

COMMUNICATION & ETHNIC GROUPS (revised 9/12/01)
(ETHNICITY, RACE, CULTURE, & MASS MEDIA)
COM-RTF 316, FALL 2001, The University of Texas at Austin

Professor: Dr. Federico Subervi

Office: WWH, room 404 (The Faculty Center, red brick bld. at corner of 25th & Guadalupe)

Hours: W 2-5:30pm & by appointment. Phone: 471-6668; e-mail: subervi@mail.utexas.edu

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Office Hours

M 1-3:00p.m., F 12-1p.m.

M 3-4:00p.m., T&W 2-

M 3-4:00p.m., Th 12-2:00p.m.

M 11:00a.m. – 12noon, W 1-3:00p.m

TA's office: 2609 University Ave., room 4.102 (UA-9, behind the Student Services bldg.)

TA's phone: 232-1556

Lectures: T&Th 3:30-4:45p.m., FAC 21

Discussions sections (meetings start first week of September)

Course Objectives

A primary goal of this course is to help you become the communication professionals and scholars best prepared to deal with the challenges of our increasingly diverse societies.

Studying race, ethnic, minority groups, issues, and cultures from a mass communication perspective is important because your careers will most probably require you to work with, portray, and/or represent people of diverse backgrounds. Radio, television, and film producers and writers, broadcast and print journalists, advertising and public relations specialists, teachers, professors, counselors, and general media consumers will all need to understand, communicate with and relate to communicate of diverse backgrounds in our changing nation and world.

To attain this goal, the lessons and readings are divided into three main topics:

1. Basic facts and concepts of the U.S. as a multi-ethnic country, including discussion on the social and psychological effects of the portrayals of ethnic groups in the media.
2. The portrayals, especially stereotypical representations and participation, of ethnic minority groups in the media (a) movies & TV, (b) print and broadcast news, & (c) advertising.
3. Advocacy for change, and the development of the ethnic-oriented mass media in the U.S.

¥ *Race, Multiculturalism, and the Media*. By Wilson & Gutierrez. Available at UT Co-op

¥ *COM/RTF 316M Reading Package*. Purchase at Longhorn Copies, 2520 Guadalupe.

¥ Articles on the COM/RTF 316M web site or as designated on the Internet. Plus additional readings that will be assigned during semester. These will be news items on topics related to the class. Be alert to stories about ethnicity and race that get published in the newspapers and magazines you read, or are shown in the TV programs you watch. Feel free to clip stories and tape shows to share with the instructors and your classmates.

¥ *For the inquisitive minds:* Supplementary materials are available at the TA's office. Just ask!

Audiovisuals

Videos, film clips, slides, and overhead projections that vividly illustrate the issue and subjects presented in the lectures and readings are integral components of this course, too. These offer information and diverse perspectives from a variety of sources. Learning to at least understand different perspectives on a topic is fundamental attribute needed to succeed when studying about and working in multicultural societies.

Some of these materials may be available via the Internet, in the library and/or some video rental store. Others will only be available when shown in class. Missing them will limit your knowledge about the topic and also reduce your chances of correctly responding to some questions on the exams.

When showing the films and clips, the lights of the room will be dimmed but sufficiently bright to enable you to write your notes as watch. You are expected take notes about things that are new to you and about issues that you agree or disagree with. Screening are not a time for your to relax and take a breather from thinking, much less take a nap.

Along with the readings and your own experiences with your daily exposure to the mass media, the audiovisuals will be central components of your small group discussions. Walking out on audiovisuals, sleeping while they are shown, or watching them as if a run-of-the-mill TV program will hamper your learning and success with the class goals.

Discussion sessions

Some interactions and debates will take place during the large lecture, especially because it is my teaching style to ask questions and get students involved in talking about the issues I raise. But most of the conversations among students will take place during the discussions sessions.

These may be the most fun part of this course; that depends on you and the dynamic you establish with the TA and your classmates. The sessions are designed to enhance your learning of all the course materials, including the lectures and the audiovisuals. The sessions are also meant to help you get accustomed to talking about issues of race, ethnicity, culture and media in an informed, honest, and respectful manner with other people who may not agree with you.

Most of us may be accustomed to discussing controversial issues, if at all, with people who we already know share our opinions. This may not be the case during the 316M small group meetings. Treat classmates who you agree with, as well as those who hold different views, with the same respect and cordiality you expect to be treated by them.

Also, use the small group meetings to make new friends with people from different backgrounds, from study groups, and seek partners with whom to collaborate on two class assignments, which allow for creative work that may be done in small groups of friends with similar interests even if they come from different backgrounds and/or disagree on some of the interpretations of the readings and issues pertaining to race, ethnicity, culture, and media.

Overview of grading policy

Grades will be based on: *¥ attendance, ¥ three exams, ¥ participation in discussion sessions, and ¥ two written assignments and/or creative projects.* Details of the grading distribution are listed on the next page of this syllabus. Read these very carefully now so you understand what it takes to succeed in this class.

Attendance to lectures and the discussion sessions is *required* and also indispensable for a good grade in this course. There are penalties for more than three absences from lectures and for missing more than two discussion sessions.

To encourage attendance and regular reading of the assigned materials, pop-quizzes will be given at the beginning of some lectures. These will count as bonus towards 10 percent of your grade.

Exams are usually a combination of multiple choice, short answer and short essay questions. The first two exams will be unit tests; the final exam will primarily focus on new material covered after the second exam but will also covered selected issues from the whole course. *There will no be make-up; a missed will be considered a zero for the corresponding percentage of the grade.*

Don't waste your time looking for old exams for relying on these to know what will be covered in the exams this semester. Completely news exams will be prepared this year.

You are invited to contribute questions that could be used in the exams. Suggest questions or items by sending a message via e-mail to your TA with a copy (cc) to the professor.

Discussion sessions: See next page. Additional grading details specific to your group will be provided by your TA during the first meeting. Discussion sessions do not meet the week of August 27-31, but do meeting starting Wednesday, Sept. 5.

Assignments are designed to engage your creative thinking class topics that are specifically relevant for your academic and/or professional development. This first may involve an exploration of the demographic and cultural diversity of the city and/or state where you would like to work when you graduate, or about the colors and diversity (or lack thereof) of the media you are normally exposed to. The second is open to your creative ideas, but must build on *current, contemporary* issues, news, and developments pertaining to diversity and the media. A separate handout with the details on these options will be distributed very soon.

GRADE DISTRIBUTION GUIDELINES

Attending Lectures:

While this course builds on the readings, video presentations, and small group discussions, the framework for making sense of these stems from the professor's lectures. Therefore, attending lectures is *required and indispensable* for successfully passing the course. It is a crucial element of the 316M learning experience.

¥Starting after your third unexcused absence, you will lost 3 points for each additional absence to the lectures. Those points will be subtracted from your final cumulative score and most certainly affect your final grade. Attendance sheets are posted by the lectern for every class. You're responsible for finding and signing these sheets every time you attend the lectures.

To encourage regular reading of the assigned materials, pop-quizzes *will* be given at the beginning of lectures. Please arrive on time; it makes life easier for everyone.

Exams & quizzes: 60% based as follows

Exam#1 (October 2)	30 points= 15%
Exam # 2 (November 8)	30 points= 15%
Exam #3 (December 6)	40 ponts= 20%
Quizzes (random dates)	20 points= 10%

Assignments: 20% based as follows

Assignment 1 (September 28)	10 points= 5%
Assignment 2 (November 20)	30 points= 15%

Discussion sessions: 20% based as follows

<i>Attendance</i>	10 points= 5%
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A maximum of two excused absences are allowed

¥ Starting with your third unexcused absence to the discussion sessions, **2 points** *will be deducted for each additional absence to these sessions*. These points will be subtracted from your cumulative score discussion and will most certainly affect your final grade.

An excused absence involves documentation (e.g., medical note); absences for sports activities or religious holidays require advance notification.

<i>Discussion participation</i>	30 points= 15%
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Participation consists of active involvement in several structured group activities, well as attentiveness and engagement with discussion sessions in general. Your individual TA will provide more detailed information on the first day of discussion. If you are absent from discussion, it is *your* responsibility to meet with your TA to find out about what you missed.

Total possible points (before absence deductions, if any)	200 points= 100%
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COM/RTF 316M, UT-AUSTIN FALL 2001

Wk	Day	Date	Topics	Reading assignments, videos, & guests
1	Th	8/30	Introduction to class	Recommended; ¥ Krishnamurti; The function of education

Note: Discussion sections will start meeting on Sept. 5, after Labor Day

PART 1: THE FOUNDATIONS

2	T	9/4	Introduction to media and diversity <i>today</i>	¥ Wilson & Guterrez (W&G) Ch.1 ¥NAACP report: Fall Colors (2001): IX Conclusion, pp. 42-44
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www.naACP.org/news/releases/tv2001.pdf

¥ Children NOW Fall Colors 2001, Summary only

www.childrennow.org/newsroom/news-01/pr-5-2-01.cfm

Recommended:

¥ Children NOW Fall Colors 1998, 199, 2000; check the Children NOW web site

¥ *Los Angeles Times Calendar*

special series on Diversity on TV:

July 20, 21, 23, 24, 26, 30, 1999

(available on the 316M web site)

Th	9/6	Diversity: back to the future Who is Ethnic? Minority?	¥ <i>National Geographic</i> , Sept. 2001
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http://magma.nationalgeographic.com/ngm/data/2001/09/01/html/ft_20010901.3.html

		<i>Exercise on multi-ethnic of class</i>	¥ Parillo, Perception & reality
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Recommended:

¥ *Harvard Encyclopedia of American Ethnic Groups*
essays on major groups, & your own heritage

3	T	9/11	Special class re the crisis	¥ Healy, Diversity, pp. 7-17, 26-32 readings schedule remains the same
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Recommended:

¥ Omi & Winant, Racial foundations

Th	9/13	What is Race? Genesis & the Ongoing crisis of race relations	¥ KRON video on Race ¥ Sacks, How the Jews became White ¥ McIntosh, White privilege ¥ Jensen, White privilege shapes the US http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm ¥ Jensen, More thoughts on why http://uts.cc.utexas.edu/~rjensen/freelance/whitefolo.htm
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4	T	9/18	Money, media, & diversity	¥ W&G, Ch.2 ¥ Hall, Whites of their eyes ¥ Westin, The color of ratings
	Th	9/20	Media effects	¥ Berry & Mitchell-Kernan, Intro: TV ¥ segments from <i>Mickey Mouse Monopoly</i> video

5	T	9/25	Stereotypes & stereotyping	¥ Ram rez-Berg, Stereotyping (pp.286-294) ¥ W&G, pp.61-62, 69-75 ¥ Guest lecture by Prof. Ram rez-Berg
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Th	9/27	Conclusion of Part 1: Foundations	¥ <i>Ethnic Notions</i> video (56min.)
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Friday, Sept. 28: Assignment 1 is due by 4:45 p.m. at the RTF main office, CMA 6.118

Tuesday 10/2: EXAM 1

Part 2: Representations & Participation of Ethnic Minorities in the Media

A.1 Film & TV: Blacks/African Americans

6	Th	10/4	History of representations	¥ W&G, pp. 75-76, 86-89, 96-99 ¥ Bogle, Black beginnings... ¥ <i>Color Adjustment</i> (Part 1)
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7	T	10/9	History (continued)	¥ Gray, The transformation of TV ¥ Downing, The Cosby Show and American ¥ <i>Color Adjustment</i> (Part 2)
	Th	10/11	Contemporary issues	¥ Possible guest speaker: Prof. Craig Watkins ¥ Artz, Hegemony in Black & White ¥ Gray, Black representation in the post network ¥ Segments from <i>Hollywood Shuffle</i> , <i>Bamboozled</i> Recommended: ¥ Dates & Barlow, <i>Split image: African Americans in the mass media</i> (1990) ¥ Gray, <i>Watching race: Television & the struggle for Blackness</i> (1997) ¥ Watkins, <i>Representing: Hip Hop culture and the production of Black cinema</i> (2000)

A.2 Film & TV: American Indians/Native Americans

8	T	10/16	History of representations	¥ W&G, pp. 62-63, 74, 95-96
	Th	10/18	Contemporary issues	¥ Bird, Gendered construction ¥ Clips from <i>Return of Navaho Boy</i> ¥ Possible guest speaker, Benny Klain

Week of Oct. 29-Nov. 2: Proposals for Assignment 2 due in discussion sessions.

A.3 Film & Television: Latino/Hispanics

9	T	10/23	History of representations	¥ W&G: pp. 65-67, 79-80, 89-91 ¥ Woll, Bandits & Lovers... ¥ Ram rez-Berg, Stereotyping (pp.294-300) ¥ Guest speakers: Hector Amaya & Henry Puente ¥ Clip from <i>Bananas is My Business</i> , <i>Salt of the Earth</i> and/or <i>Zoot Suit</i>
	Th	10/25	Contemporary Issues	¥ NCLR, Out of the picture ¥ Subervi & Flores, Exploring ¥ Talerico, In his element: Robert Rodriguez ¥ Clips from <i>Condo</i> , <i>The Brothers Garcia</i> , <i>Dora the Explorer</i> , and <i>Boulevard Nights</i> Recommended: ¥ Subervi, Mass communication & Hispanics <i>Handbook of Hispanic Cultures in the US</i> (1994) ¥ Noriega, <i>Shot in America: Television, the state, and the rise of Chicano cinema</i> (2000) ¥ Watch the following movies: <i>Luminarias</i> , <i>Lone Star</i>

A.4 Film & Television: Asians & Asian Americans

10	T	10/30	History of representations	¥ W&G, 67-69, 81-84, 91-94 ¥ Shim, From Yellow Peril ¥ <i>Slaying the dragon</i> video, 60 minutes
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Th	11/1	Contemporary issues	¥ Nga, The long march ¥ Kang: <i>All American Girl</i> and images ¥ Possible guest speaker: Jane Park
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A.5 Film & Television: Other Ethnic Groups

11	Th	11/6	Past & present: overview	¥ Woodbury, Media stereotypes of Jews ¥ Lind & Danowski, Representation of Arabs ¥ Fuller, Hollywood holdings us hostage ¥ Clips from <i>Jews, Movies, & the American Dream</i> video about Arabs in film; produced by students Recommended: ¥ Watch the whole film: <i>Jews, Movies, & the American Dream</i> , 100 min.
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Thursday 11/8: EXAM 2

PART 2: REPRESENTATIONS & PARTICIPATION (topic continues) B. Print & Broadcast News

12	T	11/13	Historical representations	¥ W&G, Chapter 7, pp. 150-161 ¥ LeNoir, Image distortion disorder ¥ Allentown, ABC news clip on Puerto Ricans ¥ America in Black & White, video
	Th	11/15	Current Issues	¥W&G, Chapter 7, pp. 161-167 ¥ Columns & features from the News Watch website http://newswatch.sfsu.edu/ ¥ Woods, Summary of Models of excellence project (available on the 316M website) ¥ Heider New coverage ¥ Possible guest speaker: Prof. Don Heider Recommended: ¥ <i>Selections from honored newspapers</i> , and ¥ <i>Tips on covering racial & ethnic stories</i> from the Let's do it better!, The Columbia Workshop on Journalism, Race & Ethnicity One copy on reserve (UGL), Another available at the TA's office

Tuesday, Nov. 20: Assignment 2 is due at the start of this class.

C. Advertising

13	T	11/20	Past & present: overview	¥ W&G, Chapter 5 ¥ Seiter, Different children ¥ Cortese, Symbolic racism in advertising
			¥ W&G, Chapter 5	T 11/20 Past & present: overview ¥ Seiter, Different children ¥ Cortese, Symbolic racism in advertising ¥ Possible guest Speaker: Prof. Marye Tharp

Thanksgiving Holiday – No lecture or discussion sessions, Nov. 22-24

PART 3: ADVOCACY FOR CHANGE, AND THE DEVELOPMENT OF ETHNIC-ORIENTED MEDIA

14 T 11/27 Advocacy & employment issues ¥ W&G, Chaps 9-10

 Th 11/29 Ethnic-oriented media ¥ W&G, Chapter 8

Evaluations of discussion sessions: M, W, F during the discussion times.

15 T 12/4 The future; Conclusions ¥ W&G, Chapter 11

Last half-hour of class: evaluations of 316M lectures: professor

Thursday, Dec. 6: EXAM 3