

Fall 2008
Louisiana State University
Manship School of Mass Communication

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MINORITIES AND THE MEDIA

MC 3333 – SEC 1
M W 12:40 pm – 2pm
236 Hodges

Description

This course will study the interplay of Mass Media and representation of minorities. We will study how, in terms of contents, style, and reporting routines regarding the coverage of minorities in main line media

Objective of the Course

At the end of the course students should be able to:

- Trace the development and early influences of stereotyping of minorities in media.
- We will identify the impact of the media on projecting negative images of minorities.
- Identify the impact of the media on projecting the images of oppression and subjection on minorities in their reporting
- Identify ways the media continues to project and promote symbols in reporting and coverage
- Discuss the future of media and the “browning” of America

Required Text

Wilson, Clint C, Gutierrez, Felix, & Chao, Lena M, RACISM, SEXISM AND THE MEDIA, Sage
Publication, California, 2003

Requirements

Read all assigned materials and full participation in class discussion. Reflective analyses (approximately 6 of 1-2 typed pages each) on current readings on discussion topics; two major exams and a presentation on an aspect of minorities and how they are covered in the media. The analyses should be turned in on time. Late submissions will suffer a penalty by one letter grade lower. Presentations should be done with creativity and necessary preparation.

Grading

Analytical Reflections	20 points
Mid Term Exam	20 points
Final Exam	30 points
Presentations	30 points

Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
59 – 0	F

SCHEDULE

Week 1	Introduction and Orientation to the Course
Week 2	What is diversity Read pages 1- 26
Week 3	Do the media matter? The functions of media Read pages 35 – 59 Discussion Point: How does the media influence racism?
Week 4	Mardi Gras Holiday
Week 5	Reflection Paper #1How does the media present people of color? <i>Due February 7, 2008</i> Read pages 65 - 78
Week 6	Stereotypes extend into television and video age. Discussion Point: Media and people of color. Helping or hurting? Kobie and Vick /Denzel and Malcolm Read pages 87 - 109
Week 7	The legacy of exclusion. Discussion Point: No good times only crimes. Reflection Paper #2: How did early media present people of color? Due February 25, 2008 Read pages 113 - 133
Week 8	Review of Mid-term
Week 9	Mid-term exam: March 5, 2008
Week 10	Reflection Paper #3: How does the media present minorities in advertising? Due March 12, 2008 Discussion Point: All black people enjoy McDonalds/All Asians like computers.
Week 11	Spring Break: March 17 – 23, 2008
Week 12	The content of media. Discussion Point: What is diversity? What is racism?

	Read pages 169 -183
Week 13	Women of Color and media Guest Speaker: March 26, 2008
Week 14	Presentations begin Reflection Paper #4: How does the media portray minority women? Due March 31, 2008
Week 15	Presentations continued Read pages 189 - 215
Week 16	Presentations continue/ Discrimination in film Reflection Paper #5 "Can minorities see positive in movies? Due April 2, 2008
Week 17	Presentations completed Reflection Paper #6 What challenges do we have in order to advance diversity in the media? Due April 15, 2008
Week 18	Review and Summary of the course
Final Exam	Wednesday, May 7, 2008 from 10am – 12 noon

ATTENTION: STUDENTS HAVING SPECIAL CONDITIONS

This class will attempt to follow all LSU official guidelines, policies, and procedures. Students having special conditions, such as physical or learning disabilities, which will make it difficult to complete class work in the time, format, quantity, or quality required or which will necessitate special academic accommodations, should notify the course instructor within the first week of the semester so that an appropriate plan of action can be implemented.

ATTENTION: STUDENT ATHLETES AND OTHER WITH SCHEDULED ABSENCES

If you have an LSU approved absence scheduled, please notify me in the first week of class in person and in writing.

SPECIAL NOTE

Writings will be graded according to the writing essentials guide attached.



Manship School of Mass Communication

WRITING ESSENTIALS

Writing skills are essential for all of our students and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. The following writing essentials represent fundamental writing concepts students are expected to follow in Manship courses.

WORD CHOICE	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • Accept, except • A lot • All right • Affect, effect • Among, between • Anxious, eager • Because, since • Farther, further • Fewer, less • Its, it's • Media, medium • Principal, principle • Stationary, stationery 	
ACTIVE/PASSIVE VOICE	<p>Verbs are either <i>active</i> or <i>passive</i> in voice. In general, active voice is preferred because it focuses the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is correct, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
ANTECEDENT/PRONOUN AGREEMENT	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with the thing to which it refers.</p> <p>Also, please note that countries and organizations are NOT people. In a sentence where a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).</p>	<p>Incorrect: If a student loses their books, they should go to lost and found. Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Russia sold all of their gold, and they later regretted doing so. Correct: Russia sold all of its gold, and it later regretted doing so.</p>
PARALLEL CONSTRUCTION	<p>An article or a preposition applying to all the members of a series must either be used only before the first term or else be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious. Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.</p>

ATTRIBUTION/CITING	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
PUNCTUATION OF QUOTES	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks suffice to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.</p>	<p>"I like to go swimming," she said, "but I am afraid of getting sunburned."</p> <p>May asked her daughter, "Who are you going out with tonight?"</p> <p>Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?</p>
SUBJECT/VERB AGREEMENT	<p>Singular subjects need singular verbs; plural subjects need plural verbs.</p>	<p>My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.</p>

For more help with writing style, the following Web sites are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>