

Appendix

Sampling of 15 US communication & journalism schools and courses, special programs and centers devoted to diversity

Arizona State University

Walter Cronkite School of Journalism & Mass Communication

“The Cronkite School focuses heavily on journalism diversity throughout its curriculum and in its professional programs, but the emphasis on diversity is particularly pronounced when it comes to applied research.

In recent years, faculty members, supported by student researchers, have conducted a number of major research projects that have contributed substantially to the understanding of diversity and its importance in newsrooms.”

Fall 2009 Course Offerings:

- **JMC 366 – Journalism Ethics and Diversity**
 - Seminar (24 students)
 - Twice a week, 1 hr 15 min/class
 - Explores contemporary news media ethical problems in a seminar setting. Uses journalism ethical perspectives to obtain keys to unlock contemporary dilemmas surrounding the news media.
 - Taught by: Rosenhouse; Scarp; Ruelas; Bramlett-Solomon
- **JMC 498 – Topic: Latino and Transnational Issues**
 - Lecture (19 students)
 - Once a week, 2 hrs 50 min/class
 - Small-group study and research for advanced students within their majors. Major status in the department or instructor approval is required.
 - Learn from top faculty and experts in journalism, history, politics, religion, law, economics and sociology as you explore Latino communities and U.S.-Mexico transnational issues. Students can move on to an in-depth field reporting experience in the new Carnegie-Knight News21 initiative, in which they are paid fellows during the summer, developing sophisticated multimedia reporting projects.

- Taught by: Former Executive Editor of the Sacramento Bee Rick Rodriguez, the first Latino president of the American Society of Newspaper Editors and a national leader in news diversity issues.

Events

- **Covering Ethnicity in Sports**

- Sports journalists' panel tackles questions about diversity of coverage.
- The Changing Face of Sports Coverage, Oct. 14, 2009 3:30 - 5:30 p.m.
- The First Amendment Forum, Walter Cronkite School of Journalism and Mass Communication, 555 N. Central Ave., Phoenix
- Carnegie Professor of Journalism Rick Rodriguez will moderate a panel featuring The Seattle Times sports reporter José Romero, The Arizona Republic Phoenix Suns' reporter Paul Coro, The Arizona Republic sports columnist Paola Boivin, former Arizona Cardinals offensive guard Rolando Cantu and Arizona Diamondbacks President and CEO Derrick Hall.
- The panel, sponsored by the Arizona Latino Media Association, features a discussion on how sports journalists cover athletes of diverse ethnicities.

Centers/Resources/Databases/Projects

- **National Center on Disability & Journalism**

- The NCDJ provides resources, including a style guide and reporter tip sheet and source list, for journalists covering people with disabilities. The center's website, hosted at the Cronkite School, also provides a forum for journalists and people with disabilities to share and comment on news coverage. (<http://ncdj.org/>)
- The center was launched in 1998 in San Francisco as the Disability Media Project to raise awareness of how the news media cover people with disabilities.

- **UNITY/McCormick Foundation Electronic Clearinghouse for News Diversity**

- Why: American journalism has had an uneasy history with issues of diversity. The failure of the news media to adequately cover the lives and issues of people of color has been widely discussed and documented in research studies, books and articles over the past 60 years. This growing body of literature contains a wealth of information about the state of diversity within the news media – information that is of immense value to news leaders who make policy decisions in newsrooms, but to whom much of this material was unknown or not easily accessible.
- The UNITY/McCormick Foundation Electronic Clearinghouse for News Diversity Research provides more than 400 abstracts that clearly and concisely summarize the available literature on racial and ethnic diversity and journalism. In addition, the database includes research and writings about the role and portrayals of lesbian, gay, bisexual and transgender people in journalism.
- UNITY President Karen Lincoln Michel said the clearinghouse is an important step in making certain that information about news diversity is readily available to a wide audience. "Until now, information about news diversity has been scattered and easily overlooked," Michel said. "This clearinghouse, with its critical data and important lessons, will help us make better decisions as an industry. We aren't going to be able to say: 'We didn't know'."
- The project was by Steve Doig, the Knight Chair in Journalism at the Cronkite School.

- This project is a joint undertaking of UNITY: Journalists of Color, Inc. and the Walter Cronkite School of Journalism and Mass Communication at Arizona State University and was made possible with a generous grant from the McCormick Foundation of Chicago, a national leader in news diversity issues.

About the McCormick Foundation

- Journalism is one of the main priorities of the McCormick Foundation, a nonprofit organization committed to advancing the ideals of a free, democratic society, including a vigorous and diverse news media. The founder and benefactor of the foundation was Robert R. McCormick, the long-time owner, editor and publisher of the Chicago Tribune until his death in 1955. His foundation, which is independent of the Tribune Co., is one of the nation's largest public charities, having granted more than \$1 billion to organizations in local communities across the country. The foundation has been a major supporter of various projects for UNITY: Journalists of Color, Inc.

About UNITY: Journalists of Color, Inc.

- UNITY: Journalists of Color, Inc. is a strategic alliance of journalists of color acting as a force for positive change to advance their presence, growth and leadership in the fast-changing global news industry. This alliance includes the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists and the Native American Journalists Association.

- Washington Diversity Study

- An in-depth study of ethnic diversity in the Washington press corps in 2008 showed that only about 13 percent of the Washington daily newspaper press corps is made up of journalists of color.
- The study, done in cooperation with UNITY, concluded that there were slightly more journalists of color covering the nation's capital in 2008 than there were four years earlier when UNITY conducted its first census of the racial makeup of the Washington press corps. But progress has been much slower than UNITY officials had hoped. They said improvement is needed not just in overall numbers, but in the number of minority journalists in leadership positions and in the diversification of all news operations — big and small.
- The study was led by Cronkite Assistant Dean Kristin Gilger and was made possible by a grant from the McCormick Foundation of Chicago.
- The study was released at UNITY 2008, the world's largest gathering of journalists of color, held in the summer of 2008 in Chicago. The convention is the signature event of UNITY: Journalists of Color, Inc. — an alliance representing the combined 7,000 members of the Asian American Journalists Association, National Association of Black Journalists, National Association of Hispanic Journalists and the Native American Journalists Association.

- Latino Magazine Study

- The Cronkite School, on behalf of the National Association of Hispanic Journalists, conducted 2006 research on how Latinos are depicted in the nation's major news magazines.
- The study found that coverage of Latinos is sorely lacking in U.S. news magazines. Out of 1,547 total stories published in 2005 by these three magazines, only 18 stories (1.2 percent) were predominantly about Latinos. The stories most often focused on the topic of immigration, often portraying Latino immigrants as a negative and disruptive force in U.S. society.

- The report, conducted by Dina Gavrilos, former assistant professor at the Cronkite School, examined coverage of Latinos by Time, Newsweek, and U.S. News & World Report during 2005. NAHJ released the results during its 2006 annual convention in Fort Lauderdale, Fla.
- NAHJ commissioned the report because it sought to produce a companion to its annual research report on television network news coverage of Latinos (Network Brownout Report). NAHJ selected ASU's Cronkite School to conduct the study after a nationwide search for a research team.

- **Knight Newsroom Diversity Research**

- Knight Chair and Cronkite Professor Doig conducts the nation's leading research comparing ethnic diversity in the nation's newsrooms to the diversity in the communities those news organizations are covering.
- Doig teams up with Pulitzer Prize-winning journalist Bill Dedman to produce the in-depth look at racial diversity in the newsrooms of U.S. daily newspapers. The project, started in 2002 and funded by the John S. and James L. Knight Foundation, uses computer-assisted reporting techniques to compare newsroom demographics to Census Bureau data in each newspaper's circulation area. The study also charts the progress made by individual newspapers.
- Doig and Dedman, who are among the world's leaders in computer-assisted reporting techniques, also produce a Web page for all 1,400 daily newspapers analyzed.
- The last report, released in 2005, showed that newsroom diversity was below its peak levels at most daily newspapers in the U.S., including three-fourths of the largest papers. The research looked at newsroom employment from 1990 to 2005.
- The next study will use 2010 census data to re-assess how well newsroom staffs reflect the diversity in their communities and which newspapers have made progress or fallen behind in their diversity efforts.

- **Asian American Journalists Study**

- The Cronkite School, on behalf of the Asian American Journalists Association, conducted a 2007 study of attitudes of Asian American journalists.
- The study, led by Doig, found that most members of the association have positive feelings about the work they do, but they worry that media consolidation and newsroom cutbacks will weaken the profession's commitment to diversity.
- The AAJA-commissioned study, "Love and Fear in the Time of Media Consolidation: A Survey of Asian American Journalists," was a Focus Project survey underwritten by the World Journal newspaper. It was released at the AAJA 2007 national convention in Miami.
- "This study proves something we've long suspected," said Jam Sardar, AAJA national vice president for broadcast and a correspondent with the Comcast Network. "We're dedicated to giving people information they need to know about our communities, our cultures and our world. But the opportunity to perform this important public service is at risk. That's why it's incumbent upon everyone, particularly media owners and executives, to renew their commitment to diversity in this ever-changing corporate landscape."

Student Organizations

- Association of Multicultural Journalists

- AMJ is an ASU organization for students of all colors who have joined together to promote multiculturalism in media jobs, to encourage academic excellence and promote professional success.
- Faculty adviser: Director of the New Media Innovation Lab Retha Hill, at retha.hill@asu.edu.

Diversity Principles

“The Walter Cronkite School of Journalism and Mass Communication practices inclusivity in student, staff and faculty populations in order to create an academic environment that embraces diversity of thought and acceptance of all people regardless of race, gender, age, sexual orientation or societal, political, cultural, economic, spiritual or physical differences.

To this end, the school directs efforts to the following four principles:

1. Actively seek out and encourage diverse populations to become productive members of the faculty, staff and student body.
2. Create and maintain a work, learning and social environment that is cognizant and supportive of a diversity of human differences and beliefs.
3. Incorporate within the formal content of the curriculum and in each course an affirmation of the core journalistic values of accuracy, fairness, ethical behavior and sensitivity when reflecting an increasingly multicultural world.
4. Foster and support a climate in which events and activities of the school reflect diversity of awareness, sensitivity to and support for people of different origins, orientations and abilities.”

Boston University

College of Communication

Diversity Principles

“The College stresses: (1) A core liberal arts education that enables students to understand societies’ diverse cultural foundations and stimulates a strong sense of social responsibility...”

Course Offerings

- **COM JO 357 History and Principles of Journalism**
 - o Surveys the evolution of the American press and electronic journalism and their influence in our democracy. Includes freedom of the press, ethics, professional goals, technical developments, social responsibilities, and literature.
- **COM JO 500 Media Criticism**
 - o This challenging course prepares the student to review the products of journalism with a critical eye by exploring real events, how they are described in news reports and essays, and how these reports stand up to the highest standards of accuracy, fairness, and truth.

2008 Freshman Admissions Data by Racial/Ethnic Group available.
<http://www.bu.edu/dbin/infocenter/content/index.php?pageid=909&topicid=12>

Columbia University

The Journalism School

Diversity Principles

“Commitment to Diversity: Diversity is one of the things that make Columbia vibrant, dynamic and exciting.”

- “The Columbia University Graduate School of Journalism is committed to creating and supporting a community diverse in every way: race, ethnicity, geography, religion, academic and extracurricular interest, family circumstance, sexual orientation, socio-economic background and more. We offer a curriculum as pluralistic and polyphonic as New York itself and a community of scholars who embody this commitment to diversity and who encourage discussion and debate.”
- “Students at Columbia find a setting that allows them to explore diversity in a variety of ways and a university that prides itself on serious intellectual inquiry, the exploration of diverse ideas, the strength of interdisciplinary investigation, a culture of dialogue and debate and a student body committed to service and civic engagement. In this setting, students seek to understand each other and understand themselves. This is the transformative power of diversity in education—its ability to enrich the individual as it enriches the community and society as a whole.”

Student Organizations

- **Columbia J-School AAJA Student Interest Group**
 - o Contact: Van Tieu, Student Liaison
vtt2106@columbia.edu
- **Columbia Chapter of the National Association of Black Journalists**
 - o Contact: Marvin Anderson, Chapter President ma2913@columbia.edu
- **Columbia Chapter of the National Association of Hispanic Journalists**
(pending chapter approval)
 - o Contact: Professor Elena Cabral, Adviser, mec9@columbia.edu

- **Columbia J-School Lesbian & Gay Student Interest Group**
 - o Contact: Leon Braswell, Adviser
lb2545@columbia.edu
- **Columbia J-School SAJA (South Asian Journalists Association) Student Interest Group**
 - o Contact: Prof. Sree Sreenivasan (faculty liaison)
saja@columbia.edu

Fall 2008 Course Offerings

- **Critical Issues in Journalism** 2 credits Instructors: David Klatell, Andie Tucher Fri., 12:30-3 p.m., Richard Wald Thurs., 7-9 p.m. This course, required of all students, explores the social role of journalism and the journalist from legal, historical, ethical, and economic perspectives. While the course covers some of the same issues raised in Journalism, the Law and Society, they are examined more from an ethical and professional point of view.
- **Social Impact of Mass Media** Instructor: Andie Tucher Wed. 4 to 6 p.m. In this course we explore the social consequences of what journalists do and the complex relationships between the press and the public. Through readings, class discussions, and close observations of media past and present, we locate the work of journalism in its social, historical, and theoretical context, focusing on such topics as the media's obligation to society; relationships between the press and the theory and practice of democracy; the media and storytelling; social ramifications of new technologies and new economic structures; and how the media are implicated in our perceptions of time, space, memory, and identity.
- **Destination Out: Foreign Reporting Off the Beaten Path** Instructor: Howard French Mon., 6-8 p.m. Foreign correspondents enjoy an image as the most seasoned and trusted of reporters. This class will take a close look at what happens when reporters are thrust, most often by crisis or emergency, into coverage of places that receive at best only episodic attention from the world's media, focusing on examples drawn from Africa, Asia and Latin America. It will examine some of the pitfalls working in places that tend to be unfamiliar to reporters and their editors. The aim of the course is nothing short of building the better reporter: people who can ramp up quickly, for sure, but also people who take seriously the need to study history, appreciate the nuances of culture and keep up their guard against clichés and conventional wisdom. Students will be expected to participate in in-depth discussions of weekly readings on individual countries or crises aimed at raising their cultural awareness and appreciation for the use and misuse of history in journalism. Working foreign correspondents will be guests on occasion in the seminar. During the course of the semester, students will be required to write three papers, including two criticisms of current foreign newspaper or magazine coverage and a longer, heavily reported essay on a foreign topic of the student's choice. For this project, students will be expected to interview.

Workshops

- **Let's Do It Better! Workshop on Journalism, Race & Ethnicity**
 - o Race remains our nation's most enduring dilemma. Journalism, as a special calling, has a responsibility to help society deal more honestly and effectively with racial and ethnic issues. The Let's Do It Better! Workshop on Journalism, Race and Ethnicity was developed in 1999 as an innovative idea to prod better performance in hiring but especially to establish benchmarks on how to tell *all* of America's stories.
 - o The program was developed by Pulitzer Prize Administrator Sig Gissler, then a professor

of journalism at Columbia's Graduate School of Journalism, with a simple premise: promote best practices on the coverage of race and ethnicity to provide editors with guidelines on how to tackle society's most complex topic.

- The Ford Foundation, under the leadership of Jon Funabiki, the former deputy director of media and culture programs, bought the idea, enabling the school to develop a two-step process that involves both "best practitioners" and "gate keepers" in recognizing achievements that were worth teaching.
- The first workshop was attended by 17 "gatekeepers" and 15 "best practitioners" plus an assorted number of facilitators who had worked with Gissler to develop the program. Some of those facilitators and subsequent advisers—Walt Swanston, diversity director of NPR, Victor Merina, a fellow at the USC Annenberg Institute on Juvenile Justice, Keith Woods, dean of The Poynter Institute, Sharon Rosenhouse, managing editor of the *Sun-Sentinel* in South Florida, and Charlotte Hall, editor of the *Orlando Sentinel* – are still stalwart supporters of the program.
- Since that initial workshop, more than 40 percent of those gatekeepers have subsequently led their newsrooms to produce award-winning work in the competition while other stories went on to win some of journalism's most prestigious awards. One story, "The Tale of Two Cultures" by Elizabeth Llorente of *The Record* in Bergen, N.J., was the focus of a Michelle McQueen Martin segment on ABC's *Nightline*. The "Rim of the New World" series by Anne Hull of *The Washington Post* was a Pulitzer Prize finalist and Stephen Magagnini's "*Orphans of History*" won the ASNE Writing Award for Diversity. Another series, "*Enrique's Journey*," won the Pulitzer for *Los Angeles Times* reporter Sonia Nazario, while "The Troubles at King/Drew" captured the Pulitzer's Public Service Gold Medal in 2005.
- Based on the success of the pilot, Ford continued to fund the Let's Do It Better! program, making it the crux of the school's new Continuing Education division.
- This workshop has fulfilled the dream that Gissler and Morgan envisioned of providing a "safe space" for journalists to focus on improving their story telling—an ingredient that is often lost in industry diversity training programs. While the newsroom numbers are vital for change, the job of the journalist is to tell the story—completely and accurately. This can only be accomplished when journalists reach out beyond their own comfort zone, to listen to and find compassion in people who are not like them. The Let's Do It Better! program illustrates that this type of story telling, one that covers multiple perspectives, is everyone's job, no matter what race, creed, class or ethnic background.

Published Compilations

- **The Authentic Voice: The Best Reporting on Race and Ethnicity**
 - A compilation of newspaper and broadcast stories that have been published as a text book/dvd/website project. The book is edited by Arlene Notoro Morgan, workshop director; Keith Woods, dean of Poynter Institute; and Alice Pifer, director of professional education at the school.

Indiana University at Bloomington

School of Journalism

Course Offerings

- **JOUR-J261 Globalization and Media (Elective)**
 - o From the film Slumdog Millionaire's runaway success in the U.K and the U.S to the boom in newspapers and magazines in China, the rise of the Islamic fashion industry in Turkey, and the popularity of basement Bhangra and Bollywood beats in New York, it seems that we live today in the paradoxical and connected world that globalization has created. This course will begin with an exploration of globalization's historical foundations in colonialism and its highly contested meanings and definitions. Then, we will shift to the media's place within social, political, and economic processes of globalization through considerations of global media ownership and production, media content, and media audiences. The global media addressed in course lectures and readings will include traditional and online news, advertising, public relations, and citizen-generated media.
- **JOUR-J375 Race, Gender and the Media (Elective)**
 - o Survey and analysis of how news and entertainment media represent issues of race and gender. History of women and people of color as media professionals and media consumers. Discussion of contemporary problems and potential solutions.
- **JOUR-J410 The Media as Social Institutions (Core Course)**
 - o Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic, and cultural factors on the operation of the media.
- **JOUR-J423 Public Opinion (Research Elective)**
 - o Behavioral study of nature, operation, molding, and influence of public opinion, with practice in its measurement and evaluation. Discussion of major political, social, economic, and cultural problems.
- **JOUR-J450 History of Journalism (Research Elective)**
 - o American social-intellectual history integrated with the story of news media development, emphasizing the historical relationship of the mass media to American social, economic, and cultural patterns and developments. Origin, growth, shortcomings, and achievements of media. Impact of society on the media and vice versa.
- **JOUR-J460 Media and the Civil Rights Movement (Research Elective)**
 - o A reading and research seminar in which students study print and broadcast coverage of the Civil Rights Movement and carry out original research projects on some aspect of the media's relationship to the movement, with an emphasis on the African American press, movement media, and active efforts by movement organizations to shape mainstream coverage. Projects would draw on manuscript collections (e.g., SNCC papers), oral histories, and primary texts (newspapers, magazines, video). J 460 may be repeated twice for credit with different topics.
- **JOUR-J460 Media in Latin America: Messages and Moguls (Other)**
- **JOUR-J510 Media and Society Seminar**
 - o Examination of structure, functions, ethics, and performance of communication and mass media, stressing a review of pertinent research literature. Analysis of media policies and performance in light of communication theory and current economic, political, and social thought.

- **JOUR-J573 Ethnographic Reporting and Writing**
- **JOUR-J574 Gender and Media**
 - o This course takes the approach that gender is a social, cultural, and economic phenomenon, not merely a biological construct. Hence, we start with the fundamental question “How do males become men and how do females become women?” Throughout the semester, we will examine the ways in which other social categories and identities—race, class, age, and sexual orientation—are central to the creation and maintenance of gender differences. This course seeks to expose you to current and cutting-edge work in the broad interdisciplinary arena of gender and media; hence, the course readings and class discussions will address the complex ways in which conceptions of gender structure the economic and cultural landscape of media including newspapers, television, magazines, advertising, billboards, and photography. The course will go beyond the geographic borders of the United States to consider the relations between gender and media culture in Europe and Asia.
 - o Taking a cultural studies approach to the media, course materials focus on masculinity and femininity in media texts, media production processes, and audience reception. While the emphasis of the course on media texts reflects the prolific research in this area, my goal in allocating much of the semester to readings on media representations is to offer you examples of research that can guide your thinking on your own final projects. The range of topics in the portion of the course on media texts includes consumer culture, television news, feminism, sexual violence, celebrities, masculinity, gay and lesbian media, and youth culture. In the section on media production, we will examine the institutional (state and corporate) deployment of gender in the marketplace and in the workforce. Finally, the course introduces students to studies of audiences so we can learn about readers’ and viewers’ engagement with media representations of gender in their everyday lives. For their major assignment, students will critique the social construction of gender in a set of media texts of their choice.
- **JOUR-J614 Communication and National Development**
 - o Study of the structure and roles of the mass media in national development and the application of communication theory and technology to the problems of development and social change.
 - o Instructor: Radhika Parameswaran
- **JOUR-J650 History and Philosophy of the Media**
 - o Lectures and discussion on the origins, the historical growth, and the philosophical roots of the communication media, with particular emphasis on the relationship between the media and political, economic, social, and cultural trends in the United States.

Organizations

- **Society of Professional Journalists**
 - o Offers programs about diversity
 - o “The Society of Professional Journalists is a national organization founded in Greencastle, Ind., at DePauw University in 1909 as Sigma Delta Chi. Now headquartered in Indianapolis, SPJ aims to maintain a free press, protect First Amendment rights, and promote ethical behavior and excellence in journalism. The IU chapter encourages the same values among the next generation of journalists. The group offers programs about freedom of information, diversity, and finding internships and jobs.

Research

- **High School Journalism Institute**
 - o Minority Student Academic Comparisons Between Those With and Those Without High School Newspaper or Yearbook Experience by IU Professor Jack Dvorak and Professor

Candace Perkins Bowen (Kent State) and IU Ph.D. Student Changhee Choi

- In order to better understand the worth of high school publications experiences, this study examines minority high school journalism students as compared with non-journalism minority students. By using data gathered in ACT pre-college standardized tests as well as results of collegiate performance, the authors found that journalism students outperformed non-journalism students in 12 of 15 major academic comparisons. For this study, 5,369 minority students were studied from a national database. Of those, 993 (18.5%) had served on the staff of a high school newspaper or yearbook.

Michigan State University

School of Journalism

Course Offerings

- **JRN370 Social Groups and the News Media**
 - News media coverage of various social groups. Gender, race, ethnicity, sexual orientation, age, and disabilities. Economic, political, and sociological factors affecting coverage. Minority, ethnic and alternative media outlets.
- **JRN 391 Current Issues in Journalism**
 - Selected themes, topics or issues involving emerging practices of journalism and operations of mass media.
- **JRN 325 History of Journalism**
 - Origins and development of news media including newspapers, magazines, television and radio.
- **JRN 815 Seminar in Press and Society**
 - Role and performance of news media as organizations and as institutions in society.

Student Organizations

- **The Hispanic in Journalism Program**
 - This program aims to recruit Hispanic students into newspaper journalism. Student participants receive mentoring from the program coordinator Victor Inzunza and are eligible for a Gannett Hispanics in Journalism Scholarship. These scholarships are available to qualified Hispanic journalism majors who seek careers in print journalism. Criteria include financial need, good academic standing and demonstrated potential for success in journalism.
 - Contact: Victor Inzunza
inzunza@msu.edu

University of Maryland

Philip Merrill College of Journalism

Courses Offered

- **JOUR200 History, Roles and Structures**
 - o Introduction to the critical study of journalism from the standpoint of media history and sociology.
- **JOUR410 History of Mass Communication**
 - o Development of newspapers, magazines, radio, television and motion pictures as media of mass communication. Analysis of the influences of the media on the historical development of America.
- **JOUR450 Mass Media in Society**
 - o Ethical, moral, political, economic, and social consideration of mass communication.
- **JOUR452 Women in the Media**
 - o Participation and portrayal of women in mass media from colonial to contemporary times.
- **JOUR452 News Coverage of Racial Issues**
 - o Analysis of news media coverage of issues relating to racial minorities in the United States, with special attention to Hispanics, Asian Americans, African Americans and Native Americans.

Programs/Centers/Organizations

- **China Journalists In Residence Program**
 - o The US-China Education Trust and the University of Maryland's Philip Merrill College of Journalism have partnered to send prominent American journalists to China each year. The program, which started in 2004, partners with Chinese journalism schools and allows the journalists to give lectures across the country.
- **Salzburg Academy for Media & Global Change**
 - o ICMIPA, together with the Salzburg Global Seminar established the "Salzburg Academy on Media and Global Change" in summer 2007. The annual three-week summer session brings together a global faculty and 60 undergraduates and graduates to live and study in residence in Salzburg, Austria. Two courses are offered for credit. The intent of the program is to encourage cross-cultural thinking about the roles media play in global affairs and policy, to help students and faculty appreciate distinctive international media and policy models, to consider and initiate norms regarding media's role in promoting global awareness and understanding, and to develop curricular tools and cross-regional case studies for media, public policy and other related courses that are otherwise unavailable or would be prohibitively expensive to generate for a single institution.
- **National Association of Black Journalists**
 - o In the First Quarter of 2010, we will be moving into our newly constructed office suites on the University of Maryland campus.
 - o In addition to our spacious new office suite, NABJ will have access to state-of-the-art classroom and news laboratory spaces; professional training centers; the Richard Eaton Broadcast Theater; the Edith Kinney Gaylord Journalism Resource Center; a multi-media "news bubble" lab; four 18-seat news labs; three seminar rooms; two 30-seat classrooms;

the Gene Roberts Executive Board room; and multiple meeting spaces for formal and informal gatherings.

University of Missouri

Missouri School of Journalism

Course Offerings

- **JOURN2000 Cross-Cultural Journalism**
 - o Cross-Cultural Journalism provides journalistic tools for the coverage of diverse ethnic, gender, ability and ideological groups inside and outside the United States. The critical role of diverse voices in a democracy will be discussed.
- **JOURN3000 History of American Journalism**
 - o American mass media from colonial days to present in the context of social, economic and political change.
- **JOURN4716 Women and the Media**
 - o Focus on portrayal of women in American mass media. Other goals: historical perspectives on women as journalists; exposure to issues usually not covered by mass media; research and writing skills.
- **JOURN4426 Religion Reporting and Writing**
 - o Advanced seminar in religion reporting and writing. Examines the role of religion journalism in faith, public life and culture.

New York University

Arthur L. Carter Journalism Institute

Undergraduate Course Offerings Spring 2010

- **Reporting Downtown**
 - o Whether you're based in Paris or Los Angeles, Beijing or Wyoming, covering a geographic beat is a unique experience because you need the confidence and skills to write about everything. For this class, our territory is the world situated south of 14th Street. Each of you will be based in a specific neighborhood, where you'll cover a wide range of stories. Whether you're reporting on crime or culture, politics or hot parties, you'll learn what it takes to parachute into a new locale and find your bearings. This class will unleash your inner adventurer by strengthening your interviewing/writing abilities while you're developing a reportorial voice. Guest speakers and field trips will be essential to our journey.
 - o Betty Ming Liu
- **NY Characters**
 - o Students will report on one of the most fascinating aspects of New York: its stunningly diverse people. The goal is learning how to craft strong, captivating stories featuring

classic New York characters and settings—with emphasis upon resourceful newsgathering and interviewing; responsible presentation of facts and events; vivid character development, color and detail; coherent structure, impeccable mechanics, and artful language. Students will be required to write four short features profiling local individuals, groups, venues, and/or institutions, with a fifth (longer, more in-depth) piece as their final. Through field trips, guest speakers, in-class exercises, readings, lecture and discussion, students will be encouraged to not only strengthen their reporting/writing skills, but also to broaden their perspectives about the varied cultural/socioeconomic milieus of their subjects. These New Yorkers may be "ordinary folks" or luminaries, individuals who are extremely successful in their fields or who are struggling to overcome serious challenges, born-and-bred New Yorkers or part of the immigrant tapestry that lends color and vibrancy to our city.

- Vivien Orbach-Smith

- **Culture Wars**

- For decades we've heard about the culture wars tearing our country apart, red vs. blue, believer vs. heretic, Hillary vs. Sarah. In this course, students will dig beyond and beneath the rhetoric to get to know the people on both sides of the divide. As we examine the usual hot-button issues—abortion, gay rights, the role of religion in public life, notions of class (both economic and cultural) and their historical context, students will develop their own beats among these issues. The heart of the course is reporting, not opinion writing. It is assumed that you have strong opinions about many of these topics—and in no way is the course suggesting that "all opinions are equally valid"—but one goal of great journalism is to illuminate how people think. During this course, each student will be required to spend much of the semester reporting on people on the "other side" of an issue you feel strongly about. Students will write a series of short pieces in several genres and a final carefully reported 3,000-word story, all growing out of your beat. Reading may include *Rapture Ready!: Adventures in the Parallel Universe of Christian Pop Culture* by Daniel Radosh (a secular Jew writing about evangelical Christians), *Contested Lives: The Abortion Debate in an American Community* by Faye Ginsburg (a feminist writing about anti-abortion activists), and/or *Predictably Irrational: The Hidden Forces That Shape Our Decisions* by Dan Ariely (a behavioral economist writing about us all).

- Carol Sternhell

- **Sex and Gender in NYC**

- Boy or girl? It's the first question asked about who we are—and today what that means is up for grabs as social, cultural and scientific revolutions influence our most deeply-held beliefs and behaviors. In this course, students will report from the front lines of these most private and public questions, developing story ideas, researching and writing about women's issues, GLBT rights and movements, sex and youth, pornography and the sex trade, reproductive rights, STDs and public health policy. Developing their own beat within the course, students will pick an area of concentration, then write a final 3,000 word story combining grassroots, policy, activist, and academic sides of their subject. While emphasizing rigorous reporting and research, the course takes a practical focus, encouraging students to write and angle stories to publish, shaping their work to fit the tone and style of their target publications. Toward that end, students write queries carefully pitched to magazines and editors of their choosing, developing professional skills and contacts.

- Jessica Seigel

- **Women and the Media**

- Why do we think that way? What do we mean by "women" and "men"? If you were a visiting anthropologist from Mars, how could you use our culture's media to understand

our ideas about gender? Women & the Media is a collaborative seminar that examines the complex relationship (or different contradictory relationships) between those humans we call "women" and those forms of discourse we call "media." We will consider women both as subjects and objects, as artists and models, as creators of "media" in its many forms and as media's creations. What does our culture's "media" tell us about how we read gender? What, if anything, does our gender tell us about our readings of "media"? Student participation in this seminar is key: students are expected to attend all sessions, to complete all the reading (there's lots of reading!), to participate actively in discussion, and to lead one of the class sessions themselves. Leading a class means opening the day's conversation with a presentation, critiquing and elaborating on the assigned reading, bringing in additional relevant material, and suggesting questions or issues that seem particularly interesting or troublesome. The purpose of the course is to develop our critical and self-critical faculties as journalists, media critics, consumers of media, and women or men; to think clearly, challenge our pet assumptions, and have fun.

- Carol Sternhell
- **Minorities in the Media**
 - Demographics alone suggest that America is a different thing than it was just a few years ago. A shifting racial and ethnic makeup has cast the discussion of how news organizations cover minorities in a near-holographic glow, ever-changing. It is the purpose of this lecture course to dissect and understand the constellation of factors that influence coverage, including the Civil Rights movement, the Americans with Disabilities Act, the growing disparity between haves and have-nots, politics, ethics, economics and the mores of the modern print, broadcast and internet newsrooms. We will examine the myriad ways that people, places and whole issues are tagged with labels and become caricatures. We will move beyond conventional wisdom, beyond simply finding fault, to achieve our most important goal—to arrive at ideas and solutions for richer, more illuminating and precise coverage.
 - Pamela Newkirk
- **When in Rome: Ethnography for Journalists**
 - We'll start with a look at some classic studies and learn how the ethnographic tradition arose. Next will be a short course in ethnographic fieldwork: How is it different from traditional journalistic research, and how does one do it? Finally, students will identify a person (it could be a bodega owner or a skateboarder), or small group of people (it could be a girls' soccer team, a group of Masons, or political activists) whose lives they will study over several weeks and then write about.
 - Ted Conover

Graduate Course Offerings Spring 2010

- **Reporting Social Worlds**
 - The focus of this course will be reporting on the myriad small worlds and social groups—generated by social identities, hangouts, neighborhoods, institutions, occupations, beliefs, interests—that define the texture of contemporary life and increasingly shape the news, especially in a city as culturally rich and various as New York. Writing, reading, and discussion will emphasize constructing a narrative and observing and describing the details essential to depicting social and cultural milieus with accuracy and power. Students will also be expected to pay close attention to the assumptions and thought processes that go into shaping their stories. The best writing on social groups and milieus reflects both assiduous attention to reporting and a strong, individual voice and vision. We all belong to a variety of social worlds, and the better we understand our own

relationship to those worlds, the more we will be prepared as journalists to understand other people.

- Suketu Mehta

- **Literary Journalism: Perspectives On Race and Class**

- This seminar examines the ways in which some of the major writers of the 20th and early 21st-centuries have reported on the key and ever-controversial issues of race and class. We will look at how these issues have, historically, been written about, and at how some of today's best reporters and essayists are approaching them; and we will explore how concepts of class and race have changed over the last century. Among the writers whose works we'll study are W.E.B. Du Bois, James Agee, George Orwell, James Baldwin, Jamaica Kincaid, Henry Louis Gates, Jr., William Finnegan, Anthony Lewis., and Orlando Patterson. We'll explore controversial issues such as affirmative action, the increasing polarization of wealth, and the legacy of slavery. This is an intensive reading course with a major final project.

- Susie Linfield

- **Minorities in the Media**

- It has been more than four decades since President Johnson's National Advisory Commission on Civil Disorders released its findings on the civil unrest that erupted in urban areas across the nation. The panel, commonly referred to as the Kerner Commission, concluded that we are living in two nations, "black, white, separate and unequal," and devoted an entire chapter to the impact the media had on our society's race relations. "We believe that the media have thus far failed to report adequately on the causes and consequences of civil disorders and the underlying problems of race relations," the report said. It added: "The media report and write from the standpoint of a white man's world. The ills of the ghetto, the difficulties of life there, the Negro's burning sense of grievance, are seldom conveyed." The report criticized as "shockingly backward" the industry's failure to hire, train and promote African Americans. At the time, fewer than five percent of the newsroom jobs in the United States were held by African Americans. Today, despite the election of President Obama and the progress that's been made in the hiring and coverage of African Americans and other so-called minorities, many critics say that the Kerner Report findings continue to resonate today. With the report as a backdrop, we will examine the portrayals of racial and ethnic minorities in the media, paying particular attention to African Americans - the subject of the Kerner Report - but also other marginalized groups, including Latinos, Asians, women, and gays and lesbians.

- Pamela Newkirk

University of North Carolina at Chapel Hill

School of Journalism and Mass Communication

Diversity Principles

The school is committed to diversity in fulfilling its teaching, research and service missions to students and to the citizens of North Carolina. Diversity enhances the educational experience for students, helping to build their skills on a stronger foundation of accuracy, clarity, fairness and ethics.

The school's faculty is constantly engaged in identifying opportunities to expand the school's diversity initiatives. This is true in the courses taught, guest speakers invited or the professional development offered. Alumni and friends play an important role by supporting programs and scholarships that encourage diverse perspectives in the school.

Minority students constitute about 16 percent of the school's enrollment, and the school has six full-time faculty members of racial or ethnic minorities. The school's efforts to increase minority student enrollment and to retain minority faculty members lead to increased diversity in professional mass communication.

Professionally, the school has forged strong ties to national and state diversity organizations, the National Association of Black Journalists, the N.C. Press Association and the Triangle Association of Black Journalists, among others. The school supports the Carolina Association of Black Journalists (CABJ), an active student chapter affiliated with the National Association of Black Journalists that was named the best student chapter in the country in 2001, 2002 and 2007. With the school, the N.C. Press Association sponsors an annual minority job fair and all-day workshop. The school also assists CABJ in organizing minority students to participate in Howard University's annual Job Fair.

Assistant professor Queenie Byars coordinates the school's diversity initiatives and works with the University's Diversity and Multicultural Affairs office. Byars can be contacted at qbyars@email.unc.edu.

Courses Offered

- **JOMC342 The Black Press and U.S. History**
 - o A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical areas in the African-American experience.
- **JOMC411 Minorities and Communication**
 - o An examination of racial stereotypes and minority portrayals in U.S. culture and communication. Emphasis is on the portrayal of American Indians, African-Americans, Hispanics and Asian-Americans in the mass media.
- **JOMC441 Diversity and Communication**

- **JOMC443 Latino Media Studies**
 - o An analysis of media portrayal of Latinos in the U.S. mainstream media, an examination of media catering to U.S. Latinos, and an examination of the way U.S. Latinos use multiple media offerings available to them.

Student Organizations

- **Carolina Association of Black Journalists**
 - o This organization is open to any student in the school or university. Its primary purpose is to support and encourage careers for minority students in mass communication and to sensitize media coverage and employment practices toward minorities. It is recognized as a UNC student organization, and because its membership is predominantly black, it is affiliated with the National Association of Black Journalists. The chapter maintains a directory of minority journalism students and coordinates, with the minority adviser, attendance at job fairs throughout the Southeast and in several metropolitan areas.

Northwestern University

Medill

Diversity Principles

The Medill faculty believes that all students should understand and appreciate diverse cultures and the world beyond the United States. Consequently, 11 of the units chosen to meet the arts and sciences and elective requirements must be related to the study of global and diverse cultures.

Three of these units must be in a foreign language, unless students can demonstrate proficiency as defined by Weinberg College. The other 8 units must focus on one or more of the following themes: gender, race, age, class, ethnicity, religion, or disability. Students choose from a Medill-approved list of courses offered throughout the University but may appeal to Medill's senior director of undergraduate education and teaching excellence if they believe other courses qualify.

Undergraduate Courses Offered

- **JOUR301 Enterprise Reporting in Diverse Communities**
 - o Advanced-skills course on in-depth multimedia reporting and storytelling. By getting to know a specific audience within a Chicago neighborhood and experimenting with a variety of storytelling techniques, students produce cross-platform content for print, broadcast, and the web. The course also provides training in reporting for and about diverse audiences.
- **JOUR371 Journalism of Empathy**
 - o Exploration of writing and reporting about people and places neglected and misunderstood by mainstream America.

Student Organizations

- **National Association of Black Journalists, Northwestern**
 - o The NU chapter of the NABJ is a student association whose goal is to provide services, resources and support for aspiring black journalists.
- **National Association of Hispanic Journalists, Northwestern**
 - o The Northwestern student chapter of the NAHJ welcomes students interested in information and discussion about Hispanic media issues and the industry as it relates to Hispanic journalists.

Ohio University

E.W. Scripps School of Journalism

Diversity Principles

Ohio University is committed to promoting an atmosphere where understanding and acceptance of cultural and ethnic differences are ensured.

President Roderick J. McDavis underscored the University's ongoing commitment to promoting diversity by citing its importance in his 2004 inaugural address. A climate that represents and embraces different cultures enhances Ohio University's ability to provide all of its students with the experiences necessary to successfully compete and achieve in an increasingly diverse and complex society. There is no better way to learn about the world than to create an environment where students of diverse backgrounds—and indeed, students from all over the world—study, live, learn, and socialize together.

Ohio University is bound morally, emotionally, and intellectually to pursue the realization of a vision of real community. As a result, it is committed to equal opportunity for all people and is pledged to take direct and affirmative action to achieve that goal. In upholding its commitment, Ohio University will not accept racism, sexism, homophobia, bigotry, or other forms of violations of human rights. Such actions are inconsistent with, and detrimental to, the values that we hold essential as an institution of higher learning. All students, faculty, and staff of Ohio University are expected to uphold the University's commitment to a just and diverse community and to take a leadership role in ensuring an atmosphere of equality.

The E.W. Scripps School of Journalism attracts, nurtures, and retains a diverse group of outstanding students; supports a diverse faculty offering an array of contributions; offers an environment that equips students to live in a diverse world...

Courses Offered

- **JOUR101 Journalism and Society**
 - o An overview of the nature, purposes, and influence of journalistic work within its social, political, economic, historical, and international contexts.
- **JOUR311 History of American Journalism**
 - o Development of newspaper, magazine, and broadcast journalism from colonial period to present. Social, political, economic, and mechanical aspects.

- **JOUR331 Reporting Contemporary Issues**
 - o Research, reading, and speech reporting on current social problems. Emphasis on analytical skills and ability to report in-depth for mass audience.
- **JOUR332B Reporting Practice**
 - o Assignments at Department of African American Studies in news and feature reporting about black community.
- **JOUR412 Ethics, Mass Media, and Society**
 - o Teaches social responsibility to journalists and other media communicators. Discusses professional codes, responsibility of media for social change, and reaction to political and economic pressures.
- **JOUR413 Gender, Race, and Class in Journalism and Mass Media**
 - o This course explores the situation of women and minorities in newspapers, broadcast, online journalism, magazine journalism, PR, and advertising. It looks at issues of diversity on the level of both the production and the consumption of journalistic content, as well as the content itself.

Institutions

- **Institute for International Journalism**
 - o Part of the E.W. Scripps School of Journalism, carrying out many of the school's international initiatives. Its goals are to prepare students to work as international journalists, support research on topics related to international journalism, enhance communication among journalists, students and media scholars, and cooperate with global partners in journalism education.
 - o **THE GLOBETROTTER** is an international current affairs e-news magazine with feature stories originally investigated, reported, edited, and produced by students of the Foreign Correspondence class. Launched in 2009, the e-news magazine will be published four times a year by the Institute for International Journalism at Ohio University.

University of Pennsylvania

Annenberg School for Communication

Principles

Areas of concentration within The Annenberg School for Communication curriculum include critical, cultural and historical media studies; research on children, family and media; health communication; and political communication. The curriculum also offers opportunities for independent study, internship experience, study abroad, and – through the Communication and Public Service program – for putting communication to work in the service of community.

Research

- Culture, Society and Communication
- Global Communication

News

- Annenberg George Gerbner Postdoctoral Fellow Hongmei Li, an Assistant Professor at Georgia State University, has published the article “Marketing Japanese Products in the Context of Chinese Nationalism” in *Critical Studies in Media Communication*, (Vo. 26, Issue 5, December, pp 435 – 456).

University of Wisconsin-Madison

School of Journalism & Mass Communication

Courses Offered

- **558: Public, Community, and Alternative Media**
 - Examination of media outside the dominant commercial model, especially local and alternative practices, and their cultural role.
- **561: Mass Communication and Society**
 - Relationship between mass communication and society; analysis and evaluation of media performance and the need for change.
- **565: Effects of Mass Communication**
 - Use and effects of mass communication for individuals and societies. Course examines who is affected, what effects occur and how much, what different media content is involved and what situations make effects more or less likely.
- **614: Communication and Public Opinion**
 - The role of mass media in the formation of public opinion. Propaganda goals of government, political, economic and social groups.
- **616: Mass Media and Youth**
 - Children’s and adolescents’ use of mass media and mass media effects of them. Particular attention is given to changes in comprehension and other cognitive activities that give insights into media and effects.
- **620: International Communication**
 - Historical, political, economic and cultural trends in global mass communication systems.
- **621: Mass Communication in Developing Nations**
 - Development, structure and role of mass communication systems in Africa, Asia, and Latin America.
- **662: Mass Media and Minorities**
 - Representations of minority groups in U.S. news and entertainment mass media. Historical, social, political, economic and other factors influencing the mass mediated depictions of minorities.
- **839: Critical and Cultural Studies of Mass Communication**
 - Intensive readings focusing on the critical studies and/or cultural studies traditions in mass communication theory and research. Topics may include political economy of mass media, theories of representation, critical sociology of mass media, critical news analysis and critique, cultural politics and mass media, critical approaches to mass media, race and gender.

- **870: Mass Communication and Societal Institutions**
 - o This course examines systematic procedures for theory building and comparison of theories of communication processes between mass media and other societal institutions and their relationships with both individuals and micro-social systems.

Student Organizations

- **Women in Comm**
 - o A professional organization that promotes the advancement of women across all communications disciplines.

Centers

- **Center for Journalism Ethics**
 - o Journalism Ethics for the Global Citizen is your source for tracking and analyzing ethical issues in your city or around the world. This site is the public face of the new Center for Journalism Ethics in the School of Journalism and Mass Communication at the University of Wisconsin-Madison, www.journalism.wisc.edu
 - o The aim of the site is to support the mission of the Center for Journalism Ethics – to advance the ethical standards and practices of democratic journalism through discussion, research, teaching, professional outreach, and newsroom partnerships. The center is a voice for journalistic integrity, a forum for informed debate, and an incubator for new ideas and practices.
 - o Sampling of features: Divisions Impact the Coverage of Malawian Mining Project, Venezuela’s Socialist Revolution: At the Expense of a Free & Independent Press?, When public interest and community interests clash: A case study of Bosnia and Herzegovina

University of Washington

Department of Communication

Principles

The educational mission of undergraduate study in the Department of Communication is to prepare students for the challenges of a society that is informed, entertained, persuaded, and shaped by communication. We seek out and appeal to students from a variety of backgrounds and perspectives. We nurture socially responsible, literate citizens who can interpret and evaluate the images and messages they create and receive. We teach students to think critically, respect diversity, communicate effectively, and develop the skills needed for the life-long learning that is central to successful careers and rewarding lives.

Courses Offered

- **COM578 Intercultural Communications**
 - o Focuses on the nature of communication between different cultures, including the processes as they occur on sojourns, immigration, negotiations, and conversations across national boundaries. Specific topics include identity formation and expression, intercultural relationships, stereotyping, prejudice, and group affiliation.
- **COM577 Communication in Small Groups**
 - o Reviews major small group communication theories and the history of research on small groups. Topics include structuration, democratic decision making, symbolic convergence, and the influence of personality, gender, and ethnicity on group communication. Involves students in original research projects on communication in small group settings.
- **COM567 Gender, Race, and Communication**
 - o Analysis of the role of media in the construction of reality, production processes, and their influence on media representation of women and people of color. Offered: jointly with WOMEN 589.
- **COM564 Media, Myth, and Ritual**
 - o Examines the way media operate in a secular society with many of the characteristics that traditionally have been imputed to spirituality and religion. Analyzes media's mythological and ritualistic function in society by taking an interdisciplinary approach informed by religious studies, cultural studies, journalism, and communication theory.
- **COM563 Black Cultural Studies**
 - o Takes a critical approach to studying media representations of Blackness. Drawing upon traditions in Africana studies and cultural studies, students engage with theory and practice various methods by regularly presenting on academic works, historicizing events, and unpacking cultural texts.
- **COM552 Social Construction of News**
 - o Examines social, political, economic, technological, and cultural influences on the news. Identifies constraints on journalists and explores how those constraints shape the news and information that journalists and media organizations produce.
- **COM490 Representing Beyond the Binaries: Mixing Race, Gender, and Sexuality in the Media**
 - o Cultural studies approach to examining the mixed formations that race, sexuality, and gender take in the contemporary United States media. Draws upon multi-disciplinary scholarship in examination of the media. Offered: jointly with AES 490/WOMEN 486.
- **COM489 Black Cultural Studies**
 - o Examines how images of Blackness have been (re)constructed. Topics include black women's bodies, black men's bodies, Blackface minstrelsy, black queer studies, black power, and black hybridities. Offered: jointly with AES 489/WOMEN 489.
- **COM488 Race, Gender, and Power in Asian American Media**
 - o Examines the cultural, political, and social facets of Asian American media since 1915 within such key issues as racial and sexist stereotypes, white privilege and hegemony, identity, and agency and empowerment. Informed by critical theories of race and ethnicity.
- **COM484 Cultural Codes in Communication**
 - o Social and cultural codes in interpersonal communication, with special reference to contemporary American subcultural groups and their communication patterns.
- **COM478 Intercultural Communication**
 - o Investigates intercultural communication theory and its application for varying levels of human interaction: interpersonal, intergroup, and international.

- **COM423 Communication and Social Change**
 - o Examines both theory and application involved in using communications media as a tool for addressing political, social, and economic development issues. Utilizes a case study approach to look at localized applications of traditional and new communications tools in the pursuit of sustainable development.
- **COM389 Race, Gender, and Sexuality in the Media**
 - o Introduction to media representations of gender, race, and sexuality. Offered: jointly with AES 389/WOMEN 389.
- **COM289 Communication and Difference**
 - o Explores how communication—from face-to-face to mass media messages—reinforces or challenges certain conceptions of "difference" along racial, ethnic, gender, sexual, class, ability, religion, and other important lines. Examines how communication practices, particularly media, shape our understanding of ourselves, our relationships, other, society, and the world.

Also offers several courses examining international media systems.

News

- **Joseph will teach evening class on mixed race**
 - o Course description: Is it a coincidence that the first nonwhite U.S. president comes from a multiracial background? In the 21st-century United States, mixed-race people, from the chief executive to the family next door, seem to be everywhere. Multiracial births have increased a dramatic 260 percent since the decriminalization of interracial marriage. But has racialized inequality changed with the surging numbers of multiracial Americans? This course will interrogate what it means to understand mixed-race identity in America and what representations and histories of U.S. multiracialism can illustrate about changing notions of race, power, and privilege in the United States.
 - o Ralina L. Joseph is Assistant Professor in the Department of Communication and an adjunct assistant professor in the departments of American Ethnic Studies and Women Studies at the University of Washington.
- **Dr. Ralina Joseph talks about TV diversity on KUOW**
 - o Assistant Professor Ralina Joseph was featured on the Aug. 14 edition of KUOW Presents with KUOW's Jamala Henderson. She spoke about three shows with diverse casts that she enjoys watching. The three shows Joseph critiqued were *Grey's Anatomy*, *House Hunters* and *Scrubs*.
 - o Joseph said she has trouble finding smart, non-stereotypical representations of diversity on television. NAACP studies have shown that the TV industry has made some strides in the area of diversity, but there is still more to be done.
 - o Joseph is working on her second book project, *Speaking Back: How Black Women Resist Post-Identity Culture*, an examination of African American women's resistance to "post-identity," the ostensibly "after" moment of race and gender.
- **Department part of 'Dialoguing Difference' event**
 - o Congratulations to **Manoucheka Celeste** and to everyone who participated in the first annual "Dialoguing Difference" conference, put on by the UW Women of Color Collective on June 5. A number of professors and researchers from across the U.S. presented. In addition to coming up with the idea for the conference, Celeste was part of a panel, with Communication professor Leilani Nishime, on negotiating one's way through higher education as a career. Communication professor Ralina Joseph gave a provocative keynote address titled, "The Race Card."

The University of Texas at Austin

College of Communication

Courses Offered

- **CMS340K Communication and Social Change**
 - o The class examines the complex process of social change by investigating the connection between social movements, rhetoric, and social change. Here we will examine both theories of social change as well as case studies of social movements. Some of the case studies we will study include the current Hip-Hop movement, the counter-culture movement of the 60's, the conservative revolution of the 80's and 90's, and contemporary receptions of race and class. Specifically, we will focus on rhetoric—the messages produced by participants in all social movements. This course is both about history and current practice.
- **CMS364K Gender and Communication**
 - o This class focuses on how our ideas about sex and gender and our identities as men, women, and sexual beings are influenced by and contested in the communication around us, from interpersonal relationships to the mass media, from legislative debates to social movements.
- **CMSF367 Language, Culture, Communication in Hip Hop Nation**
 - o This class looks at the hip-hop nation as a model speech community, to find out what makes a speech community work. We study the innovative things that rappers do with language (the speech acts they perform, their poetry, metaphors, and so on), and how their ways with words have produced new social networks, forms of communication, shared meanings, values—in short: a new culture.
- **CMS348K Ethnographic Research in Communication**
- **CMS386P Microethnography of Interaction**
- **CMS386P Stereotyping and Prejudice in Interpersonal Communication**
 - o This course will confront the problems posed by stereotyping and prejudice in interpersonal communication and consider research and theory aimed at reducing their impact. Class discussions will provide opportunities to contemplate constructive ways of defining these social problems and addressing their negative consequences in relationship development and intergroup dynamics. Recent research concerning the role of cognitive processes in the formation, maintenance, and application of stereotypes will be emphasized.
- **CMS390P Rhetoric and Social Style**
 - o A broad-based consideration of social style (including dress, grooming, posture, entertainment, vehicles, living arrangements, etc.) as a system of communication at the intersection of culture and commodification, with special attention to the expressive and practical functions of such symbolic displays.

Rutgers University

School of Communication and Information

Diversity Principles

Situated between the New York City and Philadelphia metropolitan areas, we are in one of the most diverse regions of the country. We are highly ranked among major universities in the diversity of our student body—where fresh ideas, opinions, and experiences form the backbone of rigorous scholarship and student accomplishment.

Journalism

As a department committed to promoting a vibrant public sphere, our faculty conduct research in the areas of media and public policy; public culture and digital democracy; social movement media; global, local, and regional cultural production; global media and international journalism; nationalism, citizenship and identity, and media diversity.

Courses Offered

- **Intercultural Communication**
 - o The process of communication among individuals from different cultures or subcultures; influence of value orientations, concepts of time, thought patterns, and nonverbal styles.
- **Communication and Gender**
 - o The effects of gender roles in interpersonal communication; examination of literature and research on differences between male and female patterns of interaction.
- **Intercultural Communication Workshop**
 - o Workshop experience designed to help participants understand the impact of culture on their communication behavior and to improve skills in interacting with people from different cultures and subcultures.
- **Gender, Race & Class in the Media (Journalism)**
 - o Content, treatment, and effects of women and minority group coverage in television, newspapers, magazines, popular music and film.

Centers

- **Center for Media Studies**
 - o The Center for Media Studies is concerned with the impact of media on contemporary society. Through research, teaching, public events and outreach, the Center seeks ways for the media to better serve the public interest.
 - o Founded by the Department of Journalism and Media Studies in the School of Communication and Information at Rutgers University, the Center brings faculty and students together from diverse departments at each of Rutgers' campuses to work with citizens, educators, foundations, government agencies, and media professionals.