayals of women and people of color in broadcast, motion picture and recorded music vehicles.
- Identify and explain the historical ways women and people of color have been portrayed (as groups) in the broadcast and print news media.
- Explain historical patterns of employment discrimination of women and people of color by the news and entertainment industries.
- Analyze and evaluate current media content for presence or absence of stereotypes of women and people of color.
- Identify and assess the operating patterns of the historically and currently significant media business enterprises operated by women and people of color.

STUDENT EVALUATIONS TO BE BASED UPON: Two (Three for honors or graduate students) book/film reviews, homework and in-class projects, three periodic examinations and a research paper.

TERM PAPER OR PROJECTS REQUIRED? Yes

OUTSIDE READING OTHER THAN TEXTBOOK: Handouts distributed in class or other materials placed on reserve in Drinko Library.

EXPERIMENTS POSSIBLE: Content analyses of media content

MARSHALL PLAN REQUIREMENTS SATISFACTION: Multiculturalism

GRADING SYSTEM

Range	Exams/ Quizzes	Projects
A = 3.60 - 4.00	90-100	Excellent
B = 3.00 - 3.59	80- 89	Good
C = 2.00 - 2.99	70- 79	Average
D = 1.00 – 1.99	60- 69	Poor
F = <1.00	0- 59	Unacceptable

The final grade for this course will be based on the numerical total of the grades earned by each student for each exam/project for which credit is available. The amount of credit earned for each project will be based on the grade earned times the appropriate weight. For purposes of computation, the grades will be calculated as associated with the following numerical equivalents:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

During this course students will be given the opportunity to earn points toward a grade by a number of types of assignments, i.e., exams, exercises, homework, and projects.

HOMEWORK

Some homework exercises will be graded. For others, you will receive maximum credit --unless there are serious problems (copy preparation, numerous or egregious grammatical/spelling/syntax errors, failing to meet threshold requirements -- for doing the homework and submitting it on time. You may be called on to orally summarize and lead a discussion based on your homework.

NOTE NOTE NOTE NOTE NOTE

Unless I tell you otherwise, all student work not written in class and submitted for credit is to be typed/computer printed and meet the following threshold requirements:

- on 8.5 x 11-inch white paper
- one-inch margins
- 12- point type font
- a cover page
- a bibliography (when necessary) prepared in appropriate Chicago or American Psychological Association style of references/sources used in completing the assignment.

Unless stated specifically that they will be accepted, no assignments should be submitted via e-mail.

You are expected to do independent research for the projects and to cite properly your sources for the information included in your work. While certain assignments may allow you to include your opinion or speculate, the opinion or speculation should be informed and based on external research. Failure to cite properly your sources may constitute plagiarism and result in a grade of "F" for that assignment.

E-MAIL

Each student is required to maintain an active computing account for electronic mail and other computing services whether through Marshall University or a private Internet service provider (ISP). While you may provide an alternative e-mail address, I will use your official Marshall University electronic mail address to notify the class and individuals of pertinent information relative to this class and copy you via your alternative ISP.

ASSIGNMENTS

You are responsible for taking exams and turning in assignments on the announced scheduled dates. Illness/ Emergencies serious enough to prevent you from completing an assignment may be brought to my attention prior to the date, but that is not a requirement. Such notification may be provided by voice mail. Prior notice notwithstanding, you will be required to provide an official excuse from your academic dean before an assignment will be accepted late or a makeup exam given. Late assignments are due, with a written excuse for you from the appropriate Marshall University official, on or no later than the second class meeting following your return to class. Missed exams for which you have a valid written excuse from the appropriate Marshall University official, must be taken within three calendar days after your return to class.

24/7 RULE

Other than a mathematical miscalculation, you must wait 24 hours after an assignment is returned to discuss with me the grade received on an exam or project. This gives you time to form a reasoned basis for requesting a change of the grade on the particular task. If you wish to discuss a grade change for an exam or other assignment, you must have this discussion with me within seven calendar days from the date on which the exam or other assignment was returned to the class.

After seven days, I will discuss the exam or assignment with you, but I will not change the grade.

READINGS

You should do the assigned readings before class and come to class prepared to ask questions to clarify any portion of the readings you don't understand. On occasion class will mirror the readings; most of the time class will only parallel the text. You should not expect an "A" or a "B" in the class if you don't do the assigned readings on time.

ATTENDANCE/CLASSROOM DECORUM

Students are expected to attend each scheduled class meeting and be ready to begin at the assigned time.. No credit is given for classroom participation; however, the grades on exams and projects usually reflect your level of attendance. Students who attend class are likely to be given the benefit of consideration if the total of their scores falls on the borderline. There will be a number of videotapes shown in class that will be used for material on the exams and will not be reshowed.

Because of the nature of the material, there will likely be disagreements on its interpretation. Students are reminded that unanimity on meaning may not be possible, but all students are expected to employ facts in their arguments and discussion and should respond to the facts presented.

ACADEMIC HONESTY

Students are expected to follow the W. Page Pitt School of Journalism and Mass Communications and Marshall University policies on Academic Honesty. Violations will be referred to appropriate officials and students will receive no credit for that particular assignment.

TEXTS

Please buy them.

EXAMS

Exams will cover material from the readings, lectures and audiovisual material shown in class.

Does spelling count on all written assignments?

Yes, as well as grammar, method of citation/style and punctuation. One point will be deducted for each such error in the computation of a grade for written assignments. Such penalties will be assessed AFTER a content grade is assigned.

What if I get my facts wrong?

You will be penalized according to the nature of the factual error as it relates to the topic on which you are writing.

What if I get the topic confused?

You won't get many points for your attempt.

OFFICE HOURS

Please contact me if you have problems you think I might be able to assist you in solving.

Appointments are necessary if you wish to see me at times other than the student office hours indicated below or on the semester schedule posted on the door in my office.

Monday	Tuesday	Wednesday	Thursday	Friday
2:00-5:00 p.m.	11 a.m. – 1 p.m. 3:30 -5 p.m.	2:00-5:00 p.m.	11 a.m. – 1 p.m.	By Appointment

About the Professor - Phillip Jeter, Ph.D.

I am the Carter G. Woodson Visiting Professor and Assistant Dean in the W. Page Pitt School of Journalism and Mass Communication here at Marshall University. I am on leave from my position as a professor in the Division of Journalism at the Florida A&M University where I have taught since September 1983. In addition to my teaching duties, I was director of the graduate program in journalism for five years. Prior to my involvement with the graduate program, I ran WANM-FM, the radio station operated by Florida A&M University for ten years.

A native of South Carolina, I have a bachelor of arts in French from Johnson C. Smith University, a master of professional studies in communication arts (journalism) from Cornell University and a doctor of philosophy in communication arts (radio/television/film) from the University of Wisconsin-Madison. All my graduate work included minors in business. I have worked for United Press International, Chicago Public Television, Hampton University (formerly Hampton Institute) and WMTV-TV, the Madison, Wisconsin NBC affiliate and The State newspaper in Columbia, SC. – the state's largest daily newspaper.

I have taught at Bennett College, Cornell University, Edward Waters College, Michigan State University, North Carolina A&T State University, the University of South Carolina and the University of Wisconsin-Madison. My research interests are media management, black media ownership, telecommunications policy and media coverage of minority groups.

You may use this portion of the syllabus to track your grades.

Undergraduate Graded Activities

Activity	Due or Given Date	Your Grade	Weight	Your Points
Exam #1	February 6, 2002		14%	
Exam #2	March 6, 2002		14%	
Exam #3	April 10, 2002		14%	
Exam #4/Final	May 8, 2002		(14%)	
Research Paper	April 24, 2002		14%	
Book/Film Review* #1	January 30, 2002		7%	
Book/Film Review #2	February 27, 2002		7%	
Book/Film Review #3	March 27, 2002		(7%)	
Discussion Leader-1st	Determined by lottery		10%	
Discussion Leader-2nd	Determined by lottery		(10%)	
Homework	Various as per schedule on Page		20%	
	Total		100%	

Parenteses mean that if a student does all of a type of assignment, the lowest of that ONE type of the grade will be dropped.

*See Page 8 for details.

Honors and Graduate Student Graded Activities

Activity	Due or Given Date	Your Grade	Weight	Your Points
Exam #1	February 6, 2002		10%	
Exam #2	March 6, 2002		10%	
Exam #3	April 10, 2002		10%	
Exam #4/Final	May 8, 2002		10%	
Research Paper	April 24, 2002		10%	
Book/Film Review* #1	January 30, 2002		6%	
Book/Film Review #2	February 27, 2002		6%	
Book/Film Review #3	March 27, 2002		6%	
Discussion Leader-1st	Determined by lottery		6%	
Discussion Leader-2nd	Determined by lottery		6%	
Homework	Various as per schedule on Page		20%	
	Total		100%	

*See Page 8 for details.

Sample Cover Page for all JMC 455/555 Assignments

Assignment Title and Number

(Word count)

(Note: Include full bibliographic citation for book/film reviews)

(Student's Name)

JMC

(Date)

I have observed the W. Page Pitt School of Journalism and Mass Communication and Marshall University policies on academic honesty while completing this assignment.

(Signature)

Book/Film Reviews - 750-900 words

Graduate and Honors students must choose a biography or autobiography of a significant woman or person of color who has had a significant career in the mass media field (e.g., Oprah Winfrey, Ida Tarbell, Carl Rowan, Jessica Savitch, etc.). This review is due as Book/Film Review #3.

All students may choose to do one book review of a biography or autobiography of a significant woman or person of color who has had a significant career in the mass media field (e.g., Desi Arnaz, Oprah Winfrey, Ida Tarbell, Carl Rowan, Jessica Savitch, etc.) OR from the list below (or a title of your choosing approved by me) and one review of a film on the list below (additional titles will be added by Feb. 1) or a review of two books, one of which must be a biography or autobiography as described above.

You may purchase the books if they are not available in Drinko Library or obtain them through Interlibrary Loan.

Suggested Books for Reviews

Abrahams, R.D. *Singing the master: The emergence of African American culture in the plantation South.*

Benedict, Helen. (1992). *Virgin or vamp: How the press covers sex crimes.* New York: Oxford University Press.

Bernardi, David. L. *Star Trek and history: Race-ing toward a white future.* New Brunswick, NJ: Rutgers University Press.

(The) *Birth of whiteness: Race and the emergence of U.S. cinema.* New Brunswick, NJ: Rutgers University Press.

Any book by Donald Bogle, e.g., Bogle, D. (1998). *Toms, coons, mulattos, mammies, and bucks: an interpretive history of blacks in American films.* New York: Continuum Press.

Chideya, Farai. *Don't believe the hype: The African-American's guide to fighting cultural misinformation.*

Cortese, A. J. *Provocateur: Images of women and minorities in advertising.* Rowman & Littlefield.

D'Acci, J. (1994). *Defining women: Television and the case of "Cagney and Lacey."* Chapel Hill: University of North Carolina Press.

Dow, B.J. (1996). *Prime-time feminism: Television, media culture and the women's movement since 1970.* Philadelphia: University of Pennsylvania.

Ely, Melvin P. *The adventures of Amos 'n' Andy: A social history of an American*

phenomenon. Charlottesville: University of Virginia Press.

Fantasy girls: Gender in the new universe of science fiction and fantasy television, Elyce R. Helford, ed. Rowman & Littlefield

Feminism and film. (2000). E. Ann Kaplan, ed. New York: Oxford University Press.

Feminism and pornography. (2000). Drucilla Cornell, ed. New York: Oxford University Press.

Feminist Television Criticism. (1997). Charlotte Brunson, Julie D'Acci and Lynn Spigel, eds. New York: Oxford University Press

Feng, Peter X. *Screening Asian Americans*.

Ferguson, R. (1998). *Representing "race": Ideology, identity and the media*. New York; Oxford University Press.

Gandy, Oscar H. Jr. (1998). *Communication and race: A structural perspective*. New York: Oxford University Press.

George, Nelson. (1988). *The death of rhythm and blues*. New York: Pantheon.

----- *Hip-hop America*.

Gubar, Susan (2000). *Racechanges: White skin, back face in American culture*. New York: Oxford University.

Jeter, J.P. et al. (1996). *International Afro mass media: A reference guide*. Westport, Conn.: Greenwood Press.

Latin looks: Images of Latinas and Latinos in the US media. Rodriguez, Clara E., ed. (1997) Boulder, Colorado: Westview Press.

MacDonald, J. Fred. *Blacks and white TV: African Americans in television since 1948, 2nd ed.* Chicago: Nelson-Hall.

Mansfield-Richardson, Virginia. (2000). *Asian Americans and the mass media: A content analysis of 20 United States newspapers*. New York: Garland Publishing.

Mills, Kay. (1990). *A place in the news: From the women's page to the front page*. New York: Columbia University Press.

Nelson, Jill. *Volunteer slavery: My authentic Negro experience*.

Rodriguez, America. (1999). *Making Latino news: race, language class*. Thousand Oaks, Calif: Sage Publications.

Rhines, Jesse A. Black film/White money. New Brunswick, NJ: Rutgers University Press.

Sampson, Henry T. (1988). The ghost walks: A chronological history of blacks in show business, 1865-1910. New York: Scarecrow Press.

Sanders, Marlene and Marcia rock. (1988). *Waiting for prime time: The women of television news*. Urbana: University of Illinois Press.

***Split image: African Americans in the mass media*. (1996). J. Dates and W. Barlow, eds. Washington: Howard University Press.**

Trotta, Liz. (1991). *Fighting for air: In the trenches with television news*. New York: Simon & Schuster.

Wallace, Michele. Black popular culture. New York: the New Press.

Wolseley, Roland. (1990). The black press USA, 2nd ed. Ames: Iowa State University Press.

Wong, William. (2001). *Yellow journalist: Dispatches from Asian America*. Philadelphia: Temple University Press.

Xing, Jun. (1998). *Asian America through the lens: history, representations and Identities*. Rowman & Littlefield

Zook, Kristal Brent. (1999). *Color by fox: The Fox network and the revolution in black television*.

Films/Motion Pictures (Preliminary)

You may have to rent these on videocassette, but they pop up frequently on cable.

Come See the Paradise (1994)

Joy Luck Club (1993)

Lifeboat (1942)

(A) Raisin in the Sun (1961)

A Spike Lee Film

Stand and Deliver (1988)

Sweet Sweetback's Baadassss Song (1971)

Zoot Suit (1981)

Course Schedule by Week

<p>WEEK ONE – Jan. 16: Syllabus Administration Course Overview The 19th century & 20th Century Print Media Portrayals</p>	<p>Read: Wilson & Gutierrez (W&G) Part 1 (pp. xi – 58) and Ch. 8 - Biagi & Kern-Foxworth (B&KF) 2.1,2.4 3.1,3.6, 6.1, 6.3, 6.6,</p>
<p>WEEK TWO – Jan. 23 <i>(Class meets with Jennifer Sias in</i> <i>Drinko Library from 6:30-7:30 p.m.</i> <u>ONLY</u> 20th Century Media Portrayals to 1945</p>	<p>Read: W&G (Part II – pp. 59 – 106) B&KF – 1.2</p>
<p>WEEK THREE - Jan. 30 Newspapers and Magazines Media Portrayals (1945 – Present)</p>	<p>Read: B&KF 1.4, 2.4, 3.7, 3.9 <u>Book/Film Review #1 Due</u></p>
<p>WEEK FOUR - Feb. 6 Newspapers and Magazines Media Portrayals (1945 – Present) and Exam #1</p>	<p>Read: B&KF 2.5, 3.2, 3.3, 3.4, 3.8, 4.2, 4.3, 4.6</p>
<p>WEEK FIVE - Feb. 13 Advertising</p>	<p>Read: W&G (Part 3 – pp. 109-165) B&KF 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8 and 5.9</p>
<p>WEEK SIX - Feb. 20 Music Recordings</p>	<p>Read: B&KF 2.2, 2.3, 6.7</p>
<p>WEEK SEVEN - Feb 27 <i>Class begins at 7:45 p.m.</i> Motion Pictures/Film</p>	<p>Read: W&G – Chs. 9 & 10 <u>Book/Film Review #2 Due</u></p>
<p>Week EIGHT - March 6 Exam #2 Motion Pictures/Film</p>	<p>Read: W&G – Ch. 11 B&KF 4.8</p>

Class Schedule by Week - Continued

WEEK NINE – March 13	Readings to be assigned
WEEK TEN – March 20 Radio	Read: B&KF 4.4, 4.9
WEEK ELEVEN – March 27 Television	Read: B&KF – 1.1, 1.3, 1.5, 1.6, 1.7, 4.1 <u>Book/Film Review #3 Due</u>
WEEK TWELVE – April 3 SPRING BREAK – NO CLASS	
WEEK THIRTEEN – April 10 Exam #3 Television	To be assigned
WEEK FOURTEEN – April 17 The Internet	Read: B&KF – 2.6, 6.4, 6.8, 6.9 and 6.10
WEEK FIFTEEN – April 24 Current Entrepreneurial Activity	Read: B&KF – 4.10 <u>Research Paper Due</u>
WEEK SIXTEEN – May 1 Summary/Paper Presentations	

The fourth/final exam will be given on May 8, 2002 from 6:30 – 9 p.m.

Homework -- All assignments count equal weight and the four (five for graduate and honors students) highest grades will be used to compute your homework grade. All analyses/critiques/reports should be approximately 600 words.

1. Due Jan. 30, 2002

Write a 600-word report comparing and contrasting the current mass media issues/concerns of a major women's group and one group each of the US racial/ethnic groups that are the subject of this course.

2. Due – February 6, 2002

Watch the Alan Keyes show that debuts on CNBC January 21, 2002 or the PBS program “American Family” that debuts January 23, 2002 and be prepared to discuss either in class on February.

3. Due – February 20, 2002

Choose one current issue of a general circulation magazine and compare the portrayals of women or people of color in that issue with a comparably dated women's or AHANA magazine.

4. Due – March 13, 2002

Videotape (and submit the copy) or view the videotape I will place on reserve in Drinko library of a newscast and critique the newscast in term of the presence and treatment of women's and AHANA issues on the newscast viewed.

5. Due – April 3, 2002

Pick a television dramatic series and watch at least four episodes of it and analyze the program in terms of how the women and AHANA members of the cast are portrayed.

6. Due – April 17, 2002

Using current examples and research write an essay on the following topic:

“Female (or AHANA) ownership of advertiser-supported mass media makes a positive (or negative) difference on content.”

7. Due – May 1, 2002

Design a research project dealing with a topic of personal interest related to women and the mass media or AHANA and the mass media or participate in one of my research projects on blacks and the mass media.

<p>WEEK ONE – Jan. 16: Syllabus Administration Course Overview The 19th century & 20th Century Print Media Portrayals</p>	<p>WEEK NINE – March 13 Exam #2</p>

WEEK TWO – Jan. 23 20th Century Media Portrayals- 1945	WEEK TEN – March 20 Radio
WEEK THREE - Jan. 30 Newspapers and Magazines Media Portrayals (1945 – Present)	WEEK ELEVEN – March 27 Television
WEEK FOUR - Feb. 6 Newspapers and Magazines Media Portrayals (1945 – Present) and Exam #1	WEEK TWELVE – April 3 SPRING BREAK – NO CLASS
WEEK FIVE - Feb. 13 Advertising	WEEK THIRTEEN – April 10 Exam #3 Television
WEEK SIX - Feb. 20 Music Recordings	WEEK FOURTEEN – April 17 The Internet
WEEK SEVEN - Feb 27 Motion Pictures/Film	WEEK FIFTEEN – April 24 Current Entrepreneurial Activity
Week EIGHT - March 6 Exam #2 Motion Pictures/Film	WEEK SIXTEEN – May 1 Summary/Paper Presentations
	Exam #4 - May 8

WEEK ONE – Jan. 16: Syllabus Administration, Course Overview Pre- 20th Century Media Issues and Portrayals Video – “Ethnic Notions” and “Kerner Commission Plus 20”
WEEK TWO – Jan. 23 20th Century Print Media - 1900-1945
WEEK THREE - Jan. 30 Newspapers and Magazines (1945 – Present)

WEEK FOUR - Feb. 6 Newspapers and Magazines (1945 – Present) and Exam #1
WEEK FIVE - Feb. 13 - Advertising Video - “Killing Us Softly” and “From Frito Bandito to,” “Marketing Booze to Blacks” and “Slim Hopes (VC ???)”
WEEK SIX - Feb. 20 - Music Recordings Video – “History of Rock and Roll,” “American Hot Wax” and “Dreamworlds”
WEEK SEVEN - Feb 27 - Motion Pictures/Film Video
Week EIGHT - March 6 - Motion Pictures/Film Video
WEEK NINE – March 13 - Exam #2 and Broadcast Media
WEEK TEN – March 20 - Radio Video
WEEK ELEVEN – March 27 – Television Video – “Color Adjustment” and “Hispanics in the Media”
WEEK TWELVE – April 3 SPRING BREAK – NO CLASS
WEEK THIRTEEN – April 10 Television Video – “Race and Local TV News”
WEEK FOURTEEN – April 17 The Internet Video: The Digital Divide
WEEK FIFTEEN – April 24 - Current Entrepreneurial Activity Video: BET’s Robert Johnson on CNN’s “Pinnacle”
WEEK SIXTEEN – May 1 Summary/Paper Presentations
Exam #3 - May 8

Women and Media

WEEK ONE – Jan. 16: Syllabus Administration, Course Overview Pre- 20th Century Media Issues and Portrayals Video – “
WEEK TWO – Jan. 23 20th Century Print Media - 1900-1945
WEEK THREE - Jan. 30 Newspapers and Magazines (1945 – Present)
WEEK FOUR - Feb. 6 Newspapers and Magazines (1945 – Present) and Exam #1
WEEK FIVE - Feb. 13 - Advertising Video - “Killing Us Softly 3” and “Slim Hopes (VC ???)”
WEEK SIX - Feb. 20 - Music Recordings Video – “Dreamworlds/Dreamworlds 2”
WEEK SEVEN - Feb 27 - Motion Pictures/Film Video
Week EIGHT - March 6 - Motion Pictures/Film Video
WEEK NINE – March 13 - Exam #2 and Broadcast Media
WEEK TEN – March 20 - Radio Video
WEEK ELEVEN – March 27 – Television Video – “Color Adjustment” and “Hispanics in the Media”
WEEK TWELVE – April 3 SPRING BREAK – NO CLASS
WEEK THIRTEEN – April 10 Television Video – “Race and Local TV News”
WEEK FOURTEEN – April 17 The Internet Video: The Digital Divide “game Over: gender, Race and Violence in Video games

WEEK FIFTEEN – April 24 - Current Entrepreneurial Activity Video: BET's Robert Johnson on CNN's "Pinnacle"
WEEK SIXTEEN – May 1 Summary/Paper Presentations
Exam #3 - May 8

BIBLIOGRAPHY (Representative Draft to be updated with recent literature)

Berg, C.R. (1990 Summer). Stereotyping in films in general and of the Hispanic in Particular. *Howard Journal of Communications. 2: 286-300.*

Berger, A. A. (1991). *Media analysis techniques*. Revised edition. Newbury Park: Sage Publications.

Black women film and video artists. (1998). J. Bobo, ed. : Routledge
Bobo, J. (1991). Black women in fiction and nonfiction: Images of power and Powerlessness. *Wide Angle 13:3,4: 72-81.*

Bogle, D. (1998). *Toms, coons, mulattoes, mammies, and bucks: an interpretive history of blacks in American films*. New York: Continuum Press.

Corso, P.J. (1991 October). *Sexist Language in the Press*. Editor and Publisher.

Coward, (). The newspaper Indian: native American identity in the press, 1820-90. Champaign: University of Illinois Press.

D'Acci, J. (1994). *Defining women: Television and the case of "Cagney and Lacey."* Chapel Hill: University of North Carolina Press.

Dow, B.J. (1996). *Prime-time feminism: Television, media culture and the women's movement since 1970*. Philadelphia: University of Pennsylvania.

Gaines, J. (1987 Summer). "The Scar of Shame" (1921): Skin color and caste in black silent melodrama. *Cinema Journal. 26:3-21.*

George, Nelson. (1988). *The death of rhythm and blues*. New York: Pantheon.

Jeter, J.P. et al. (1996). *International Afro mass media: A reference guide*. Westport, Conn.: Greenwood Press.

Lippmann, W. (1922). *Public opinion*. New York: Macmillan.

Means-Coleman, R.R. (2000). African American viewers and the black situation comedy: Situating racial humor. :Garland.

Norden. M. (1984). Women in the early film industry. *Wide Angle. 6:58-67.*

Shaheen, J.G. (1987 Winter). The Hollywood Arab: 1984-1986. *Journal of Popular Television, 14:148-57.*

Snead, J. (1994). White screens/Black images: Hollywood from the dark side. : Routledge.

***Split image: African Americans in the mass media.* (1996). J. Dates and W. Barlow,**

eds. Washington: Howard University Press.

Subervi-Velez, F.A. The mass media and ethnic assimilation and pluralism.
Communications Research (13) 1:71-96.

Whiteley, S. (2000). Women and Popular Music: sexuality, identity and subjectivity. :Routledge.

Wilkerson, M.B. (1979). Lorraine Hansberry: The complete feminist.
Freedomways. (19), 4:235-245.

Women and Radio: Airing differences. (2001). C. Mitchell, ed. :Routledge.