

**University of Southern California**  
**Annenberg School for Communication**  
**School of Journalism**  
**JOUR 466m People of Color and the News Media, Spring 2008**

**Instructor:** Félix F. Gutiérrez, Professor of Journalism, Communication and American Studies & Ethnicity

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**Home Office:** 510-531-7481. If no answer, please leave a voicemail message.

**Office Hours:** Monday, 2:30-3:30 p.m., Tuesday, 1-2 p.m., Wednesday 11 a.m.-noon

**Class Details:** Monday and Wednesday, Noon-1:50 p.m., ASC 331.

**Textbooks:**

Clint C. Wilson II, Félix F. Gutiérrez, Lena M. Chao, Racism, Sexism, and the Media: The Rise of Class Communication in Multicultural America, Third Edition, Sage Publications, 2003.

Sally Lehrman, News in a New America, John S. and James L. Knight Foundation, 2005.

**Welcome and Course Objectives**

Welcome to JOUR 466m: People of Color and the News Media! Here you will be able to learn more about yourself, our society and the media as we explore race and ethnicity in the United States and how the media have reflected, reinforced, and sometimes changed prevailing attitudes and practices affecting women and men of color.

The course fulfills the Diversity Requirement by focusing on how news media practices and coverage have reflected, reinforced and sometimes changed prevailing attitudes and practices affecting people of color, including issues of gender, language, nationality and social class. Though news media are the focus we will also examine other media, including entertainment, news, advertising, and public relations for additional insights on how they influenced news coverage and employment and the greater understanding of people of color. Special emphasis in the latter part of the course will be put on how women and men of all colors have fought for racial justice in society and news media through access, advocacy and alternatives media initiatives. Throughout the course we will also examine how society's growing racial and ethnic diversity and the growing diversity of media technologies are moving media from focusing on mass audience communication to focusing on class audience communication. Since we all select, retain and interpret what we learn from the media based on our own backgrounds, experiences, and aspirations, you will be expected to honestly describe, analyze and question your own racial and ethnic identities and what media may have taught you about race in four Personal Essays during the first weeks of class.

At the end of class you should have a multidimensional understanding of people of color in the United States and the ways news media have addressed and treated them, how media today and in the future are addressing an increasingly multiracial society, the issues and opportunities facing women of color in media, an understanding of how race in the media has been addressed through initiatives advancing access, advocacy and alternatives. Finally, you should understand how the shift from mass media to class media is changing how news media employ, portray and employ people of color.

I look forward to being with you and learning from you as we take this journey together.

### **Blackboard Site**

You should be able to access the syllabus, gradebook, supplemental readings and participate in course activities on Blackboard. The URL is <http://blackboard.usc.edu>. To enter the site log on with your USC username minus @usc and password.

### **The Term Project**

One of the most interesting aspects of this class is the opportunity for you to explore an aspect of how news media address an issue of people of color and race, ethnicity, language, gender, nationality, or social class. The purpose of the project is to give you an opportunity to explore an aspect of the lives of people of color in the United States as seen through the lens of the news media or the forces that shape the news media, i.e. corporate policies, government regulation, marketing, etc. Since you will be spending a great deal of time on the project you should pick a topic or issue that is very important and interesting to you. The final project should include information gathered both from library and other public sources, as well as information you gathered yourself through interviews, content analysis, or other first-person research. The project can be produced as a written project (12 pages maximum, plus examples) or as a five-page paper describing the issue that is accompanied by something you produce describing that issue (i.e., video, website, brochure, audio production, exhibit, etc.). Two students may work as a team on one project as long as it is understood that one grade will be assigned for the project and that both students will receive the same grade.

### **Grades**

All written assignments will be read, marked and graded. All assignments will be evaluated on both substance and analysis, with deductions made for errors in spelling, grammar and punctuation. The grade of late papers will be reduced by one third of a grade for every day they are late (i.e. An A- paper would receive a grade of B+ if turned in one day late).

**Internship Credit** The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course who completes an approved internship during this semester shall earn credit of one percent toward the class participation and contributions grade.

Weighting of the assignments for the final class grade will be as follows:

(1) First four written assignments	20%
(2) Midterm Examination	20%
(3) Term Project and Project Presentation	25%
(4) Final Examination	25%
(5) Class participation and contributions	<u>10%</u>
TOTAL	100%

### **School of Journalism Academic Integrity Policy**

Since its founding the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations or purchasing papers or other assignments will immediately receive a failing grade in the course and will be dismissed from the School of Journalism. There are no exceptions to the school's policy.

### **Statement for Students with Disabilities**

Any students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the professor as early in the semester as possible. DSP is open Monday through Friday, 8:30 a.m.-5 p.m. The office is located in the Student Union room 301 and the phone number is (213) 740-0776.

### **Guide to the Schedule of Class Activities**

#### **Date: Topics to be Discussed in Class that Week**

**Read:** Reading assignment to be completed **before class**. This may be supplemented by additional readings distributed the previous week.

**Presentation:** Name or title of outside resources addressing the subject of **this class**.

**Due:** Assignment to be **brought to class and turned in at the beginning of class**.

**Do:** Out-of-class activity **to be completed before the next class**.

### **Schedule of Class Activities**

#### **First Week: Class Welcome. People of Color: Yesterday, Today and Tomorrow**

##### **January 14: Welcome and introduction to the class and the professor**

**Presentation/Discussion:** Overview of the course and the why and how of the social, legal and cultural conditions historically faced by people of color in the United States and the role played by news media in both imposing and exposing those conditions.

##### **January 15: Majority Rules-A First Look at Race, Ethnicity and the Media**

**Read:** Wilson, Gutiérrez and Chao, Chapter 1, Diversity in the Land of Majority Rule: People of Color Today.

**Presentation/Discussion:** “LosAngelesNow”, a documentary on Los Angeles identities and neighborhoods produced by Phillip Rodríguez, currently with the USC Annenberg Institute for Justice and Journalism. Discussion of what we hope to get out of the course.

**Do:** Think about four of your dimensions: biological, anthropological, sociological and psychological and how they have affected you and how you live your life. Biological: what is the race/ethnicity of your parents and grandparents; Anthropological: what cultural expressions and experiences are part of your life; Sociological: how do others see you and treat you; and Psychological: what do you make of all this and how do you see yourself?

#### **Second Week: Who are you? Where are we? How do media matter?**

##### **January 21: Martin Luther King, Jr. Commemoration. No Class**

**Due: Personal Essay #1. *Who am I? Describe and analyze your biological, anthropological, sociological and psychological identities.*** How do they affect you and your life? How do they affect how you see others and others see you? (Four Pages). Please email papers in Microsoft Word to [ffgutier@usc.edu](mailto:ffgutier@usc.edu) or place in an envelope addressed to Félix Gutiérrez in the Annenberg Mailroom next to ASC 140, by Noon, Tuesday, January 22.

**January 23: Race, ethnicity and how media portrayals of people of color affect society and the people in it**

The traditional roles of news media in society and how the ways they have fulfilled these roles has affected public perceptions of people of color in the United States.

**Read:** Chapter 2, Wilson, Gutiérrez and Chao, Do the Media Matter?

**Do:** Try to recall your first impression of the earliest images people of color that you saw, read or heard in the media and think about how that affected what you thought about the people portrayed.

**Third Week: A Historical Look at Entertainment Media and People of Color**

**January 28: Symbols, Stereotypes and the Formation of Racial Images and Identities**

**Read:** Wilson, Gutiérrez and Chao, Chapter 3, The Roots of Racial Stereotyping in American Entertainment.

**Due: Personal Essay #2. Describe and analyze your impressions** of the first movie, television show, comic strip, or children's book featuring a images of people of color that you can recall, tell how it did or did not affect you at the time, and tell how it shaped what you thought of the people portrayed (Three to Four Pages).

**January 30: A Historical Look at Latino Images in Film and Television**

**Video Presentation:** "The Bronze Screen: 100 Years of the Latino Image in American Cinema", a video on Hollywood portrayals of Latinos in movies produced by Susan Racho, Nancy de los Santos, and Alberto Domínguez.

**Do:** Read, watch or listen to something produced for an entertainment medium (film, radio show, television program, comic book, etc.) portraying people of color before 1968 and make notes on how the people, their culture, and their environment were portrayed.

**Fourth Week: Entertainment Media and People of Color Today**

**February 4: A Historical Look at Black Images on Television**

**Read:** Wilson, Gutiérrez and Chao, Chapter 4, Stereotypes Extend into Television and the Video Age

**Video Presentation:** "Color Adjustment", a video on images of African Americans on television into the early 1990s produced by the late Marlon Riggs.

**Due: Personal Essay #3. Describe and analyze your impressions** of how you saw people of color represented in entertainment media produced before the late 1960s that you selected, why such images were popular and how these images shaped the public perception of these people and their roles in society (Three to Four Pages).

**Do:** Read, watch or listen to a selected entertainment medium produced since 1990 and make notes on the presence of people of color and how they are portrayed.

**February 6: Race, Ethnicity and Entertainment Media: Looking Back and Looking Ahead**

**Guest Presentation:** Herman Gray, Professor of Communication (Invited)

**Do:** Think about a news media issue that is important to you and that you would like to examine for your term project and how you would like to explore it. The project should explore the relationship of news media to people of color and their race, ethnicity, gender language, social class, or nationality.

## **Fifth Week: Advertising-The Business Behind the Box**

### **February 11: Marketing and Advertising's Influence on the Media**

**Read:** Wilson, Gutiérrez and Chao, Chapter 6, Advertising: The Media's Not-So-Silent Partner

**Due:** A one-page prospectus each on the topic or topics you are considering for your term project, how it relates news media to people of color and one other dimension of their diversity, and why you feel these issues are important to our understanding of our society.

**Do:** Select advertisements either representing or directed toward people of color from the past and present for presentation and discussion in class on February 13.

### **February 13: Advertising Images from Yesterday and Today, Review for Midterm Examination**

**Due:** Bring to class an example of a historical or current print, broadcast, or on-line advertisement either portraying or directed to people of color and be prepared to discuss how it represents the image of these people and their status in society and why these images were and are successfully used to promote sales of the products advertised. The advertisement should be able to be seen on the screen, read in handouts or heard by the members of the class.

**Do:** Study for the midterm examination.

## **Sixth Week: Presidents' Day Holiday and Midterm Examination**

**February 18: Presidents' Day Holiday, No Class**

**February 20: Midterm Examination**

## **Seventh Week: News Media and People of Color**

### **February 25: It Starts with Exclusion: A Historical Look at the Role and Coverage of People of Color in Mass Audience News Media**

**Guest Presentation:** Clint C. Wilson, Professor of Journalism, Howard University (Invited)

**Read:** Wilson, Gutiérrez and Chao, Chapter 5, The Press: A Legacy of Exclusion

**Due:** Ideas for term research or reporting projects exploring an aspect of people of color and news media. The project must involve both background research and new information you develop through primary research/reporting. Please submit two pages telling what you wish to explore, why it is important, and how you will research and report it. Two students may work on one project with the understanding that the same grade will be assigned to both students.

### **February 27: Media Cover a Fight for Racial Inclusion**

**Video Presentation:** "News and the Civil Rights Movement", a video on news coverage of the 1960s civil rights movement produced by the Newseum, Washington, D.C.

**Read:** Carl T. Rowan, The Cradle (of the Confederacy) Rocks; *Go South to Sorrow*, 1957; Louis Lomax, The Negro Revolt Against "The Negro Leaders", *Harper's Magazine*, June 1960; Bob Schieffer, Mississippi Burning, This Just In: What I Couldn't Tell You on TV, 2003; and Gene Roberts and Hank Klibanoff, New Eyes on the Old South, The Race Beat: The Press, the Civil Rights Struggle and the Awakening of a Nation, 2007.

## **Eighth Week: The Impact of the Kerner Commission. People of Color and Public Relations**

**March 3:** 40<sup>th</sup> Anniversary of the Kerner Commission Report: Are We Better Off Than in 1968?

**Panelists:** Frank Sotomayor, Nancy Hicks Maynard, Jay T. Harris, Tritia Toyota (Invited)

**Read:** Lehrman, Foreword, Chapter 1, News in a New American, and Report of The National Advisory Commission on Civil Disorders, Chapter XV, The News Media and the Disorders, March 1, 1968.

### **March 5: Public Relations: How to Win Friends and Influence the Media**

**Read:** Wilson, Gutiérrez and Chao, Chapter 7, Public Relations: Influencing the Content of the Media

**Presentation/Discussion:** The role of public relations in influencing news media content and a descriptive analysis of social justice advocates have historically used public relations tactics and strategies to raise public awareness of issues facing people of color in areas such as segregation, education, housing, health care, employment through protests, marches, demonstrations, sit-ins, etc.

## **Ninth Week: Media and Women of Color**

### **March 10: Women of Color: Doubly Advantaged or Disadvantaged?**

**Read:** Wilson, Gutiérrez and Chao, Chapter 8, Women of Color: Two Strikes and...?

**Guest Presentation/Discussion:** “Women of Color and the Media”, Dr. Lena Chao, Professor of Communication Studies, California State University Los Angeles (Invited). Presentation and discussion of the obstacles and opportunities facing women of color in both news media coverage and in seeking careers in the news media.

**Due: Writing Assignment #4. *Final proposal for your term projects including proposed resources and source list.*** The proposal should include the topic for your project, why you feel it meets the criteria for course projects, a list of published or public sources that have previously dealt with some aspect of this topic, and a list of potential personal sources you will draw upon in developing your project. (Four pages minimum)

**March 12: No Class. Individual meetings with you on your term project proposals.**

## **SPRING BREAK: March 17-21. Have fun in the library and beyond!**

## **Tenth Week: Access to the Media for People of Color**

### **March 24: How Journalists Have Worked For and Against Racial Justice in the Media.**

**Presentation:** How the need for increased racial and ethnic diversity in the news media became a national issue in the 1960s as a first step toward improved understanding of issues facing people of color in this society, with special emphasis on the tactics used to make news organizations aware of the importance of diverse and inclusive news coverage and news staffs.

**Read:** Wilson, Gutiérrez and Chao, Chapter 9, Access: Toward Diversity with (Un)Deliberate Speed and Lehrman, Chapter 2, The Human Factor.

### **March 26: Efforts to Advance Racial Justice in News Coverage Today**

**Presentation:** What news organizations are doing today to build diverse and inclusive news staffs and news coverage and public understanding of role of people of color in our society, including how news media are addressing their own legacy of racial bias and discrimination.

**Read:** Lehrman, Chapter 3, Pressures in the Newsroom

### **Eleventh Week: Media Advocacy and People of Color**

#### **March 31: The Role of Government, Foundations, Religious and Civic Organizations in Advocating Racial Justice in the News Media.**

**Presentation:** How forces outside of the news media put pressure on news organizations to become aware of their role and responsibilities in addressing issues of social issues of inequalities and inequities by examining their own employment and coverage practices in the 1960s and 1970s.

**Read:** Wilson, Gutiérrez and Chao, Chapter 10, Advocacy: Pressuring the Media to Change

#### **April 2: Journalists as Advocates for Racial Justice in the News Media.**

**Presentation:** The role of journalists and journalism organizations and journalism organizations representing people of color in advancing improved educational, employment and coverage of people of color today.

**Read:** Lehrman, Chapter 4, Reframing Diversity and Afterword and other assigned reading.

### **Twelfth Week: Media For and About People of Color**

#### **April 7: A Double Edged Swords: The Roles of Ethnic Media in the United States.**

**Presentation:** The historical double role of ethnic media in the United States in covering events, issues and activities in communities not well covered by the general audience media and also in exposing injustices and advocating racial justice in society at all levels.

**Read:** Wilson, Gutiérrez and Chao, Chapter 11, Alternatives: Colorful Firsts in Class Communication.

**Do:** Prepare a two-page progress report on what you have completed on your term project and what you need to complete.

#### **April 9: Ethnic Media Journalists Role Models: Wielding a Pen and a Double Edged Sword**

**Presentation:** A presentation/discussion of ethnic media journalists and media who have used their journalism to both expose injustices in society and advocate for change. Examples include: Elias Boudinot, Francisco P. Ramírez, Wong Chin Foo, Ida B. Wells, and Jovita Idar and issues raised by ethnic media during the eras of the Trail of Tears, the Yellow Peril, lynchings, Operation Wetback, Japanese American internment.

**Read:** Bill Hosokawa, *From the Fire Into the Frying Pan* and *The Comeback Years*, *Out of the Frying Pan: Reflections of a Japanese American*, 1998; Paul Gray, Francisco P. Ramírez: A Short Biography, *California History*, Winter 2006-2007; and other assigned readings.

**Due:** Two page progress report on your term project including citations of what you have already completed and a list of sources or activities needed to complete the project.

### **Thirteenth Week: Class Communication and People of Color**

**April 14: Class Communication and the Rise of Ethnic Media in the United States.** How the growth of people of color in the population in the United States, new media technologies, and marketing/advertising strategies have led to the growth of ethnic media and their influence in the United States today, including a critical analysis of how these forces are affecting the multiple roles of these media on the issues faced by their audiences and the larger society.

**Read:** Wilson, Gutiérrez and Chao, Chapter 12, 21<sup>st</sup>-Century Challenges and Opportunities.

**Do:** Read/Watch/Listen to the New America Media website and ethnic media of your choice in print, broadcast or online.

**April 16: The Growing Importance of New America Media and their Audiences**

**Guest Presentation:** Representatives of New America Media and Metamorphosis, representing both ethnic media and research on the role of ethnic media and other communication patterns in communities of color in Southern California, discuss the multiple roles and influence of ethnic media today.

### **Fourteenth Week: People of Color and News Media: Student Project Presentations**

**April 21 and April 23: Student Presentations of Class Projects (10 minutes each)**

**Read/Do:** Student handout readings or assignments for class presentations.

### **Fifteenth Week: Class Project Reports and Review for the Final**

**April 28: Student Presentations of Class Projects (10 minutes each)**

**Read/Do:** Student handout readings or assignments for class presentations.

**May 1: Student Presentations and Review for the Final Examination**

**Due:** Final Class Project (10-12 pages, plus exhibits, or five pages, plus production).

### **Final Examination**

**Friday, May 9: Final Examination, 11 a.m.-1 p.m.**