

**Course:** **JRN 380, Racial Diversity: Mass Media's Role**

**Section:** 22060880 meets T/R 11:00-12:15 PM (Pink) Pearce 137  
22060881 meets T/R 9:30-10:45 AM (Green) Pearce 138  
22060882 meets T/R 12:30-1:45 PM (Yellow) Pearce 137

**Term:** Spring 2009

**Instructor:** Dr. Tait

**Office:** 407 Moore, (989) 774-6603 or (989) 774-3196 (Main Office)  
E-Mail: Use blackboard platform.

**Hours:** 8:00am-9:00am T&Th (by appointment)  
Other times (by appointment)

**University Program Group IV-C: Course Description**

**Studies in Racism and Cultural Diversity in the United States.** Courses in this category: "focuses primarily on one or more of the major groups which experience both racism and invidious discrimination in the United States, but may also include issues of gender within it, ethnicity, and sexual orientation." Such courses will at least:

1. emphasize the contribution of the group(s) to U.S. society;
2. consider the roots, behavioral and institutional manifestation and consequences of racism, discrimination and stereotyping; and,
3. where appropriate, indicate the variation within the focus group.
4. Allow students to attend a minimum of one outside of class activity

**Course Description:**

Utilizing mass communication theory, this course covers media's portrayal of select racial groups and gender from a historical and contemporary perspective and self-portrayals by these groups in their own media. The emphasis is placed on the portrayal of: African-Americans, Native Americans, Asian Americans, Latino/Hispanic Americans and Women within each of these groups.

**Required Text(copies on reserve in the library):**

Meiss, Guy T., & Tait, Alice A. (Eds.). (2005). *Ethnic Media in America: Building a System of Their Own*. (Vol. 1). Dubuque, IA: Kendall/Hunt.

**Recommended Reading (copies on reserve in the library):**

Ramirez, Raul. Smith, Erna. Warrior, Robert, and Wong, William. (1994). *News Watch: A Critical Look at Coverage of People of Color*. Center for Integration and Improvement of Journalism at San Francisco State University. (Copies on reserve in library.)

Rothenberg, Paula S., 1995, *Race, Class and Gender in the United States: An Integrated Study 3rd ed.*, New York: St. Martin's Press.

Creedon, Pamela J., ed. 1989, *Women in Mass Communication: Challenging Gender Values*, Newbury Park, CA: Sage.

Wilson, Clint C., II, & Gutiérrez, Félix. 2003, *Racism, Sexism, and the Media: The Rise of Class Communication in Multicultural America*, 3rd ed., Beverly Hills, CA: Sage

**Classroom Civility:**

Each CMU student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use phones or pagers in class, or behave aggressively towards others could be asked to leave the class and subjected to disciplinary action under the code of students *Rights, Responsibilities and Disciplinary Procedures*.

**Classroom Discussion:** Please wait for acknowledgement from your instructor before speaking in class. After acknowledgement, direct your comments to the instructor even if you are replying to a classmate's comments.

**American Disabilities Act:**

Central Michigan University provides individuals with disabilities reasonable accommodations to participate in university activities, programs and services. Individuals with disabilities requiring an accommodation should call the activity program or service director.

**I. Course Objectives:**

- A. Define the role of mass-mediated communication in society
- B. Trace the media's portrayal of the following groups: African-Americans, Native Americans, Asian-Americans, Latino/Hispanic Americans (AHANA) and Women within each of these groups.
- C. Define the ideal role of mass-mediated communication in a racially and gender diverse society.
- D. Explain the impact of mass media's portrayal of AHANA and women on society.

**II. Course Requirements (may change):**

- A. Class Attendance: Instructor must be notified in advance if you must miss an assignment. There are also instances where in-class meetings will be replaced with out of class meetings.
- B. "Make-ups": Make-up assignments will not be allowed except in case of rare priorities, i.e., severe illnesses, deaths, etc.
- C. Grading System: There are four required assignments. Each assignment carries equal weight. Each assignment is worth 100 pts. At the end of the semester, the points are totaled and divided by four. The resulting numbers are then assigned a letter grade using the scale below and is the final course grade.

A = 100-94	B- = 83-80	D+ = 69-67
A- = 93-90	C+= 79-77	D =66-64
B+ = 89-87	C = 76-74	D- = 63-60
B = 86-84	C- = 73-70	E =59

D. Assignments(**subject to change**: Most handed-in assignments must be typed. Use colored paper for your section for all assignments.

1. Chapter Discussion Questions
2. Individual Media Audit
3. Reaction Papers
4. Ideal Media Role in a Racially and Gender Diverse Society
5. Headings for all assignments(upper right corner):
  - a. Date assignment is due.
  - b. Course & Section Number, Meeting Time
  - c. Assignment's Name
  - d. Your full name & Student ID.
  - e. Instructor's name
6. Extra Credit(TBD)

**III. Lectures:**

- A. The lectures provide answers to the following questions:
  1. What is the ideal role of mass-mediated communication in a racially and gender diverse society?
  2. What is the role of mass-mediated communication in society?
  3. What has been the role of mass-mediated communication in a racially and gender diverse society?
- B. Lectures (**subject to change**):
  1. Course overview;
  2. Definitions
  3. Impact of Mass Media on Society and AHANA;
  4. A Different World: Children's Perceptions of Race and Class in the Media
  5. The Function of Mass Media in Society: The Political Perspectives (Authoritarian/Libertarian/Social Responsibilities/Communist)
  6. Functionalism
  7. Cedric Clark's Evolutionary Stages of Minorities in the Mass Media
  8. Clint C. Wilson, III and Félix Gutiérrez : Phases of People of Color News Media
  9. Harold Lasswell's Mass Communication Model
  10. Clint C. Wilson, II and Félix Gutiérrez : Some Traits Commonly Applied To People of Color in Early Movies

**Course Schedule (tentative): Assignments**

Week 1	Jan. 13, 2009	Course Overview
Week 2	Jan. 20, 2009	<p><b>No Class: Jan. 20, 2009</b>  <b>Replaces regularly scheduled class time. All sections will attend :</b> • Wed. Jan.21,2009            Dr. Martin Luther King Jr. Keynote Speaker Julian Bond            "Civil Rights: In the Day, Today and Tomorrow."            7 p.m., Plachta Auditorium, Warriner Hall.  <b>Reaction Paper#1</b> : Julian Bond Due or President B. Obama Inauguration : Feb. 3,2009</p> <p>A Snapshot: Media Consumption Patterns of Ethnic Media Consumers in 2005, Chapter 1.  <b>**Chap.1 Chapter Discussion Questions (CDQ): Answer this question: How familiar are you with ethnic media? Explain. What is your reaction to this chapter? Due: Jan.22,2009</b></p>
Week 3	Jan. 27, 2009	<p>The Role of the Ethnic Media, Chap.2.  <b>Chap.2/CDQ4 Due:</b> Jan. 29, 2009</p>
Week 4	Feb. 3, 2009	<p>The Ethnic Press for People of Color: The Golden Era, Chap.3  <b>Chap.3/CDQ1 Due:</b> Feb. 5, 2009</p>
Week 5	Feb. 10, 2009	<p>Feb. 9, 2009 "Media Stereotypes of Native Americans" Moore Hall Kiva, 3:30pm-4:45pm. Speakers: Joe Sowmick, Public Relations Director of The Saginaw Chippewa Indian Tribe &amp; Frank Cloutier, Assistant and Public Relations Manager of The Saginaw Chippewa Indian Tribe</p> <p>Feb. 10, 2009 (No Class)</p> <p>"Children, Welcome to your Past": Native and First Nation Film and Video as the Enunciation of Interdependence, Chapter 6.<b>Chap. 6/CD Q (Your Choice) Due;</b> Feb. 12, 2009</p>

Week 6	Feb. 17, 2009	Native-American Print and Electronic Mass Media, Chapter 7. <b>Chap. 7/CDQ 3 Due : Feb.19</b>  <b>Mark Smith, Web Editor, Detroit Free Press</b>
Week 7	Feb. 24, 2009	Internet Access, Ownership, and Control: Prospects and Pitfalls for African Americans and Other Minorities, Chap. 4. <b>Chap.4/CDQ6 Due: Feb. 26, 2009</b>
Week 8	Mar. 3, 2009	Drums in the Global Village: Gatekeeping and Agenda-Setting by Afro centric Radio Broadcasters, 1980-2004, Chapter 5. <b>Chap. 5/CD Q 2 Due: Mar.5,2009</b>
Week 9	Mar. 10, 2009	<b>Spring Recess</b>
Week 10	Mar. 17, 2009	Afrocentric/Capitalistic Television: The Power, Paradox, and Promise of Black Entertainment Television (BET), 1979-2005, Chap. 8. <b>Chap. 8/CD Q (Your Choice)Due: Mar. 19, 2009</b>
Week 11	Mar. 24, 2009	The Tom Joyner Morning Show: Black-Owned Public Interest Radio in an Age of Consolidation, Chap. 9. <b>Chap. 9/CDQ1 Due: Mar. 26, 2009</b>
Week 12	Mar. 31, 2009	Behind the Numbers: The Impact of Government Preference and Non-Preference on Minority Broadcast Ownership Chap. 10. <b>Chap 10/CDQ2 Due: Apr. 2, 2009</b>
Week 13	Apr. 7, 2009	
Week 14	Apr. 14, 2009	
Week 15	Apr. 21, 2009	Apr. 21, 2009 ,Campus Sustainability Conference, All sections attending conference.
	Apr. 28, 2009	Apr. 30, 2009-May 1,2009 No Classes
Week 16 Final Exam	May 5 & 7, 2009	May 7 22060880 meets R 10-11:50 a.m. (Pink) Pearce 137 May 5 22060881 meets T 10:-11:50 a.m. (Green) Pearce 138 May 7 22060882 meets R 12-1:50 p.m. (Yellow) Pearce 137

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\*These events replace regularly scheduled class meetings. Similar events relevant to this course will be scheduled throughout the semester. I will alert you to these events as soon as I receive the details. Arrangements (video tape, alternative event) will be made for you if you are unable to attend an event. A Reaction Paper is required after each event. Each reaction paper is worth 20 points. You are required to apply the course models and concepts after your initial Reaction Papers. I will alert you when you must start using the course models and concepts.

### **Chapter Discussion Questions (CDQs)**

\*You can reply directly on the worksheet at the end of each chapter in your book. Tear that page out and submit. If you use the worksheet at the end of the chapter, you do not have to submit chapter discussion questions on colored paper stock. You can handwrite your answers if you submit the worksheet at the end of the chapter.

Type your answers on colored paper stock if you do not use the worksheet at the end of the chapter. Each question is worth 10 points. In addition to using the appropriate heading, write the question or questions in bold before your reply.

### **Assignment Mechanics**

\*Type all assignments unless otherwise indicated.

Type all assignments on designated colored paper for your class unless otherwise indicated.

Use the appropriate heading for all assignments.

Headings for all assignments(upper right corner):

Date

Course & Section Number, Meeting Time

Assignment's Name

Your full name & Student ID.

Instructor's name

Single space and limit all assignments to one page. Ignore the one page requirement if you need more space for a comprehensive answer.

Assignments are only accepted in class during the time the class is scheduled.

Corrections(blackboard errors, instructor's errors) must be made one week after the assignment is returned.

Points are deducted for incomplete headings, not using colored stock, and poor writing. I will place the problem with your assignment in brackets. Please consult the Writing Center to help you identify problems that are not obvious. I will also make you aware of common problems during class time.

**Biographical Information:**

Alice A. Tait is the mother of Joseph Conrad Smith, II, the grandmother of Leiah, Joseph, III, Brigham, and Robert She is also an award-winning professor of communication at Central Michigan University, Mt. Pleasant, Michigan. In 1989 Central Michigan University awarded her a Teaching Fellowship and in 1990 Teaching Excellence Award. Butler University, Indianapolis, Indiana awarded her a 1991-92 Visiting African-American Scholar's position. Central Michigan University selected her as one of two distinguished faculty members in 1996. For ten years she directed Central Michigan University's AHANA (African-Americans, Latinos/Hispanics, Asians, Native Americans), High School Journalism Workshop. She spent the 1996-1997 academic year as a Visiting Distinguished Professor at William Paterson University in Wayne, New Jersey. Tait graduated from Wayne State University with a B.A. in speech and her M.A. in mass communication and communications theory. She received her Ph.D. in mass communication research and theory, and a cognate in interpersonal and public communication from Bowling Green State University in 1985.