

JOURNALISM 534/ SOCIAL WELFARE 560 DIVERSITY IN MEDIA
Syllabus (9/3/10)

Instructor: Simran Sethi (*pronounced Sim-Run Say-Tee*), Associate Professor
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Class Time & Location: Stauffer-Flint 206, Tuesdays 4-6:30 p.m. In lieu of class cancellation on 10/12, you are expected to attend a field trip to the [Brown v. Board of Education National Historic Site](#) from 10am-1pm on Friday, 9/10. Our final class on 12/7 has been rescheduled to 12/4 from 11am-3pm CT to optimize participation in our virtual summit on “Telling Stories of Diversity in the Digital Age.” This final class will be held in S-F 100.

Office Hours: Tuesdays 2-3:30 p.m. and by appointment. Office hours are cancelled on 10/12 and 11/23.

Student Assistant: Josh Hafner, E-mail: jwhafner@ku.edu, Phone: (785) 330-3550.

Facebook Group: [OTHER: The J534/SW560 Diversity in Media FB Group](#)

Course Hashtag for Twitter: #kudiversity

Conference Hashtag for Twitter: #digitaldiversity

Required Technology: In order to fully participate in this class, you will need a cell phone with texting capabilities. You are also required to maintain Twitter and Facebook accounts.

COURSE OVERVIEW

Course Readings: There is one required textbook for this class: Wilson, C. C., Gutiérrez, F., & Chao, L. M. (2003). *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.). Thousand Oaks, CA: Sage Publications. This text can be found on reserve under JOUR534 in Watson Library.

Additional reading assignments, audio links and video materials are listed in this syllabus and posted on the class Facebook group page. Click on the links in this syllabus to reach the sites. If you can't read the documents or access the audio or video files, let Josh and me know *well* before class to ensure you are prepared for in-class and online discussions.

Course Description: This course will focus on how mass media shape our perspectives in a multicultural society. Our primary platforms of engagement will be Twitter and Facebook. We'll consider the roles media play in challenging or reinforcing the stereotypes we hold about ourselves and the people with whom we engage.

Webster's Dictionary defines diversity as a “state of difference.” In this class we'll expand that definition to include differences in perspectives and experiences. Our views of the world—and the world's view of us—may be affected by our race, sex, religion, sexual identity, class, geography, ethnicity, age, size or physical abilities. We'll look at the roles mass media and strategic communications play in shaping our views of ourselves, as well as our views of others whose experiences and perspectives are different from our own.

We are all media consumers, and many of us are also media producers. We recognize that media, like truth, is multiple. The goal of this class is to encourage us to think critically about the media images we see,

consider if or how these images are fair and complete representations of the world in which we live, and better understand how these perceptions inform our views of the world.

We'll study media images and portrayals of many groups that are categorized as "other" or marginalized by media. We will also consider the stories and voices that are overlooked and see how this absence impacts our understanding of various populations. We'll look at historic and contemporary examples of media portrayals of diversity and discuss how these portrayals have evolved over time. The media we analyze will range from hard news to public relations and entertainment. Our analysis is predicated on a belief in the equal worth and dignity of all people.

Course Objectives:

Our goals are to:

- Increase our understanding and awareness of how the mass media portray diverse populations.
- Think critically about how the media's portrayals of diverse groups inform our personal views and professional practices.
- Examine diverse populations' use of mass media to disseminate information, provide entertainment, and practice "resistance" to mainstream ideas.
- Expand our knowledge of the role that diverse groups play as media consumers (audiences) and creators (storytellers).
- Engage respectfully with a diversity of ideas and opinions. (This is a ground rule of the class *and* an objective because it is something that has to be learned.)
- Use social media as the conduit for studying, analyzing and reporting on diversity.
- Become more skilled, thoughtful communication professionals by becoming more aware of diversity (or the lack thereof) in news, entertainment, advertising, public relations, marketing and digital media.
- Improve research and reporting skills as we learn how to portray more accurately and fairly individuals and groups outside society's mainstream and to analyze media messages.
- Consider the needs of diverse audience, publics and markets and think about how an understanding of diversity can help us best meet those needs.

Service Learning Organization: [Unity: Journalists of Color, Inc.](#)

This class is a service-learning course. Service learning fosters better understanding of classroom material, is a catalyst for innovative leadership and social responsibility and drives positive change in the world. By completing the service component of this course, you've fulfilled the first step to becoming certified in service learning. If you're interested in completing certification in service learning, please view the criteria on the class blog and contact Amanda Schwegler at the [Center for Service Learning](#) at csl@ku.edu.

GENERAL INFORMATION:

This is, largely, a paperless class. All materials and assignments must be submitted electronically as detailed below. **You will be marked off one point for each improperly labeled document.**

The use of laptop computers for in-class note taking is encouraged and in-class tweeting via cell phone is occasionally required. You have a lot of flexibility around the usage of laptops and cell phones in this class.

If you abuse this privilege and use technology in ways that do not relate to the class (such as texting a friend or surfing the Internet), you will be asked to leave class and marked as absent for the class period.

This course is a collaborative experience that's shaped by your insights and participation and informed by local and global events. As such, **assignments and readings are subject to change.** I'll announce any changes in class and on Facebook.

Participation: We have a lot to learn from each other. I know you're all enthusiastic, intelligent people, and I look forward to your thoughtful engagement with the course materials. You'll learn more and get a higher

grade if you show up, do the work (in class and online), and stay immersed in course discussions. Immersion includes active speaking *and* listening.

Each week, we will break up into smaller groups and discuss the reading. I suggest you write down three important ideas or profound insights from the assigned material so you're ready to actively participate. You can find additional details on my expectations for in-class discussions in the rubric below. Because you are might be Facebooking about the readings/viewings, consider these assignments a launching pad for deeper in-class discussions.

One additional note, this class deals with sensitive topics. Please be respectful and assume the best when engaging with others in class. You are welcome to critique the material, not the messenger.

Assignments: No late assignments will be accepted.

This class requires a combination of individual and teamwork. I expect you to adhere to all deadlines and/or communicate any challenges well before your assignments are due. You're expected to show up for your teammates and fully participate in the completion of our final service-learning project with UNITY. Feedback from your team members will factor into your grade for your final assignment.

Why Twitter?

Twitter will be the primary reporting platform for this class. As you well know, social media has rapidly assumed a stronghold in journalism. It is important for storytellers to know how to leverage these tools for personal *and* professional use. This course will help you to achieve that.

Twitter can be used for a host of journalistic purposes including newsgathering and research, interviewing, crowdsourcing (building a source/ follower list) and community building, liveblogging (real time publishing), promoting content and building your personal brand. We will explore them all.

Absences/ Cancellations: One absence for official extenuating circumstances (such as illness, a wedding or a funeral) will be excused without penalty. Additional absences will not be excused without official written documentation (for prolonged illness, court appearances, etc.). **Each unexcused absence will result in a 10-point reduction in your overall grade.** Egregiously late arrivals or early departures from class will count as absences.

The [KU Office of Student Financial Aid](#) is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Students who don't attend classes may be required to repay federal and/or state aid.

In the event of inclement weather, the decision to cancel classes is made by KU officials. Call 864-7669 or check the KU home page for cancellation information. If the University is operating, we'll have class, and attendance will be taken. If driving conditions make it impossible for to get to class, e-mail me before class to make other arrangements.

Access: KU is committed to helping all students learn. If you have a special need that may affect your learning, please let me know as soon as possible and also contact the [KU Office of Disability Resources](#).

COURSE SCHEDULE & ASSIGNMENTS:

There is more than a verbal tie between the words common, community, and communication. Try the experiment of communicating, with fullness and accuracy, some experience to another, especially if it be somewhat complicated, and you will find your own attitude toward your experience changing.

John Dewey

WEEK 1 (8/24-8/30): CLASS INTRO

- 8/24/10 CLASS LECTURE: Course introduction and syllabus review.
- Complete the learning contract that was e-mailed to you on 8/23/10. Submit your learning contract electronically by 5 p.m. on Monday 8/30 by e-mailing the Word document as an attachment to Simran Sethi, cc'd to Josh Hafner. The format should be as follows for this and every electronic submission: Abbreviated document title-First nameLast Initial. For the learning contract, the document title should read: LC-First name Last initial (ex: LC-SimranS.doc). ***Make sure your name and the document title are listed within the document, as well. If you don't follow this format, you'll be asked to resubmit your document and will be marked down at my discretion.***
- Open Facebook and Twitter accounts if you do not already have them or prefer to start separate accounts for this class.
- Friend La Profa on Facebook. Follow @simransethi on Twitter.
- Confirm membership in J534/SW560 Facebook group (OTHER: The J534/SW560 Diversity in Media FB Group) by Monday 8/30. Post first comment and response to comment by 5 p.m.
- Follow @jlcstearns, @jayrosen_nyu, @twittermedia, @lauren_keith, @VivirLatino, @mmfa, @on_the_media, @sreenet, @namicomunicate, @mashsocialmedia, @SMCLawrence, @sepiamutiny, @racialicious, @davidgerzof, @mediadiversity, @KUJournalism and @smcku on Twitter. You will be asked to follow others on Twitter over the course of the semester.
- Consider joining the [KU Social Media Club](#) and the [Social Media Club of Lawrence](#).
- Complete these readings/viewings before Week 2 class on 8/31:
 - ["The State of the News Media,"](#) Pew Research Center' Project for Excellence in Journalism. (Also read "Overview")
 - [Internet Manifesto.](#)
 - ["Books in the Age of the Ipad,"](#) Craig Mod.
 - ["WaPo's Social Media Guidelines Paint Staff Into Virtual Corner,"](#) Paid Content.
 - ["Twitter Guide for Newbies & Skeptics,"](#) Sree Srinivasan. (Review hyperlinks that catch your attention)
 - ["Basic and Advanced Twitter for Journalists,"](#) Sree Srinivasan, BlogTalk Radio. (Audio)
 - ["Advanced Facebook for Journalists,"](#) Sree Srinivasan, BlogTalk Radio. (Audio)
 - ["Media Consolidation,"](#) FreePress. (Click through to media consolidation charts) and ["Who Owns the News Media,"](#) Pew Research Center' Project for Excellence in Journalism.
 - ["We Care About Net Neutrality. Here's Why You Should, Too."](#) Nick Aster, Triple Pundit.
 - ["The Internet Must Not Become a Segregated Community,"](#) Malkia Cyril, The Huffington Post.
 - ["Minority Journalists Want Strong Net Neutrality Rules,"](#) John Eggerton, Broadcasting & Cable.
 - ["Yes We Won't,"](#) Amalia Deloney, MAG-Net.

- [“Grijalva Urges FCC to Ensure Internet Providers Cannot Control What Consumers Access Based on Political or Corporate Preferences,”](#) Congressman Raul Grijalva.
- [“Google, Verizon, and You,”](#) James Rucker, Jack and Jill Politics.
- [“66 Media Diversity,”](#) Douglas Schuler, The Public Sphere Project.
- If you are interested in seeing how other schools are using social media, [here's](#) a sampling of information.

WEEK 2 (8/31-9/6): SETTING THE STAGE: THE DIGITAL DIVIDE, NET NEUTRALITY & SOCIAL MEDIA

- 8/31/10 CLASS LECTURE: Class discussion on the digital divide. Virtual lecture on net neutrality with Josh Stearns, Associate Program Director, [Free Press](#) and [Save the News](#). Virtual discussion on social media and the use of Twitter in the classroom with KU J-School graduate Lauren Keith.
- 8/31/10 CLASS TWEETS: Complete 5-8 tweets during course lectures. Make sure to include class hashtag #kudiversity.
- 9/1/10 Consider attending KU Social Media Club meeting at 7pm in Dole 2094.
- 9/3/10 TWEET FEEDBACK: Analyze the efficacy of your in-class tweets. Were your tweets a skeletal but cohesive narrative? What did you like about your effort and what would you change? E-mail me a 250 word review of your tweets as they pertain to effective newsgathering/storytelling by 9/3 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 6-8 test tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation “TF;” for example, TF-SimranS.
- 9/6/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 9/6 at 5 p.m.

Complete these readings/viewings **before** Week 3 class on 9/7:

- [“Wireless Internet Use,”](#) Pew Research Center’s Internet and Public Life Project. (*Read full report, especially “Access for African Americans”*)
- [“Twitter and Status Updating, Fall 2009,”](#) Pew Research Center’s Internet and Public Life Project. (*Note information on race and ethnicity*)
- [“Lost in Translation,”](#) Lera Boroditsky, Wall Street Journal.
- Review [Chris Rabb’s site](#).
- *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.), Chapters 1 & 2.
- [“Matchmakers: Babies Buying Babies,”](#) Elna Baker, This American Life. (*Audio: Stream episode for free. Go to 40:18 to listen to story*)
- [National Association of Black Journalists Stylebook](#)

WEEK 3 (9/7-9/13): EXCLUSION, INCLUSION AND THE CONCEPT OF “OTHER”

- 9/7/10 CLASS LECTURE: Class discussion on the concept of “otherness.” Virtual lecture with social entrepreneur, [author](#) and founder of [Afro-Netizen Chris Rabb](#) on institutional inclusion and exclusion in media and beyond.
- 9/7/10 OPTIONAL CLASS TWEETS: Complete 5-8 optional tweets during course lectures. Make sure to include class hashtag #kudiversity.
- **9/10/10 FIELD TRIP** to [Brown v. Board of Education National Historic Site, 1515 SE Monroe Street, Topeka, KS 66612](#).
- 9/10/10 CLASS TWEETS: Complete 5-10 tweets during field trip. Make sure to include class hashtag #kudiversity.
- 9/10/10 TWEET FEEDBACK: Analyze the efficacy of your class tweets. Were your tweets a skeletal but cohesive narrative? How did you use your tweets? To report on the class lecture? Document something in the museum with video or an image? Comment on something triggered by the lecture or field trip? Hyperlink to information that would extend the conversation you started? Give a sense of the way(s) you used Twitter. Explain what you liked about your effort and what would you change. E-mail me a 250 word review of your tweets as they pertain to effective newsgathering/storytelling by 9/10 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 5-8 tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation “TF;” for example, TF-SimranS.
- 9/13/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 9/13 at 5 p.m.

Complete these readings/viewings before Week 4 class on 9/14:

- [“The Race Beat,”](#) On the Media. *(audio)*
- [“How Do They Get to Be That Way?”](#) Roger Ebert, Chicago Sun-Times.
- [“Imagine if the Tea Party was Black,”](#) Tim Wise.
- [“A \\$95,000 Question: Why are Whites Five Times Richer than Blacks in the US?”](#) Chris McGreal, The Guardian.
- [“NYT Columnist Nicholas Kristof Admits: ‘I Tend To Focus’ On The ‘White Foreigner As Savior, Black African As Victim’ Narrative,”](#) The NYTPicker.
- [“Author Examines ‘The History of White People,’”](#)Talk of the Nation, NPR. *(audio)*
- [Race: Still Too Hot to Touch,](#)” Matt Bai, New York Times.
- Review [Racialicious](#) blog.
- [“How Black People Use Twitter,”](#) Farhad Manjoo, Slate.
- [“A Response to Farhad Manjoo’s ‘How Black People Use Twitter,’”](#) Jessica Faye Carter.
- [“How Black People May or May Not Use Twitter: All Tech Considered,”](#) Sam Sanders, NPR.
- [“How Tweeting while black became controversial,”](#) Imani Walker, The Griot.

- [“The Roots of White Anxiety,”](#) Ross Douthat, New York Times.
- [“Economy Tests Media’s Diversity,”](#) Jazmine Ulloa, Boston Globe.
- *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.), Chapters 5 & 9.

WEEK 4 (9/14-9/20): STORIES ABOUT RACE

- 9/14/10 CLASS LECTURE: Class discussion on representations of race in media. Virtual lecture with [Latoya Peterson](#) on how to build a more inclusive digital media environment.
- 9/14/10 CLASS TWEETS: Complete 5-8 tweets during course lectures. Make sure to include class hashtag #kudiversity.
- 9/17/10 TWEET FEEDBACK: Analyze the efficacy of your class tweets. How did you use your tweets? To report on the class lecture? Comment on something triggered by the lecture or readings? Hyperlink to information that would extend the conversation you started? Give a sense of the way(s) you used Twitter. Explain what you liked about your effort and what would you change. Also comment on the kinds of feedback you got on your tweets. E-mail me a 250 word review of your tweets as they pertain to effective newsgathering/storytelling by 9/17 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 5-8 tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation “TF;” for example, TF-SimranS.
- 9/13/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 9/20 at 5 p.m.

Complete these readings/viewings **before** Week 5 class on 9/21:

- Read preface of [The Karma of Brown Folk](#), Vijay Prashad, vii-xi. (*pages take a minute to load*)
- Review [Angry Asian Man “About”](#) section.
- Review [VivirLatino](#) blog. Focus on writing on Arizona Law SB-1070.
- [“New York Minorities More Likely to Be Frisked,”](#) Al Baker, New York Times.
- [“My Times in Black and White book excerpt,”](#) Gerald Boyd, Here & Now.
- Listen to segment from [Native Spirit radio show](#) (hosted by upcoming lecturer Rhonda LeValdo).
- Review [RezNet](#) site.
- Review [Native Voices Video Project 2010](#). (*video, takes a minute to load*)
- *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.), Chapters 3,4, and 11.
- [Asian-American Journalists Association Handbook](#)
- [National Association of Hispanic Journalists Resource Guide for Journalists](#)
- [South Asian Journalists Association Style Guide](#)
- [100 Questions and Answers about Arab-Americans: A Journalist’s Guide](#)

WEEK 5 (9/21-9/27): STORIES ABOUT ETHNICITY

- 9/21/10 CLASS LECTURE: Field trip to [Haskell Indian Nations University Cultural Center and Museum](#) at 155 Indian Ave. Lawrence, KS 66046. **Please plan on meeting up in the Haskell Cultural Center parking lot by 4:15pm.** Class lecture with Visiting Associate Professor [Teresa Lamm](#) and KU J-School graduate/ Haskell University instructor/ [NAJA](#) President [Rhonda LeValdo](#) on representations of indigenous communities in media in Haskell Library, room 119.
- 9/21/10 CLASS TWEETS: Complete 5-10 tweets during course lecture and field trip. Make sure to include class hashtag #kudiversity.
- 9/24/10 TWEET FEEDBACK: Analyze the efficacy of your class tweets. Explain what you liked about your effort, what would you change and how people responded to your work. Work on ways to increase responses and retweets of your work. E-mail me a 250 word review of your tweets as they pertain to effective newsgathering/storytelling by 9/24 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 5-10 tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation "TF;" for example, TF-SimranS.
- 9/27/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 9/27 at 5 p.m.

Complete these readings/viewings **before** Week 6 class on 9/28:

- ["Gender Roles – Interviews with Kids."](#)
- ["Bias Called Consistent Hurdle for Women in Sciences,"](#) Tamar Lewin, The New York Times.
- ["The Mismeasure of Woman,"](#) Joann Lipmann, The New York Times.
- Review [U.S. Department of Labor statistics on Women Workers](#), 2009.
- [Media Report to Women](#)
- ["Why Girly Jobs Don't Pay Well,"](#) Nancy Folbre, New York Times blog.
- ["Barbiegate: What We Learned,"](#) Adam Weinstein, Mother Jones.
- ["Advertising is Good for You,"](#) Paula Zargaj-Reynolds. (*Review posts on sexism in advertising.*)
- *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.), Chapter 8.
- ["Sexism,"](#) The Daily Show.
- ["Sarah Palin and the Rise of the Feminist Right,"](#) Dana Loesch, Washington Examiner.
- ["Sarah Palin: Embracing Feminism, or Co-Opting it for Conservatives?"](#) Frances Tobin, Politics Daily.
- ["The First Thing Young Women Do in the Morning: Check Facebook,"](#) Mashable.
- ["The End of Men,"](#) Hanna Rosin, The Atlantic.
- ["Open for Questions: 90th Anniversary of Women's Right to Vote,"](#) Tina Tchen. (*video*)

WEEK 6 (9/28-10/4): STORIES ABOUT GENDER

- 9/28/10 CLASS LECTURE: Class discussions about gender as a social construct. Review of sexism in advertising.
- 9/28/10 OPTIONAL CLASS TWEETS: Complete 5-8 optional tweets during course lecture. Make sure to include class hashtag #kudiversity.
- 9/28/10-10/8/10 TWITTER ISSUE ASSIGNMENT: Follow the Twitter coverage of a single issue pertaining to diversity on four different media outlets over a single week. The media outlets should be diverse: one mainstream outlet, one independent outlet, one “insider” outlet (representing the voice of impacted communities) and one additional outlet of your choosing.

Notice how various outlets talk about the same issue and what audience(s) would find the reportage useful. Analyze tweets according to their utility for you as the audience as well as for the intended audience. Some of the questions Dr. [Dominic Lasorsa](#) at the University of Texas had his class answer might help in your analysis: “*Is [a tweet’s] primary purpose to seek information, state an opinion, or convey information? Does it primarily self-promote (publicize one’s own story or that of one’s news organization)? Does it primarily convey mundane information about one’s everyday life (known as “lifecasting”)? Does it primarily convey breaking news, as it happens? Does it primarily seek sources or story tips? Does it primarily seek reactions to one’s work or that of others? Does it contain an external link and, if so, to what type of source (e.g., a journalist’s own news organization, another news medium)? What is its primary topic (e.g., politics, sports)? Is it a retweet (a message received from a follower and then re-sent to others)?*” Explain why Twitter was or was not a useful reporting platform for this issue.

Post your assignment to our group page on Facebook as a reply under the section titled “Twitter Issue Assignment” by 10/8 at 5 p.m. The reply should include all the tweets you followed plus a 750 word analysis of how different outlets reported on the story. Your reply should be labeled with your first name and last initial and Twitter Issue Assignment abbreviation “TIA;” for example, TIA-SimranS right up at the top.

Complete these readings/viewings before Week 7 class on 10/5:

- [“The F Word,”](#) Daphne Merkin, New York Times.
- [“America’s War on the Overweight,”](#) Kate Dailey & Abbey Ellin, Newsweek.
- [“Why Are Fat People Abused?”](#) Denise Winterman, BBC Newsmagazine.
- [“Anorexia in the Family,”](#) Scott Goldsmith, U.S. News and World Report.
- [“Brave Girl Eating blog series,”](#) Harriet Brown, Psychology Today.
- [“All of Me,”](#) Patricia Brieschke, The Sun.
- Review Yale Rudd Center for Food Policy and Obesity [blog](#).
- [“Ageism in America,”](#) International Longevity Center, pp.1-58.
- *Racism, Sexism, and Media: The Rise of Class Communication in Multicultural America* (3rd ed.), Chapters 6 & 7.
- [Guidelines for Portrayal of Obese Persons in the Media](#)

- [Reporting Obesity: A Resource for Journalists](#)

WEEK 7 (10/5-10/11): STORIES ABOUT SIZE & AGE

- 10/5/10 CLASS LECTURE: Class discussion on body image, photojournalism and advertising. Screening of portions of documentary “THIN.”
- 10/5/10 OPTIONAL CLASS TWEETS: Complete 5-8 optional tweets during course lecture. Make sure to include class hashtag #kudiversity.
- 10/11/10 FACEBOOK COMMENTARY: Post one comment on a classmate’s Twitter Issue Assignment to our Facebook group and respond to one comment to your Twitter Issue Assignment by 10/11 at 5 p.m.

Complete these readings before Week 9 class on 10/19:

- [Ragged Edge Online: Beyond the AP Stylebook](#)
- [National Center on Disability and Journalism Style Guide](#)
- “[The Digital Divide of Disability](#),” Sharon Rush and Desiree Sturdevant, On The Media. (*audio*)

WEEK 8 (10/12-10/18): CLASS CANCELLED

Complete these readings/viewings before Week 9 class on 10/19:

- Review [Forum on Media Diversity blog](#) from Manship School of Mass Communication, Louisiana State University.
- Watch portions of [AEJMC Panel Discussion on Media Diversity](#). (*video*)

WEEK 9 (10/19-10/25): STORIES ABOUT PHYSICAL ABILITY

- 10/19/10 CLASS LECTURE: Screening of documentary “Murderball” and class discussion on public relations and disability rights.
- 10/19/10 CLASS TWEETS: Complete 5-10 tweets during course lecture and screening. Make sure to include class hashtag #kudiversity.
- 10/22/10 TWEET FEEDBACK: Analyze the efficacy of your class tweets. Give a sense of the way(s) you used Twitter. Explain what you liked about your effort, what would you change and how people responded to your work. E-mail me a 250 word review of your tweets as they pertain to effective storytelling by 10/22 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 5-10 tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation “TF;” for example, TF-SimranS.
- 10/25/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 10/25 at 5 p.m.

Complete these readings/viewings before Week 10 class on 10/26:

- “[The Americanization of Mental Illness](#),” Ethan Watters, New York Times.
- “[Mental Illness Accounting for More Military Discharges](#),” Gregg Zoroya, ABC News.
- Review [NAMI Stigma Busters Alerts](#).

- [“The Soul in Depression,”](#) Krista Tippett, Speaking of Faith. (*Audio*)
- Review [background articles](#) on Speaking of Faith program.
- [“A Study in Endurance and Abelism,”](#) Arwyn.
- [“Depression on the Rise in Colleges?”](#) Kathleen Doheny, WebMD.
- [“The Truth About Autism: Scientists Reconsider What They Think They Know,”](#) David Wolman, WIRED.
- [“In My Language, Part 1”](#) Amanda Baggs. (*Video*)
- [“In My Language, Part 2,”](#) Amanda Baggs. (*Video*)
- [“Autism is a World, Part 1,”](#) Sue Rubin. (*Video*)
- [“Autism is a World, Part 2,”](#) Sue Rubin. (*Video*)
- [“Autism is a World, Part 3,”](#) Sue Rubin. (*Video*)
- [“Autism is a World, Part 4,”](#) Sue Rubin. (*Video*)
- [“Autism is a World, Part 5,”](#) Sue Rubin. (*Video*)
- [“Communication Devise Helps Autistic Children,”](#) Janet Reid, Lawrence Journal-World.

WEEK 10 (10/26-11/1): STORIES ABOUT VOICING WHAT WAS SILENCED

- 10/26/10 CLASS LECTURE: Class discussion about media depictions of depression. Virtual lecture with documentary filmmaker Maria Holter and her son Tait Holter on social media, communication and autism.
- 10/26/10 CLASS TWEETS: Complete 5-10 tweets during course lectures with a goal of reaching diverse audiences. Make sure to include class hashtag #kudiversity.
- 10/29/10 TWEET FEEDBACK: Analyze the efficacy of your class tweets. Give a sense of the way(s) you used Twitter and modified your approach to reach diverse audiences. Explain what you liked about your effort, what would you change and how people responded to your work. E-mail me a 250 word review of your tweets as they pertain to effective newsgathering/storytelling by 10/29 at 5 p.m. This assessment should be text within the body of the e-mail and should include your 5-10 tweets. The e-mail subject line should be labeled with your first name and last initial and tweet feedback abbreviation “TF;” for example, TF-SimranS.
- 11/1/10 FACEBOOK COMMENTARY: Post one relevant link and one thoughtful comment to our Facebook group by 11/1 at 5 p.m.

Complete these readings/viewings **before** Week 11 class on 11/2:

- [“A Voice From Within,”](#) Cole Krawitz, *Nashim: A Journal of Jewish Women's Studies & Gender Issues* 8 (2004) 165-174.
- [“81 Words,”](#) This American Life. (*Audio*)
- [“Somewhere Out There: Tom Girls,”](#) Mary Beth Kirchner, This American Life. (*Audio, Stream free episode and listen to segment 2 starting at 29:13*)
- [“I Hugged a Man in His Underwear and I Am Proud,”](#) Nathan Albert. (*read comments under post*)

- [“Bloggingheads: Gay Marriage Strategy,”](#) Amy Sullivan and Jeff Sharlet, New York Times.
- [National Gay & Lesbian Journalists Association Stylebook Supplement](#)
- [Gay and Lesbian Alliance Against Defamation Media Reference Guide](#)

WEEK 11 (11/2-11/8): STORIES ABOUT SEXUALITY

- 11/2/10 CLASS LECTURE: Class discussion on coming out, being outed and other privacy issues in social media.
- 11/2/10 OPTIONAL CLASS TWEETS: Complete 5-10 optional tweets during course lecture and screening. Make sure to include class hashtag #kudiversity.
- 11/8/10 FACEBOOK COMMENTARY: Post an update on your final project group discussion (within our Facebook group page) on the status of your final project. Every person should post their own update by 11/8 at 5 p.m.

Complete these readings/viewings **before** Week 12 class on 11/9:

- [“The Poor Will Always Be With Us—Just Not on TV News,”](#) Neil DeMause and Steve Rendall.
- [“Media’s Role in Changing the Face of Poverty,”](#) Sharon Green, Nieman Reports.
- [“Race and Poverty in America: Public Misperceptions and the American News Media,”](#) Martin Gilens.
- [“The Rural Blog,”](#) University of Kentucky Institute for Rural Journalism and Community Issues. *(Review entries of interest)*
- [“Working Class Perspectives: Commentary for the Center for Working Class Studies,”](#) Youngstown State University. *(Review entries of interest)*
- [“The Way We Live Now: The Charitable Giving Divide,”](#) Judith Warner, New York Times.
- Review [Working Class Studies Association](#) site. (Review [resources](#).)
- News Watch [Diversity Style Guide](#), San Francisco State University.

WEEK 12 (11/9-11/15): STORIES ABOUT CLASS

- 11/9/10 CLASS LECTURE: Class discussion on depictions of the working class in popular media. Screening of documentary “Class Dismissed.”

Complete these readings/viewings **before** Week 13 class on 11/16:

- Review [HEEB magazine](#) online.
- Review [“Stuff Christians Like”](#) site.
- [“The Invention of Religion,”](#) Ricky Gervais. *(video)*
- [Society of Professional Journalists Guidelines for Countering Racial, Ethnic and Religious Profiling](#)
- [“Behind the Veil,”](#) Lorraine Ali, New York Times.

- [“Black and Jewish, and Seeing No Contradiction,”](#) Trymain Lee, New York Times.
- [“Making Islamophobia Mainstream,”](#) Steve Rendall and Isabel Macdonald.
- [“Imagining the Other: The Use of Narrative as an Empowering Practice,”](#) Lisa Onbelet.
- [“Politic Punch,”](#) Jake Tapper, ABC News.
- [“Fewer Young Voters See Themselves as Democrats,”](#) Kirk Johnson, New York Times.
- [“Nightline: Son Turns on Church That Pickets Soldiers’ Funerals,”](#) Chris Bury and Claire Pedersen, ABC News.
- [“The Uncomfortable Grayness of Life,”](#) Nate Phelps.
- Religion Writers [Religion Stylebook](#)
- [“The Internet and the ‘Democratization’ of Politics,”](#) Matthew Hindman, *The Myth of Digital Democracy*.

WEEK 13 (11/16-11/22): STORIES ABOUT FAITH & POLITICS

- 11/16/10 CLASS LECTURE: Class discussion on media perceptions of political affiliations. Virtual lectures with Adam Baruchowitz, [HEEB](#) magazine on the use of humor in addressing stereotypes and [Nate Phelps](#), son of [Westboro Baptist Church](#) founder Fred Phelps, on breaking free of stereotypes.
- 11/16/10-11/29/10 TWITTER OBSERVATION ASSIGNMENT: Attend one of many diversity events on campus and complete 10-15 tweets about what you see, hear, and learn. This could be a disability rights lecture, a study group about conservative African-Americans, or an Asian arts and crafts festival. As long as it is an event that focuses on some aspect of diversity, you can tweet it.

You must attend this event in person. Explain the assignment to hosts of the event, if appropriate. Embrace the opportunity and select an event/ community with which you are not completely familiar. Be willing to be wrong about a place or person. Show up with an open mind and you will be rewarded for your courage.

Your tweets should include multi-media components and offer insight into communities that are poorly understood and/ or poorly covered by the media. Listen carefully to the language people use to describe themselves and what they do, and ask your self how the people you encounter might challenge or reinforce stereotypes.

Post your assignment to our group page on Facebook as a reply under the section titled “Twitter Observation Assignment” by 11/29 at 5 p.m. The reply should include all your tweets and a 500-750 word reflection on your experience of reporting from the inside-out. (Address how your chosen event resonates with the concept of diversity, identify the main participants and intended audience, and comment on how you experienced the event as someone outside of that intended audience.) Also make sure to explain why Twitter was or was not a useful reporting platform for this issue. Your reply should be labeled with your first name and last initial and Twitter Issue Assignment abbreviation “TOA;” for example, TOA-SimranS right up at the top of your assignment.

Complete this viewing **before** Week 14 class on 11/23:

- [“The World Needs All Kinds of Minds,”](#) Temple Grandin, TED. (Video)
- [“Diversity In The Media: Behind The Scenes & In Our Lives,”](#) Soledad O’Brien, Yale University lecture. (Video)
- Review 140 Characters Conference [blog](#).
- Review Geeks Without Borders [blog](#).

WEEK 14 (11/23-11/29): REGROUP

- 11/23/10 This class is devoted to in-class discussions about the final class projects and hands-on group work and smaller meetings with the instructor.

No readings/viewings before Week 15 class on 11/30. Devote this additional time to finalizing class project.

WEEK 15 (11/30-12/6): WE ARE “OTHER”

- 11/30/10 CLASS LECTURE: Class lecture synthesizing our learning on diversity in media and finalizing execution of our final project.
- 12/1/10 FACEBOOK COMMENTARY: Post one comment on a classmate’s Twitter Observation Assignment to our Facebook group and respond to one comment to your Twitter Observation Assignment by 12/1 at 5 p.m.
- **12/4 VIRTUAL SUMMIT ON “TELLING STORIES OF DIVERSITY IN THE DIGITAL AGE,” 11am-4pm, S-F 100.**

WEEK 16 (12/6-12/13): FINAL PRESENTATION

- 12/7 CLASS CANCELLED DUE TO 12/4 VIRTUAL SUMMIT
- 12/13 Complete the Self Team Evaluation that was e-mailed to you on 8/23/10. Submit your evaluation electronically by 5 p.m. on Monday 12/13 by e-mailing the Word document as an attachment to Simran Sethi, cc’d to Josh Hafner. The format should be as follows for this and every electronic submission: Abbreviated document title-First nameLast Initial. For the Self Team Evaluation, the document title should read: STE-First name Last initial (ex: STE-SimranS.doc). ***Make sure your name and the document title are listed within the document, as well. If you don’t follow this format, you’ll be asked to resubmit your document and will be marked down at my discretion.***
- **12/13 Submit final project materials by 5 p.m. on Monday 12/13** by e-mailing one Word document per group as an attachment to Simran Sethi, cc’d to Josh Hafner. Each group should assign one member to submit materials on the group’s behalf. For the Final Project Materials, the document title should read: FTM-Group number (ex: FPM-Group1.doc). ***Make sure your name and the document title are listed within the document, as well. If you don’t follow this format, you’ll be asked to resubmit your document and will be marked down at my discretion.***

FINAL ASSIGNMENT DETAILS:

Digital media has, in many ways, reduced barriers to entry in journalism and storytelling and provided an unprecedented opportunity for diverse constituents to tell their own stories. This assignment is the culmination of the semester’s worth of work you have done on diversity in media and the role of social media in telling stories of diversity and fostering opportunities for participatory journalism and the democratization of media. The class will work with [UNITY: Journalists of Color, Inc.](#) on a half-day digital

summit that brings together the key people dedicated to the expansion of voices in the digital space and advancement of social media to foster this change.

The conference will be programmed, organized, and promoted by our class with oversight from the instructor and a **TBD** member of UNITY. The event will be streamed live on the UNITY Web site.

Each group will address a difference lens of experience: researching and setting context, sourcing and scheduling 3-5 speakers (who will speak, collectively, for an hour), promoting the conference on social networks and liveblogging/ soliciting questions from Twitter. Within the designated hour, each group/ set of speakers will address:

- 1) Digital technologies select groups are using
- 2) Why and how groups are using the technologies
- 3) The barriers that provide challenges to full engagement
- 4) The potential opportunities (i.e., what lies ahead)

Each group is required to attend the conference for the hour preceding and following their designated hour and tweet about their experience. Each group is also required to submit a 1500 - 2000 word research document detailing the following:

- 1) Identify the group you are featuring
- 2) Explain digital media consumption and engagement patterns (explain who is using digital media, why they are using it and how they are using it)
- 3) Clarify how this information informed your choices of guest speakers and detail the process of contacting/ confirming speakers
- 4) Reflect on what you have learned about the utility of digital media in telling stories of diversity

This document should be double-spaced and follow [AP style guidelines](#). It should be submitted electronically per the instructions above.

The additional assignment for graduate students is to market and promote the event and write a 1500 word research paper explaining their strategic communications plan. There are a number of templates online. I suggest looking at [The Spin Project's efforts](#). Your document should be double-spaced and follow [AP style guidelines](#). It should be submitted electronically per the instructions above.

A rough schedule is as follows:

"TELLING STORIES OF DIVERSITY IN THE DIGITAL AGE"

Date: 12/4/10, Time: 11am-4pmCT/ 12-5pmET/ 9am-1pm PT, Stauffer-Flint 100, University of Kansas

Hashtag #digitaldiversity

INTRO

11 - 11:10am Introduction from Simran Sethi and **TBD** member of UNITY. Intro class and conference. Quick framing of conference on why and how digital media impacts stories of diversity. Announce hashtag, live stream on UNITY site, and **TBD iPad** for one tweeter.

RACE, ETHNICITY AND BRIDGING THE DIGITAL DIVIDE

11:10 - 11:15am Group 1 introduces selves and topic. Offers brief explanation of digital divide and impacts of social media on bridging that divide in communities of color.

11:20am - 12:20pm Speakers

BLOG-HER? SHE-TWEET? GENDER AND SOCIAL MEDIA

12:30 - 12:35pm Group 2 introduces selves and topic. Offers brief explanation of high participation of females in journalism and social media and impacts that might have on profession/ platform.

12:40 - 1:40pm Speakers

SOCIAL MEDIA IS GLOBAL MEDIA

1:50 - 1:55pm Group 3 introduces selves and topic. Offers brief explanation of role of social media in global context.

1:55 - 2:55pm Speakers

DIFFERENT VOICES: MOBILE MEDIA

3-3:05pm Group 4 introduces selves and topic. Offers brief explanation of the ways in which mobile/ digital media has assisted communication for differently-abled people.

3:10 – 3:55pm Speakers

CONCLUSION

3:55 - 4pm Concluding remarks from Simran Sethi.

GRADING:

You will be awarded 100 points upon which your final grade will be based.

Breakdown for Undergraduate Students:

Final Project (10 points for research/ subject selection, 10 points for in-class presentation and summit, 10 points for reflection and analysis)	30 points
In-Class Discussion and Participation (2 points per week for 15 weeks)	30 points
Twitter Issue and Observation Assignments (10 points each)	20 points
Twitter Feeds and Feedback, Facebook Engagement (3 points for 6 weeks - weeks – 1 point for feed, 1 point for feedback, 1 point for FB)	18 points
Self-Team Evaluation and Learning Contract completion (1 point for each)	2 points

Breakdown for Graduate Students:

Final Project (10 points for research/ subject selection, 10 points for in-class presentation and summit, 10 points for promotion and outreach, 10 points for reflection and analysis)	40 points
In-Class Discussion and Participation (2 points per week for 15 weeks)	30 points
Twitter Issue and Observation Assignments (5 points each)	10 points
Twitter Feeds and Feedback, Facebook Engagement (3 points for 6 weeks – 1 point for feed, 1 point for feedback, 1 point for FB)	18 points
Self-Team Evaluation and Learning Contract completion (1 point for each)	2 points

Your final grade for this class will be a letter grade reflecting the point breakdown below. It will be submitted to Enroll & Pay by 12/17.

A	93-100 points	C	73-76 points
A-	90-92 points	C-	70-72 points
B+	87-89 points	D+	67-69 points
B	83-86 points	D	63-66 points
B-	80-82 points	D-	60-62 points
C+	77-79 points	F	59 or fewer points

PLAGIARISM:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism and fabrication. If you plagiarize or fabricate material, you will get a zero on the assignment. Per the School's

official policy, you may also fail the course and possibly be expelled from the Journalism School. Students enrolling from other units in the University will be subject to the general rules and regulations of those units.

Please make sure you have read [this article](#). The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e. without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

Plagiarism is taking someone else’s ideas, thoughts or opinions and passing them off as your own. This includes print and electronic materials (no matter how old they are), as well as materials from the Internet. If you cut and paste materials from the Internet, and you don’t attribute your work, you’ve committed plagiarism. If you use secondary sources — that is, research that someone else has already done — you must attribute the sources in your papers. (Wikipedia is NOT an acceptable source.) You don’t have to attribute commonly known facts (Strawberries are fruit.) or historical facts (Barack Obama is president.). Fabrication is making up something and presenting it as true. This includes making up a statistic, a fact or a figure. It also includes making up quotes for interviews or “fudging” on quotes to make them sound more interesting. It’s OK in fiction; it’s not OK in journalism.

If you have questions about plagiarism or fabrication, please ask me for clarification. These articles may also offer additional insights: [“A Breach of Trust”](#) by Thomas Jeff and [“Chris Anderson v. Wikipedia: Takes ‘Free’ to Heart, Plagiarizes”](#) by Truemorist,

RUBRICS

J534 TWITTER RUBRIC – WHAT MAKES A GOOD TWEET? (Thanks to [Harry G. Tuttle](#) for inspiration)

Tweet	A Tweet	B Tweet	C Tweet	D/F Tweet
Focus	Makes a clear point from the beginning and inspires people to want to learn more. Provides context where required.	Makes a point but does not inspire reader to click through to any links or images or read additional tweets.	Makes a point that is nebulous at best.	Has no real point.
Uses 140 characters wisely (and, for the purposes of this class, employs hashtags, tags and multimedia components)	Recognizes every character counts. Sustains a complete, concise thought within allotted characters. Uses universally-recognized abbreviations. Employs hashtag(s) and uses images, videos and/or hyperlinks when appropriate.	Delivers a fairly clear message and uses moderately interesting multimedia and hashtag(s).	Delivers a message but does not drive followers to additional media or use hashtag(s).	Is not interesting. Does not use hashtag(s) or include additional media.
Invites, even incites, response and/ or retweet	Considers the intended audience. Invites contradictory evidence or encourages people to chime in with their opinion/ support.	Is provocative enough to probably get somebody to retweet or comment.	Might be commented on by your friends and family.	Elicits no response. Not even from your mother.
Offers something fresh or new	Reveals something that the teacher or others in the class have not found or offers a novel approach to the topic at hand. Adds new content, thought or perspective.	Depending on the context, shows author has read all assigned material, has a good grasp of the conventional wisdom on the topic and/ or is documenting the event	Offers predictable and easily found information. Makes clear author did not engage in much, if any, additional thought.	Shows a lack of thoughtfulness or insight.

		clearly but does not offer any new insights.		
Contributes to the conversation	<p>Reads others tweets to get a sense of the conversation and/ or retweets wisely.</p> <p>If liveblogging, tries to synthesize the most important parts of the event/ conversation and provides useful and timely information to followers.</p>	Engages with others and provides some useful insights or information.	Provides more of an echo in an existing conversation, rather than any sort of thoughtful exchange.	We would not miss this tweet if it didn't exist.

J534 DISCUSSION RUBRIC (A modified version of John Tyler, Richard Murnane, and others' [rubric](#))

	A Excellent	B Above Average	C Satisfactory	D Unsatisfactory	F Non-Participant
Preparation	Contributions in class reflect exceptional preparation as evidenced by frequent authoritative and/ or creative use of class materials.	Contributions in class reflect thorough preparation as evidenced by competent and occasionally authoritative and/ or creative reference to class materials.	Contributions in this class reflect satisfactory preparation as evidenced by at least some acquaintance with class materials.	Contributions in class reflect inadequate preparation.	Little or nothing contributed to class; hence, there is no adequate basis for evaluation of understanding of class materials.
Information	Ideas offered are substantive, provide important insights and encourage new pathways for discussion.	Ideas offered are usually substantive, provide good insights and may stimulate new areas of discussion.	Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for discussion.	Ideas are seldom substantive. They are usually just a validation of what has already been said and provide few, if any, insights. They do not advance the conversation.	
Communication	Agreements and/or disagreements are respectful, well substantiated and persuasively presented.	Agreements and/or disagreements are respectful, fairly well substantiated and/or sometimes persuasive.	Sometimes insightful disagreements and agreements are voiced with little to no substantiation but still respect the opinions of others.	Comments are disrespectful to others. Integrative feedback and effective challenges are absent.	
Engagement	Balances respectful talking with active listening that advances the conversation.	Engages thoughtfully but does not necessarily connect with the larger dialog.	Spends listening time formulating next comment, rather than actually listening to others.	Dominates conversation.	Dominates conversation does not listen to others
Overall	<i>If this person were not a member of the class, the quality of the discussion would be significantly diminished. We would miss her/him.</i>	<i>If this person were not a member of the class, the quality of the discussion would be diminished.</i>	<i>If this person were not a member of the class, the quality of discussion would be diminished somewhat.</i>	<i>If this person were not a member of the class, valuable air time would be saved.</i>	<i>If this person were not a member of the class, the quality of conversation would not be improved. We would not really miss her/him.</i>

