

JOUR3700 Sec 1 (CRN 072259)
Ethnic News Media (Journalism Studies Elective)
Spring 2010

Instructor: Dr. Shenid Bhayroo
Office: Annenberg 330-C
Class: Tuesday & Thursday 15:30 - 16:50 (AH302)
Office Hours: **Tuesdays/Thursdays: 11:00 to 13:00**
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COURSE OVERVIEW

In this course we will profile and study media organizations serving specific immigrant populations or ethnic groups in the greater Philadelphia area. We will begin by learning about immigrant (or non-native) communities and ethnic groups living in the Philadelphia area. Next, we will examine the development and histories of these organizations by analyzing ownership, culture, organizational structures and operations, and use of technologies. The broad objectives of the class will be to study and analyze the workings of selected media organizations (or entities) that serve the various immigrant populations in and around the city. We will use research techniques and methods to enable us to produce both an academic-style research paper and a journalistic narrative focused on ethnic media in the greater Philadelphia area.

COURSE OBJECTIVES

Our specific learning objectives are to:

- Identify, understand, and analyze the non-native and immigrant populations in the greater Philadelphia area,
- To identify and refine scholarly research skills in order to write a research paper on a selected ethnic media organization,
- Understand the histories and roles of immigrant media organizations in the U.S.
- Identify, develop, and apply journalistic research and analytical skills to produce a feature story.

COURSE MATERIALS

Readings:

- Associated Press Stylebook 2009 and Briefing on Media Law. (2009). Basic Books, Philadelphia, P.A. ISBN-10: 0465012620, ISBN-13: 978-0465012626
- **Atton**, Chris. 2002. Alternative Media (Culture, Representation and Identity). Sage: London
- **Browne**, D. R. 2005. Ethnic Minorities, Electronic Media and the Public Sphere: A Comparative Approach. Cresskill, NJ: Hampton Press, Inc.

- **Cambridge**, V. 2005. Immigration, diversity, and broadcasting in the United States, 1990-2001. Athens, OH: Ohio University Press
- Cunningham, S. 2001. "Popular Media as public 'Sphericules' for Diasporic Communities." *International Journal of Cultural Studies* Vol. 4, No. 2: 131-147.
- Deuze, M. (2006) "Ethnic Media, Community Media and Participatory Culture," *Journalism* 7(3): 262–80.
- **Downing**, J. D. & Husband, C. 2005. *Representing Race: Racisms, Ethnicity and the Media*. Sage: London. [Ch1, Ch 2]
- **Greco**, Stephanie Larson. 2005. *Media & Minorities*. Rowman & Littlefield Publishers, Inc.
- Hardt, H. 1989. "The Foreign Language Press in American Press History: An Essay Review," *Journal of Communication* 39(2): 114–31.
- **Meiss**, G. T. & Tait, Alice. (Eds). 2008. *Ethnic media in America: Building a system of their own: Book 1*. Dubuque, IA: Kendall/Hunt Publishing.
- Miller Sally M. (Ed). 1987. *The Ethnic press in the United States: A historical analysis and handbook*. New York: Greenwood Press.
- **Papacharissi**, Zizi. (Ed). 2009. *Journalism and Citizenship: New Agendas in Communication*. *New Agendas in Communication Series*.
- Park, R. E. 1922. *The immigrant press and its control*. London: Harper & Brothers.
- Rodriguez, A. (2001). *Reinventing Minority Media for the 21st Century*. Aspen Institute. Retrieved Jan 10, 2010 from <http://www.aspeninstitute.org/policy-work/communications-society/programs-topic/journalism/roundtable-diversity-media>.
- **Stevenson**, Nick (Ed). 2001. *Cultural Citizenship: Cosmopolitan Questions*. *Issues in Cultural and Media Studies*. London: Open University Press. (Ch4)
- Wilson, C.W. and Gutierrez, F. (2009). *Race, Multiculturalism, and the Media: From Mass to Class*.

Immigration and Immigrant Themed Films (a selection):

- The Visitor
- Well Founded Fear
- Man Push Cart
- In Between Days
- Lost Boys of Sudan
- In America [youtube]http://youtube.com/watch?v=JNrrLO_Pus8[/youtube]
- House of Sand and Fog [youtube]<http://youtube.com/watch?v=REodL9tT0Cg>[/youtube]
- My American Dream, How Democracy Works
- Stranger than Paradise [youtube]<http://youtube.com/watch?v=bvWf9djVg9c>[/youtube]
- Sin Nombre
- The Least of These [http://www.snagfilms.com/films/title/the_least_of_these/]
- Made in LA
- An Unfinished Dream
- God Grew Tired of US

- Goodbye Solo (Senegal)
- The Visitor
- The Kite Runner
- Under the Same Moon (Mexico)
- Sentenced Home (Cambodia)
- Slim Peace (West Bank)
- Miss Universe 1929 (Austria)
- Forging a Nation (Jewish Argentine)
- Beyond Belief (Afghanistan)
- 32nd Street (Korean American)
- Pedro Nuestro (Mexican)
- Never Forever (American/Korean)
- The Namesake (Indian)
- Golden Venture (Chinese)
- Sweet Land (Swede)
- In Between Days (Korean American)
- The Three Burials of Melquiades Estrada (Texas)
- Game 6 (American)
- Eve and the House of Fire (Chinese)
- Night of Henna (Pakistan)

Ethnic and Immigrant Population Support Groups and Organizations

- Intercultural Family Services, Inc. - <http://www.ifsinc.org>
- Nationalities Service Center- <http://www.nationalitiesservice.org>
- Asociacion Puertorriquenos en Marcha- <http://www.apmphila.org>
- Congreso - <http://www.congreso.net>
- Boat People SOS – Philadelphia- <http://bpsos.wordpress.com>
- Southeast Asian Mutual Assistance Associations Coalition, Inc. (SEAMAAC) - <http://www.seamaac.org>
- The African Cultural Alliance of North America-<http://www.acanaus.org>
- New American Media - <http://news.newamericamedia.org/news/>
- Center on Media and Society - <http://www.mediaandsociety.org/home/>
- Minority Media and Telecommunications Council - <http://www.mmtconline.org/>

Ethnic Media Organizations in Philadelphia (a small selection)

- Al Dia- <http://www.pontealdia.com/>
- El Hispano- <http://www.el-hispano.com>
- Jewish Exponent- <http://www.jewishexponent.com>
- America Ukrainian Catholic Newspaper
- The Philadelphia Tribune- <http://phillytrib.com>
- The Philadelphia Sunday Sun- <http://www.philasun.com>

Selected online news sources (daily reading):

- <http://www.publicintegrity.org/>
- <http://www.propublica.org/>
- <http://news.yahoo.com>

- <http://www.msnbc.msn.com>
- <http://www.cnn.com/> and <http://news.aol.com>
- <http://www.nytimes.com>
- <http://news.google.com>
- <http://www.foxnews.com>
- <http://www.abcnews.go.com>
- <http://www.usatoday.com>
- <http://www.pbs.org/newshour>
- <http://www.cbsnews.com>
- <http://news.bbc.co.uk>
- <http://english.aljazeera.net>
- <http://www.guardian.co.uk>
- <http://www.presstv.ir>
- <http://www.mg.co.za>
- <http://www.thenation.com>
- <http://www.tpm.com>
- <http://www.cbc.ca>
- <http://www.granma.cu/ingles/index.html>
- <http://www.mg.co.za>
- <http://www.chinadaily.com.cn>
- <http://www.thehindustantimes.com>
- <http://www.moscowtimes.ru>

COURSE STRUCTURE

Assignments: There will be five short assignments for this course and a final paper.

- Assignment 1: Demographic report (identify the immigrant community you will study this semester)
- Assignment 2: Role of Media and Citizenship (media and democracy)
- Assignment 3: Content Analysis (Selected ethnic media source)
- Assignment 4: Feature story (Foreign correspondent exercise)
- Assignment 5: Narrative Analysis (Documentary film)
- Final Paper and Presentation (Use Assignments 1, 2, and 3)

Assignment Format:

- Assignments must follow an accepted scholarly academic style, such as APA, Chicago, or MLA. All assignments (hard copy and electronic) must have your last name at the top left of the page, the assignment title in the next line below, and date of submission in the next line. Assignments must be typed, double spaced, and must use Times New Roman 12pt font size. Example:
 - Bhayroo, Shenid
 - Content Analysis: Allentown Morning Call
 - March 16, 2010
- News stories must follow the Associated Press style guidelines. All news stories (hard copy and electronic) must have a name at the top left of the page, the story slug in the line below, and the date of submission in the next line. All news stories

must be typed, double-spaced, and use Times New Roman 12 pt font. Example:

- Bhayroo, Shenid
- Profile Al Dia
- March 16, 2010

Course Grade: The course grade for this course will be determined according to the following formula:

- Assignments 50%
- Final paper and presentation 30%
- Participation & Discussion (in class and online) 20%

Grading Scale: Letter grades for the entire course will be assigned as follows:

A	92.5 and higher
A-	90.0 - 92.49
B+	87.5 - 89.99
B	82.5 - 87.49
B-	80 - 82.49
C+	77.5 - 79.99
C	72.5 - 77.49
C-	70 - 72.49
D+	67.5 - 69.99
D	62.5 - 67.49
D-	60 - 62.49
F	59.99

Grade appeals: Individual grades will not be discussed in class. Please make an appointment or stop by during office hours if you would like to discuss your grade for an assignment. Grades appeals must be submitted in writing within **five** business days of receiving the grade.

Factual Errors and Spelling Errors: All student projects must be free of errors of fact. Each factual error will result in a **five-point** penalty. Each spelling error will result in a **five-point penalty**. Meticulous research, careful copyediting, and a thorough proofreading of final work, will usually catch any errors before the project is submitted for grading.

Deadlines: Assignment deadlines are firm. Any work submitted more than 24 hours late will not be accepted. I will consider extenuating circumstances – but only in case of a documented emergency (see policy on attendance). One letter grade will automatically be deducted from late work.

COURSE STRUCTURE

Academic honesty and plagiarism: Incidents of plagiarism will not be tolerated. Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus.

I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper,

or test. The section in italics is quoted verbatim from the Temple University Bulletin for 2009-2010.

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Special accommodations: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities

Controversial Subject Matter: In this class we will be discussing subject matter that some students may consider controversial. Some students may find some of the readings and/or comments in class (or in discussion conducted through a Blackboard forum) very challenging. Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree, respectfully, with views expressed in class, in electronic discussions through Blackboard, or in readings.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course

requirement, I will offer you an opportunity to make up the class or course requirement if you make arrangements by informing me of the dates of the religious holidays **within two weeks** of the beginning of the semester (or **three days** before any holidays which fall within the first two weeks of class).

Attendance: Attendance in this course is crucial. Recognize that if you are absent from class, you will miss the lecture, discussion, and any in-class activities. An excused absence may be granted in cases of: emergencies, bereavement, medical contingency, or authorized athletic participation. Appropriate documentary proof - an original document – must be provided within five working days of the absence, for said absence to be considered “excused.”

Lecture Etiquette: Students are expected to prepare for each class by reading and/or viewing the assigned material. Students must arrive in class on time and switch off pagers, beepers, PDA’s, or mobile phones. Students are expected to observe the Temple University student code of conduct and participate in the learning process in a professional, respectful, and courteous manner. In other words, sending or receiving text messages, using a mobile phone, or surfing the Web during a lecture is disrespectful and disruptive to the learning environment. Written consent from the instructor is required for electronic recording of lectures.

Class Preparation and Discussion: This class meets twice a week from 3:30p.m. to 4:50p.m. Students can expect at least 4 to 6 hours of preparation (reading, reflecting, preparing written assignments, reviewing notes, preparing for tests, etc.) per week. This means that students must read all assigned material before class. This preparation includes reading, listening to, or watching local, national, and international news content. Preparation facilitates participation and enhances discussion in class. Attendance and punctuality are expected. You are expected to consistently provide informed and insightful contribution to class discussions and the class blog. Your contributions should demonstrate that you have a grasp of the material covered.

Communication: Ensure that all e-mailed communication is written in a professional style and includes an appropriate salutation and a signature. This means I reserve the right to ignore written communication containing grammatical errors, errors of fact, or communication that is written in an unprofessional manner. Verbal communication with classmates and instructors must also be conducted in a professional and respectful manner.

Blackboard and other online resources:

Supplementary reading material will be posted each week on Blackboard. All text, audio, and video assignments must be posted or uploaded to our Wordpress blog (<http://journresearch.wordpress.com/>). Youtube.com, Blip.tv, or Vimeo.com may be used as hosting sites for audio and video content. Our class Twitter account will be used as a research tool. All students will be expected to follow [@JournResearch](#).

SCHEDULE (subject to change as necessary)

WEEK	THEME	READINGS	TASK
One 1/19 1/21	- Course Introduction - Race and ethnicity	- Individual Research: Race & Ethnicity - Blog, Twitter, social media	-10 Questions -Small Group Discussion -Respond to Blog post
Two 1/26 1/28	- Ethnicity and demographics -	- Johnson, M.A (229-248)	-Video & Discussion -Due Jan 28: Draft Assignment 1 - Demographic report -Respond to Blog post
Three 2/2 2/4	- Ethnic and Alternative Media: Definitions and concepts	Rodriguez, A (1-16) Downing & Husband (Ch1, Ch2)	-Guest Speaker: Pamela Tsai, Epoch Times -Respond to Blog post
Four 2/9 2/11	Immigrant Press Histories	Park, G. (3-48) Chan, V. (34-35)	-Due Feb 9: Final - Assignment 1 -Video & Discussion -Respond to Blog post
Five 2/16 2/18	- Ethnic Media: Roles and Histories - Research	Shi, Y (55-72) Hardt, H (114-131) Meiss & Tait	-Due Feb 18: Assignment 2 - Citizenship, media, and democracy -Respond to Blog post
Six 2/23 2/25	- Ethnic Media: Uses and Audiences	Conner, D (16-17) Jeffres, L (496-535)	-Video & Discussion -Guest Speaker - TBC -Respond to Blog post
Seven 3/2 3/5	- Ethnic Media Content - Ethnic content in commercial media	Downing, J (625-645) Gross, C. (115-130)	-Due Mar 4: Assignment 3 - Content Analysis -Respond to Blog post
----- Spring Break Thursday Mar 8th to Sunday Mar 14th -----			
Eight 3/16 3/18	- Ethnic Media: Ownership and Production	Gibbs, P (587-605)	-Video & Discussion -Guest Speaker - TBC -Respond to Blog post
Nine 3/23 3/25	- Global Case Studies: Media and Ethnicity	Rigoni, I (563-580)	-Due Mar 25: Assignment 4 - Feature Story -Respond to Blog post
Ten 3/30 4/1	- Transnational and Diasporic Communities	Viswanath & Arora (39-56) Zhou& Cai (419-439)	-Video & Discussion -Guest Speaker - TBC -Respond to Blog post -Due Apr 1: One-page outline of final paper
Eleven 4/6 4/8	- Ethnic Media Online	Zhang & Xiaoming (21-30)	-Due Apr 8: Assignment 5 - Narrative Analysis -Respond to Blog post
Twelve 4/13 4/15	- Progress Reports/Individual Consultations	Review and Discuss Final Papers and Presentation	-Video & Discussion -Guest Speaker - TBC -Respond to Blog post
Thirteen 4/20 4/22	- Presentations	Presentations	Due: Final Presentation
Fourteen 4/27 4/29	- Presentations - Final class (4/29)	Presentations	Due: Final Presentation Final Paper (Due May 3)

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