

ET/JT 316 Multiculturalism and the Media Course Syllabus-Spring 2007

ET/JT 316 Section 1, Section ID#355876	9:30-10:45 am TR, C251 Clark
Donna Rouner	Office: C233 Clark Building
Telephone: 4915556	Facsimile: 4912908
Email: donna.rouner@colostate.edu	http://www.colostate.edu/Depts/TJ/Rouner/drwebhomenew.ht
Office hours: T, R 11-Noon + by appointment	Students are not allowed credit for both ET316 and JT316.

Course Description: Media and multiculturalism with emphasis on race, ethnicity, gender and other social groups. This course will present information for critical thinking and discussion about the multicultural experiences associated with contemporary media. In addition to the dominant culture, the following protected classes in American society will be addressed regarding their relationship to and presentation in the media throughout varied components of the course: African Americans, people of Spanish and Portuguese-speaking origins, Native Americans, Asian Americans, Pacific-Islander Americans, Arab-Americans, persons of varied sexual preferences and orientations, differentially advantaged persons, foreigners, and others. To a lesser extent, the course will focus on international images of protected classes regarding social roles, stereotypes, employment practices, cross-cultural processes and effects.

Course Objectives: By the end of this course, students should be able to understand the role media play in creating and perpetuating stereotypical images of various social groups in American society.

1. Extend that understanding to cross-cultural, comparative contexts.
2. Understand multicultural experiences relative to the various media industries.
3. Become a better communicator, particularly in professional contexts involving mediated communication and diverse social groups.
4. Exercise critical consumer skills in using today's media relative to multiculturalism.

Required Reading:

1. Entman, R. M., & Rojecki, A. (2000). *The black image in the white mind: Media and race*

in America. The University of Chicago Press: Chicago.

2. Larson, S. G. (2006). *Media & minorities: The politics of race in news and entertainment*. Lanham, MD: Rowman and Littlefield, publishers.

3. **See electronic reserved library readings (listed below in weekly readings and in references).** Just go to Morgan Library's home page (<http://lib.colostate.edu/>), go to the section labeled "Services" and click on ""Reserves, then "view reserve materials" and click "login" and proceed with your eid and password, and you'll be able to access these readings on line. You may read them online, download them or print them.

Course Evaluation: Your grade in this course will be determined as follows:

Midterm examination: 40% (40 points); class discussion and participation: 20% (20 points); Class project—research or community service project (individual or group): 40% (40 points). Grading scale: >92=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, <60=F. (Note JT majors: You must earn a C [not a C-] or higher in this course.)

Graduate Students: In addition to the above grading criteria, you are required to conduct a research project on multiculturalism theory for evaluation in this class or arrange some other evaluation component. The grade on this project must match or be greater than the overall course grade based on the above criteria. Undergraduates are graded on a separate curve from the graduates'.

Academic Standards: You are expected to hold appropriate academic and professional standards. These standards include rigorous adherence to scholarly and professional honesty and ethics. Acts of deception, plagiarism, falsifying information, cheating, and similar behavior will not be tolerated and will be penalized to the fullest extent possible following University policies. If you are unclear about these policies, or if questionable situations come up, feel free to ask about them *before* taking action.

The Professor: Donna Rouner, a professor in the Department of Journalism and Technical Communication, has worked as a newspaper reporter and editor at daily and weekly newspapers, including the *Milwaukee Sentinel*, the *Daily Iowan* and the *Hagerstown (Indiana) Exponent*. She received her Bachelor of Arts degree from the University of Iowa, her Master of Arts degree from Ball State University, and her Ph. D. degree from the University of Wisconsin-Madison. She has published articles on media messages and effects in several scholarly journals, including *Communication Research*, *Communication Theory*, *Journal of Communication*, *Journalism and Mass Communication Quarterly*, *Journal of Broadcasting and Electronic Media*, *Health Communication* and *Critical*

Studies in Mediated Communication.

Course Outline: Please complete the readings by the date specified. L=Larson, E&R=Entman & Rojecki, plus electronic reserved library readings (noted by author). Generally discussion groups are on Thursdays. Expect some flexibility. Course information is available on WebCT. Students should complete readings before date assigned and come to class prepared to discuss.

Week of:	Topics:	Reading:
1/16	Introductions, culture, stereotyping	E&R: Chp 1-3
1/23	Stereotyping, invisibility, marginalization	E&R: Chp 4-6
1/30	Public affairs: communicators & audiences	L: Chp 7-11; Lull
2/6	Coverage of diversity issues	E&R: Chp 7-8; L: Chp 12-14; Haller
2/13	Coverage of marginalized social groups, international coverage	L: Chps 15-20; Fair, Gilens, Woodbury
2/20	Television & film entertainment	E&R: Chp 9&11, L: Chp 1-6; Gross, Xing
2/27	Entertainment, continued ***Midterm examination 3/1***	Gunter
3/5	Violence, sex	
3/13	***Spring Break***	
3/20	Music, class project proposal due	Chang; Gray
3/27	Sexuality, the body	Moritz, Walsh-Childers
4/3	Sports	Rada; Holden et al.
4/10	Strategic communication	E&R: Chap 10 & 12; Smythe
4/17	Technology	
4/24	Hate speech	
5/1	Social activism & change	
5/8	Class project due	

Electronic Reserved Reading

Chang, J. (2005). *Can't stop won't stop: a history of the hip-hop generation*. New York: Picador.

Fair, J.E. (1993). War, Famine & Poverty: Race in the Construction of Africa's Media Image. *Journal of Communication Inquiry*, 17:2, 5-22.

Gilens, Martin. (1996). Race and Poverty in America: Public Misperceptions and the American News Media, *Public Opinion Quarterly*, 60:4, pp. 515-541.

Gray, Herman. (1995). Jammin' on the One! Some Reflections on the Politics of Black Popular Culture. In H. Gray, *Watching Race*. Minneapolis, MN.: University of Minnesota Press, pp. 147-161.

Gross, L. (2000). *Up from invisibility: Lesbians, gay men, and the media in America*. New York: Columbia University Press, Chapters 5 and 10.

Gunter, B. (1995). Effects on Children. In B. Gunter, *Television and Gender Representation*. London: John Libbey, pp. 79-93.

Haller, Beth. (2000). If They Limp, They Lead? News Representations and the Hierarchy of Disability Images. In Dawn O. Braithwaite and Teresa L. Thompson (Eds.), *Handbook of Communication and People with Disabilities*. Mahwah, N.J.: Lawrence Erlbaum Associates, pp. 273-288.

Holden, V. S., Holden, H., & Davis, G. (1997). The sports team nickname controversy: A study in community and race relations. In S. Biagi & M. Kern-Foxworth (Eds.) *Facing difference: Race, gender and the mass media* (pp 69-75). Thousand Oaks, CA: Pine Forge Press.

Lull, J. (2000). Ideology, consciousness and hegemony. *In media, communication, culture: A global approach* (2nd ed.) (pp. 13-74). New York: Columbia University Press.

Moritz, M. (2003). Recapturing the archetype: An inclusive vision of sexuality and gender. In P. M. Lester and S. D. Ross (Eds.) *Images that injure: Pictorial stereotypes in the media* (second edition; pp. 197-206/57-63), Westport, CN: Praeger.

Rade, J. A. (1997). Color blind-sided: Racial bias in network television's coverage of professional football games. In S. Biagi * M. Kern-Foxworth (Eds.) *Facing difference: Race, gender and the mass media* (pp 23-29). Thousand Oaks, CA: Pine Forge Press.

Ross, S. D. (2003). Unequal combatants on an uneven media battlefield: Palestine and Israel. In P. M. Lester and S. D. Ross (Eds.) *Images that injure: Pictorial stereotypes in the media* (second edition; pp. 57-63), Westport, CN: Praeger.

Smythe, T. C. (2003). Growing old in commercials: Not always a laughing matter. In P. M. Lester and S. D. Ross (Eds.) *Images that injure: Pictorial stereotypes in the media* (second edition; pp. 167-172), Westport, CN: Praeger.

Walsh-Childers, K. (2003). Women as sex partners. In P. M. Lester and S. D. In P. M. Lester and S. D. Ross (Eds.) *Images that injure: Pictorial stereotypes in the media* (second edition; pp. 57-63), Westport, CN: Praeger.

Woodbury, M. (2003). Jewish images that injure. In P. M. Lester and S. D. Ross (Eds.) *Images that injure: Pictorial stereotypes in the media* (second edition; pp. 121-130), Westport, CN: Praeger.

Xing, Jun. (1997). Cinematic Asian Representation. In *Asian America Through the Lens*.

Some additional information

Response cards: Occasionally I will ask you to write a response card on class readings at the beginning of class. You may choose which reading or readings to write about, but you need to come prepared to share your thoughts about what you've read and what you're reading, seeing, hearing and evaluating in the media. These will be kept confidential, although we may share them anonymously with the class. Please let us know if you do NOT wish for me to share your comments with the class.

Class Discussion: You are expected to come to class prepared to discuss readings. Class discussion will generally be on Thursdays, unless we have a guest speaker. You must attend class discussions. Following are ways you may contribute to class discussion:

- Offer your interpretation
- Offer criticism
- Ask questions about pertinent points that are unclear, confusing, incomplete
- Provide a list of questions/comments and give them to us or a discussion leader that day, so you don't even have to utter the question/comments, etc.

- Offer relevant media examples
- Offer your own or a friend's relevant experience or reactions
- Before class, leave materials in Donna's mailbox with a short description and your name, e.g., media clips, resources for projects, etc., and let us know if we may share them with the class
- Interact with people outside the class about the class and write up your notes and leave them with us, indicating whether we might share your ideas anonymously
- Just come and talk with us about specific topics of the class

We will have sign-ups for discussion leaders and "devil's advocates." Both are serious roles for you to take on in classes that week, with a particular focus on Thursday. In the DL role, you may use any of the above class discussion tactics. Your job is to get other classmates involved in the discussion in some fashion, e.g., write questions on the blackboard or pass around some media examples related to the week's topic. Try to stay as close to our topics of discussion for the week as possible. You do *not* have to present a formal talk; if you are unable to complete your discussion leading as you wished, because of class contingencies (e.g., we have a speaker, we run out of time), submit what you have to me to evaluate or request that we get to it next class period. I'll try to accommodate you. In the DA role, you challenge, cast doubt, disagree, critique.

Ground Rules for Class Discussion:

- Try not to talk when someone else is talking to the class
- Try to listen when someone is speaking to the class
- Be respectful of the ideas and perspectives of others
- Do not use language that is hateful or malicious
- Try to refrain from obvious negative verbal or nonverbal reactions to others' comments

Class Panel or project: You will choose to work on a research project or community service project that you do individually or in a group--details to follow.