

**University of Southern California
Annenberg School for Communication
Journalism 466-People of Color and the News Media
Spring 2006**

Instructor: Félix F. Gutiérrez, Professor of Journalism and Communication

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Office Hours: Monday, 2:30-3:30 p.m., Tuesday, by appointment, and Wednesday 11 a.m.-noon.

Class Details: Monday and Wednesday, Noon-1:50 p.m., ASC 331.

Textbook: Clint C. Wilson II, Félix F. Gutiérrez, Lena M. Chao, Racism, Sexism, and the Media: The Rise of Class Communication in Multicultural America, Third Edition, Sage Publications, 2003.

The Term Project:

One of the most interesting aspects of this class is the opportunity for you to explore an aspect of how news media address an issue of people of color and race, ethnicity, language, gender, nationality, or social class. The purpose of the project is to give you an opportunity to explore an aspect of the lives of people of color in the United States as seen through the lens of the news media or the forces that shape the news media, i.e. corporate policies, government regulation, marketing, etc. Since you will be spending a great deal of time on the project you should pick a topic or issue that is very important and interesting to you. The final project should include information gathered both from library and other public sources, as well as information you gathered yourself through interviews, content analysis, or other first-person research. The project can be produced as a written project (12 pages maximum, plus examples) or as a five-page paper describing the issue that is accompanied by something you produce describing that issue (i.e., video, website, brochure, audio production, exhibit, etc.). Two students may work as a team on one project as long as it is understood that one grade will be assigned for the project and that both students will receive the same grade.

Academic Integrity Policy

Since its founding the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations or purchasing papers or other assignments will immediately receive a failing grade in the course and will be dismissed from the School of Journalism. There are no exceptions to the school's policy.

Academic Accommodations Policy

Any students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the professor as early in the semester as possible. DSP is open Monday through Friday, 8:30 a.m.-5 p.m. The office is located in the Student Union room 301 and the phone number is (213) 740-0776.

Grades:

All written assignments will be read, marked and graded. All assignments will be evaluated on both substance and analysis, with deductions made for errors in spelling, grammar and punctuation. The grade of late papers will be reduced by one third of a grade for every day they are late (i.e. An A- paper would receive a grade of B+ if turned in one day late).

Weighting of the assignments for the final class grade will be as follows:

(1) First four weekly written assignments	20%
(2) Midterm Examination	20%
(3) Term Project and Project Presentation	25%
(4) Final Examination	25%
(5) Class participation and contributions	<u>10%</u>
TOTAL	100%

Guide to the Schedule of Class Activities

Date: Topics to be Discussed in Class that Week

Read: Reading assignment to be completed before class. This may be supplemented by additional readings distributed the previous week.

Due: Written assignment to be turned in at the beginning of class.

Presentation: Name and affiliation of outside resources addressing the subject of this week's class.

Do: Out-of-class activity to be completed before the next class.

Schedule of Class Activities

First Week: Welcome to the Class. People of Color in America: Who are they and why are they important? Who are we as a class?

January 9: Welcome and introduction to the students, the class and the professor.

Presentation/Discussion: the why and how of the social, legal and cultural conditions historically faced by people of color in the United States and the role played by news media in both imposing and exposing those conditions.

January 11: Majority Rules-A First Look at Race, Ethnicity and the Media

Read: Chapter 1, Diversity in the Land of Majority Rule: People of Color Today.

Presentation/Discussion: "LosAngelesNow", a documentary video on Los Angeles identities and neighborhoods produced by Phillip Rodríguez, currently with the USC Annenberg Institute for Justice and Journalism. Discussion of how media affects the roles and perceptions of people of color in a Los Angeles, a city where no single racial or ethnic group is in the majority.

Do: Think about four dimensions of your own identity: biological, anthropological, sociological and psychological and how they have affected you and how you live your life. Biological: what is the race/ethnicity of your parents and grandparents; Anthropological: what cultural expressions and experiences are part of your life; Sociological: how do others in society see you and treat you; and Psychological: what do you make of all this and how do you see yourself?

Second Week: Who are you? Where are we? How do media matter?

January 16: Martin Luther King, Jr. Commemoration. No Class

Due: Personal Essay #1. *Who am I? Describe and analyze your biological, anthropological, sociological and psychological identities?* How have they affected you and your life? How have they affected how you see others who are not like you? (Four Pages). Please email papers in Microsoft Word to ffgutier@usc.edu or place in an envelope addressed to Félix Gutiérrez in the Annenberg Mail Services next to ASC 140, by Noon, Tuesday, January 17.

January 18: Race, ethnicity and how media portrayals of people of color affect society and the people in it

The traditional roles of news media in society and how the ways they have fulfilled these roles has affected public perceptions of people of color in the United States.

Read: Chapter 2, Do the Media Matter?

Do: Try to recall your first impression of the earliest images people of color that you saw, read or heard in the media and think about how that affected what you thought about the people portrayed.

Third Week: A Historical Look at Entertainment Media and People of Color

January 23: Symbols, Stereotypes and the Formation of Racial Images and Identities

Read: Chapter 3, The Roots of Racial Stereotyping in American Entertainment.

Due: Personal Essay #2. *Describe and analyze your impressions* of the first movie, television show, comic strip, or children's book featuring a images of people of color that you can recall, tell how it did or did not affect you at the time, and tell how it shaped what you thought of the people portrayed (Four Pages).

January 25: A Historical Look at Latino Images in Film and Television

Video Presentation: "The Bronze Screen: 100 Years of the Latino Image in American Cinema", a video on Hollywood portrayals of Latinos in movies produced by Susan Racho, Nancy de los Santos, and Alberto Domínguez.

Do: Read, watch or listen to something produced for an entertainment medium (film, radio show, television program, comic book, etc.) portraying people of color before 1968 and make notes on how the people, their culture, and their environment were portrayed.

Fourth Week: Entertainment Media and People of Color Today

January 30: Race, Ethnicity and Media: A Historical Look

Read: Chapter 4, Stereotypes Extend into Television and the Video Age

Due: Personal Essay #3. *Describe and analyze your impressions* of how you saw people of color represented in entertainment media produced before the late 1960s that you selected, why such images were popular and how these images shaped the public perception of these people and their roles in society (Four Pages).

February 1: A Historical Look at Black Images on Television

Video Presentation: "Color Adjustment", a video on images of African Americans on television into the early 1990s produced by the late Marlon Riggs.

Do: Read, watch or listen to a selected entertainment medium produced since 1990 and make notes on the presence of people of color and how they are portrayed.

Fifth Week: News Media and People of Color.

February 6: It Starts with Exclusion: A Historical Look at the Role and Coverage of People of Color in Mass Audience News Media

Read: Chapter 5, The Press: A Legacy of Exclusion

Due: Personal Essay #4. *Describe and analyze your impressions* of how you saw people of color represented in a specific entertainment medium produced since 1968. How are these images different than earlier images? How are they the same? How do they build mutual understanding and how do they build misunderstanding? (Four Pages).

February 8: Media cover a fight for racial inclusion

Video Presentation: “News and the Civil Rights Movement”, a video on news media coverage of the 1960s civil rights movement produced by the Newseum, Washington, D.C.

Do: Think about a news media issue that is important to you and that you would like to examine for your term project and how you would like to explore it. The project should explore the relationship of news media to people of color and their race, ethnicity, gender language, social class, or nationality.

Sixth Week: Advertising: The Business Behind the Box

February 13: Marketing and Advertising’s Influence on the Media

Read: Chapter 6, Advertising: The Media’s Not-So-Silent Partner

Do: Select advertisements either representing or directed toward people of color from the past and present for presentation and discussion in class.

Due: A one-page prospectus on the topic or topics you are considering for your term project, how it relates news media to people of color and one other dimension of their diversity, and why you feel these issues are important to our understanding of our society.

February 15: Advertising Images from Yesterday and Today, Midterm Review

Due: Bring to class an example of a historical or current print, broadcast, or on-line advertisement either portraying or directed to people of color and be prepared to discuss how it represents the image of these people and their status in society and why these images were and are successfully used to promote sales of the products advertised. The advertisement should be able to be seen, read or heard by the members of the class.

Seventh Week: Midterm Examination

February 20: Presidents’ Day. No class scheduled.

Due: Ideas for term projects exploring an aspect of people of color and the news media that meets the criteria described earlier. The project must involve both library research and new information you develop yourself through interviews, content analysis, questionnaires or other primary research/reporting techniques. Two pages telling what you would like to explore, why it is important to you, and how you will approach the subject. Two students may work as a team on one project with the understanding that one grade will be assigned to both students for the project. Please email to ffgutier@usc.edu or leave in my box by noon, Tuesday, February 21.

Do: Study for the midterm examination.

February 22: Midterm Examination.

Eighth Week: Public Relations and People of Color

February 27: Public Relations: How to Win Friends and Influence the Media

Read: Chapter 7, Public Relations: Influencing the Content of the Media

Presentation/Discussion: The role of public relations in influencing news media content and a descriptive analysis of social justice advocates have historically used public relations tactics and strategies to raise public awareness of issues facing people of color in areas such as segregation, education, housing, health care, employment through protests, marches, demonstrations, sit-ins, etc.

March 1: Public Relations Opportunities and Conflicts

Guest Presentation: “Public Relations and Social Justice Today”, Dr. Shannon Campbell, Assistant Professor of Journalism, USC Annenberg School for Communication.

Do: Final proposal for your term projects including proposed resources and sources (Four pages).

Ninth Week: Media and Women of Color.

March 6: Women of Color: Doubly Advantaged or Disadvantaged?

Read: Chapter 8, Women of Color: Two Strikes and...?

Guest Presentation/Discussion: “Women of Color and the Media”, Dr. Lena Chao, Professor of Communication Studies, California State University Los Angeles.

Presentation and discussion of the obstacles and opportunities facing women of color in both news media coverage and in seeking careers in the news media.

Due: Final proposal for your term projects including proposed resources and source list. The proposal should include the topic for your project, why you feel it meets the criteria for course projects, a list of published or public sources that have previously dealt with some aspect of this topic, and a list of potential personal sources you will draw upon in developing your project. (Four pages minimum)

March 8: No Class. Individual meetings on your term project proposals during the day.

SPRING BREAK: March 13-19. Have fun in the library and beyond!

Tenth Week: Access to the Media for People of Color.

March 20: How Journalists Worked For and Against Racial Justice in the Media. How the need for increased racial and ethnic diversity in the news media became a national issue in the 1960s as a first step toward improved understanding of issues facing people of color in this society, with special emphasis on the tactics used to make news organizations aware of the importance of diverse and inclusive news coverage and news staffs.

Read: Chapter 9, Access: Toward Diversity with (Un)Deliberate Speed

March 22: How Racial Justice in News Coverage is Advanced Today

Guest Presentation/Discussion: Victor Merina, Senior Fellow, USC Annenberg Institute for Justice and Journalism. What news organizations are doing today to build diverse and inclusive news staffs and news coverage and public understanding of role of people of color in our society, including how news media are addressing their own legacy of racial bias and discrimination.

Eleventh Week: Media Advocacy and People of Color.

March 27: The Role of Government, Foundations, Religious and Civic Organizations in Advocating Racial Justice in the News Media. How forces outside of the news media put pressure on news organizations to become aware of their role and responsibilities in addressing issues of social issues of inequalities and inequities by examining their own employment and coverage practices in the 1960s and 1970s.

Read: Chapter 10, Advocacy: Pressuring the Media to Change

March 29: Journalists as Media Advocates. The role of older journalism organizations and journalism organizations representing people of color in advancing improved educational, employment and coverage of people of color today.

Guest Presentation/Discussion: Representations from journalism associations such as the California Chicano News Media Association, Black Journalists of Southern California, Asian American Journalists Association or Native American Journalists Association.

Twelfth Week: Media For and About People of Color.

April 3: A Double Edged Swords: The Roles of Ethnic Media in the United States. The historical double role of ethnic media in the United States in covering events, issues and activities in communities not well covered by the general audience media and also in exposing injustices and advocating racial justice in society at all levels.

Read: Chapter 11, Alternatives: Colorful Firsts in Class Communication.

April 5: Ethnic Media Journalist Role Models: Is the Pen Alone Mightier than the Sword?

A presentation/discussion of ethnic media journalists and media who have used their journalism to both expose injustices in society and advocate for change. Examples include ethnic journalists such as: Elias Boudinot, Wong Chin Foo, Ida B. Wells, and Jovita Idar and issues raised by ethnic media such as the Trail of Tears, lynchings, Operation Wetback, Japanese Americans in World War II.

Thirteenth Week: Class Communication and People of Color.

April 10: Class Communication and the Rise of Ethnic Media in the United States. How the growth of people of color as a percentage of the population in the United States, advances in media technologies, and marketing/advertising strategies have led to the growth and expansion of ethnic media and their influence in the United States today, including a critical analysis of how these forces are affecting the multiple roles of these media on the issues faced by their audiences and the larger society.

Read: Chapter 12, 21st-Century Challenges and Opportunities.

April 12: The Growing Importance of New California Media and their Audiences

Guest Presentation: Representatives of New America Media and Metamorphosis, representing both ethnic media and social science research on the role of ethnic media and other communication patterns in communities of color in Southern California, discuss the multiple roles and influence of ethnic media today.

Fourteenth Week: People of Color and News Media: Student Project Presentations

Read/Do: Student handout readings or assignments for class presentations.

April 17 and April 19:

Presentations: Student Presentations of Class Projects (10 minutes each)

Fifteenth Week: Class Project Reports and Review for the Final

Read/Do: Student handout readings or assignments for class presentations.

April 24: Student Presentations of Class Projects (10 minutes each)

April 25: Student Presentations and Review for the Final Examination

Due: Final Class Project (10-12 pages, plus exhibits, or five pages, plus production).

Friday, May 5: Final Examination, 11 a.m.-1 p.m.