

CO 321  
Multiculturalism in the Mass Media  
Fall 2004  
Tues.- Thurs. 3:30-4:45pm  
Room: OMC 25

Instructor: Stephenson	Office: OMC 43
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Home: 216-587-2259    alstevsonj@aol.com	M-W- 1-30-2:30
	4:30-5:30pm
	T-Th 1:30-3:00
	5:00-5:30pm
	Fri By apptmt.

Text: Multiculturalism and the Media by Wilson and Gutierrez, Sage Publishers  
Handouts: Collected into one volume, available from Department Secretary

“Radio, television, film and the other productions of media culture provide materials out of which we forge our very identities, our sense of selfhood; our notion of what it means to be male or female; our sense of class, of ethnicity and race, of nationality, of sexuality, of “us” and “them”. Media images help shape our view of the world and our deepest values: what we consider good or bad, positive or negative, moral or evil. Media stories provide the symbols, myths and resources through which we constitute a common culture and through the appropriations of which we insert ourselves into this culture. Media spectacles demonstrate who has power and who is powerless, who is allowed to exercise force and violence and who is not. They dramatize and legitimate the power of the forces that be and show the powerless that they must stay in their places or be destroyed.”-- Douglas Kellner

The mass media have had a strange relationship with the minorities of this countries. On one hand it has provided more opportunities for success than many other fields, while at the same time being among the worst in developing and expanding stereotypes and insulting characterizations. One of the many ironies of film is the Hattie McDaniel was called upon to play the stereotypical “mammy” role in *Gone With The Wind*, and then given the first Academy Award received by a Black American for playing that role so well. Many today are unaware of the extent to which stereotyping and degrading pervaded every aspect of life. The State of Maine, for many years, used a caricature of a childish Hiawatha to promote the prevention of forest fires. Many packaged food sported caricatures of minority men, women and children as identifying trademarks. An instructional film on cartooning from 1909 shows the artist writing the words “COON” and “COHEN” on a chalk board and then demonstrating how to convert those words in stereotypical Black and Jewish faces.

The purpose of this course is to study the history, development and extent of this stereotyping and degrading as it appeared in the mass media and then examine the efforts of these various groups to eliminate the images and to gain entry into, and contribute to these field that insulted them. Included are five major groups, the African-Americans, the Hispanic-Americans, the Native Americans, the Asian-Americans and the Jewish-Americans. To show that stereotypical attacks can be aimed at any groups, briefer looks at the portrayal of the Irish, Poles, and Italians among others, are included. The focus of these studies is the mass media, particularly radio, television and motion pictures, plus advertising and public relations.

#### NOTES:

1. Many of the lectures will not be taken solely from the text. regular class attendance and careful note-taking are advisable.
2. Make up quizzes are discouraged.
3. Make-ups must be taken within 7 days of the class date. You are responsible for making

the arrangements with the instructor. Make-ups will not be given after seven days except by very valid excuse.

4. Unexcused absences on quiz days will result in grade reduction of 2/3's of a grade.
5. Late papers and projects will be reduced by 1/3 of a letter grade for each day late. Failure to be ready when a project is due is the same as a late paper.
6. If any extension is granted, get it in writing from the instructor and attach it to the late paper or quiz. No written permissions equals no extension.
7. One class period equals one and a half 50-minute classes. Two absences will be considered acceptable. Thereafter, the final grade will be reduced by 1/3 of a letter grade for each additional absence. It is wise to management such things as dentist appointments and the like so that they do not eat up your allowed absences so that you will not be without allowed absences if you get sick or have car trouble later.
8. Class topics and dates are approximate as adjustments will be made according to progress as the semester develops.
9. Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see me or JCU's Coordinator of Students with Disabilities (Ms. Kate Roach, ext 4967) as soon as possible. Accommodations will not be granted retroactively.
10. Graded tests and projects will be brought to class once. Thereafter, they will be available in the instructor's office.

GRADING:	GRADING SCALE			
Tests (3)	30%	A = Above 93.5		
Final	20	A- = 90		
Reaction Papers (5)	25	B+ = 87.5	D+ = 67.5	
Final Research/Report	20	B = 84	D = 64	
Participation	5	B- = 80	D- = 60	
	C+ = 77.5			
	C = 74			
	C- = 70			

#### SCHEDULE:

<u>Dates</u>	<u>Topic</u>
8/31-9/2	Course Overview, Evolution of Stereotyping in the Media
9/7-9/14	Pioneer African Americans in the Mass Media
9/16	The Black Independent Film System (9/16 Film Report #1)
9/21-23	Blacks in the Media since World War II
9/28	TEST #1
9/30-10/5	Native Americans, Overview & History (9/30 Film Report #2)
10/7-12	Images and Reality
10/14	Test 2
10/19-21	Asia Americans, Overview & History (10/21 Film Report #3)
10/26-28	Roles, Portrayals and Examples
11/2-4	Hispanic Americans, Overview and History

- 11/9 Roles, Portrayals and Examples (11/9 Film report #4 Due)
- 11/11 Summary and Review
- 11/16 TEST #3
- 11/18 Jewish American Images and Portrayals
- 11/23 Friday Classes Meet
- 11/25 Thanksgiving Break
- 11/30 Jewish Americans and Other Ethnic Groups
- 12/2-9 Individual Research Oral Reports (12/2 Film Report#5 Due)  
(Written Reports due 12/11)

The final Exam is scheduled for . The exam will be comprehensive to a degree with an emphasis on the second half of the semester.