

University of Texas
School of Journalism
Fall 2011

J340C-1 (07515) MASS MEDIA AND MINORITIES
2-3 MWF
CMA 3.128

Meets with:

Mexican American Studies 374-Topic 22 (36085)
Latin American Studies 322-Topic 10 (40120)
Women & Gender Studies 340- Topic 21 (47000)

Instructor: Gene Burd
CMA 7.238 Office 3-4 MWF
512/471-1991 g.burd@mail.utexas.edu

Students will locate, observe, map, and write about the multiple places of non-dominant, excluded cultures, and their media of race/ethnicity, sexuality, gender, women, age, disability, social and economic class, lifestyle, ideology, religion et al; plus analyze how they deal with alienation and fragmentation and are represented in mass media, with special attention the techniques of their protests and demonstrations used to criticize and communicate and gain access to mass media via newspapers, magazines, radio.TV, and the Internet and social media like twitter, face-book, you-tube, blogging.

Course counts toward UT and College of Communication's diversity flag requirements for cultural diversity with substantial writing component, speakers, individual student conferences, and campus field trips to places and landmarks representing the practices, beliefs and histories of U.S. and global cultural and political groups that have experienced "persistent marginalization". (UT Center for the Core Curriculum).

All University policies apply to this course, including (1) the accommodation of disabilities; (2) absence for religious holidays; and (3) scholastic dishonesty (See the General Information Catalogue, Appendix C; Student Judicial Services at <http://deanofstudents.utexas.edu/sjs> and Academic Accommodations for Students with Disabilities at <http://deanofstudents.utexas.edu/ssd/>).

The final shape, pace and content of the course will depend in part on the number, interests and backgrounds of the class revealed after initial sessions and subsequent revisions of the syllabus.

Grades will be based on the following:

50% Articles/Term Paper
20% Oral Report/Discussions
20% Exam on Lectures/Readings
10% Attitude, effort, attendance

TEXTS: (useful, but not required; material will instead be covered in lectures).

Understanding Ethnic Media by Matsaganis, M.D., Katz, V.S. & Ball-Rokeach, S.J., Sage: Los Angeles, 2011.

Covering the Community: A Diversity Handbook for Media by Leigh Aldrich, Pine Forge, Thousand Oaks, CA, 1999

Journalism Across Cultures, by Fritz Cropp et al, Blackwell, Ames, IA, 2003.

Minorities and Media by Clint Wilson & F. Gutierrez, Sage:Newberry Park CA 1983

The Mass Media and Canadian Diversity by Stephen Nancoo & Robert Nancoo (Eds.), Mississauga: Canadian Educators' Press, 1996.

Ethnic Minority Media by Stephen Riggins (ed.) Sage:Newberry Park CA 1992.

Print Culture in a Diverse America by James Danky & Wayne Wiegand (Eds), Urbana IL: University of Illinois, 1998.

Cultural Politics and the Mass Media: Native Alaska Voices by Patrick Daley & Beverly James, Urbana, IL: University of Illinois, 2004.

The Disuniting of America: Reflections on a Multicultural Society, by Arthur Schlesinger, W.W. Norton: New York, 1991.

The Twilight of Common Dreams: Reflections Why America is Wracked by Cultural Wars by Todd Gitlin, Metropolitan Books: New York, 1995

The Menace of Multiculturalism by Alvin J. Schmidt, Westport CT: Praeger, 1997..

Americans No More by Georgie A. Geyer, Atlantic Monthly Press: New York, 1996.

The Late, Great USA by Jerome Corsi; and The Death of the West

Protests and Opportunities: The Political Outcomes of Social Movements by Felix Kolb Campus Verlag: Frankfurt/New York, 2007.

Demonstrations and Communication by J.D. Halloran, P. Elliott & G. Murdock, Penguin: New York, 1970.

Cyberprotest: New Media, Citizens and Social Movements by William Van de Donk et al (Eds), Routledge: 2004.

Smart Mobs: The Next Social Generation by Harold Rheingold, Basic Books: New York 2002

SELECTED AND SIGNIFICANT JOURNAL STUDIES:

Press Reaction to the Bonus March of 1932 by Louis Liebovich, Journalism Monographs, 1990 (August) No. 122.

Anarchists Wreak Havoc in Downtown Minneapolis: A Multi-level Study of Media Coverage of Radical Coverage, by J.K. Hertog and D.M. McLeod, Journalism Monographs, 1995, No. 151.

Sixty-five Days in Memphis: A Study of Culture, Symbols and the Press, by R. Lentz, Journalism Monographs, 1986, No. 98.

SCHEDULE

(Tentative, pending interests and backgrounds of students)

August 24, 26 Get acquainted With Students, Instructor Backgrounds and Interests

August 29, 31, Sept. 2: Minority Groups and Their Media and History of Protests
to Gain Access to Mass Media

Sept. 5 (holiday), 7, 9: Discuss and Assign Semester Projects for Students

Seven Weeks: Lectures, Speakers, Tours

Sept. 12, 14, 16, 19, 21, 23 RACE AND ETHNICITY

Sept. 26, 28, 30, Oct. 3, 5, 7 GENDER, SEXUAL ORIENTATION

Oct, 10, 12, 14: AGE; YOUTH, SENIOR CITIZENS, DISABILITY

Oct. 17, 19, 21: RELIGION, IDEOLOGY, POLITICS

Oct. 24, 26, 28: CLASS AND ECONOMICS

Six Weeks: Student Reports, Discussions, Exam on Readings-Lectures.

Oct. 31, Nov. 2, 4, 7, 9, 11, 14 (Nov. 16-18 No Class-Instructor at convention)

Nov. 21, 23 (Individual student conferences) . Nov. 24-25 (Thanksgiving)

Nov. 28, 30, Dec. 2 (Course evaluation required)

Dec. 14 Papers/Reports/Articles (10-15 pages)
Due at 5 p.m. in CMA 7.238 or CMA 6.144
(hard copies preferred)

) This is not a course in which students buy several expensive books (which they don't read and which the instructor repeats in lectures) and where students take notes, and then regurgitate the content on tests (which they will seldom remember or find useful). It will instead be organized around individual independent projects based on student interests directed by the instructor's suggested topics and how to study or write about them.

The students will explore, study and describe diverse minority communities in Austin and at the "Diversity of Texas" (as a "city microcosm") to detect commonalities (of "we" and "us") as well as differences.

-) The articles (suitable for publication) or term papers (50% of grade) should be at least 10-15 pages, and can be shared in class discussions (20%) with other students as part of the oral report.
-) Participation in class discussions should include comments on media coverage of minority topics, especially minority aspects of the ongoing presidential campaign; but it can also be based on findings in individual student projects and student tours..
-) Find, read and quote in articles or term papers what has been already published about your topic. The instructor will suggest books and other “literature” on the subject students choose to write about.
-) Find out if the minority you are studying and observing has a geographic area or locale, organizations, offices, churches, restaurants, and its own media (newspapers, magazines, newsletters, posters, graffiti, Web sites, bloggers); and evidence of how it appears in the mass media (newspapers, TV, radio) or in mass public demonstrations, marches, protest events etc.
-) Consider how to hang out, linger, (maybe even participate, interact) and interview to experience the habitat of the minority group’s isolation, segregation, discrimination, separation etc. as well as its desire or efforts to integrate and assimilate (or NOT) into the larger community. This can involve students attending meetings, speeches, or events, as well as reading, seeing or hearing reports about that minority in mass or minority media.
-) Become as aware as possible about what is NOT reported about minorities and about which you know by direct observation or experience. This can help students to comment on media performance. The instructor will give each student suggestions as per their chosen topic, which should be decided on early in the course.

Possible Articles on Minorities and Media:

1. Histories (“autopsies”) of how and why minority media failed. And how they may have been revived and morphed into other publications.
2. Descriptions of successful and surviving publications, i.e. Nokoa, Villager, La Voz, La Prensa, Arriba, El Norte, El Mundo, Ahora Si,
3. Neglected, less known minority media: Native American, Jewish, Arab, Islam, India, Korean, Chinese (both Peoples’ Republic and Republic of China), Japan, Indonesia, Pakistan, et al.
4. Remnants of older European communities and newspapers of Czech, Polish, Swedish, Greek, German, French, Norwegian, Italian et al.
5. Women’s, feminist, male activists; family and abortion (pro & con) publications

6. Sexuality: gay, lesbian, trans-gendered, transvestite, bisexual, sex workers, escort services, (prostitution), pornographic, nudist publications and communities.
7. The disabled (physical and mental) community and its media (schools for the blind and deaf) support groups and their media (i.e. diabetics, gamblers, retarded, AIDS, amputees, veterans, cancer, the obese, alcoholics, drug addicts, little people and their plight for jobs, and their flight from jokes, neglect, discrimination).
8. Find the elderly media and communities in youthful Austin .
9. The flourishing and slick class magazines in areas of gentrification and new condominiums (i.e. Tribeza, Rave, Brilliante, Austin Monthly)..
10. The neglected fringe, radical political groups, i.e. anarchists, libertarians, prisoners.
11. The atheists, pagans, and non-traditional religions (scientologists et al)
12. Vegetarians and animal rights groups and activists.
13. Radical ecologists, global warmers, Earth First, eco-terrorists
14. The poor, homeless (The Advocate newspaper).
15. The anti-technology groups: neo-Luddites (those allergic to electricity, deodorants
16. Anti-advertising, guerillas defacing public billboards and ads.
17. Multi-cultural fraternities and sororities
18. Intellectual elites, MENSA, high-IQ groups as a minority ?
19. Smokers isolated and segregated in mini-communities outside buildings and bars
20. Anti-auto, pedestrian, walking, running, biking, skateboarding minorities
21. The alternative, underground press (Chronicle, Daze, Travesty, Onion etc.)

Unexplored, Unexamined Minority Topics for Stories, Articles

Black vs Latino clashes and conflicts re immigration, housing, jobs, schools.

Self-selected separate dorms, lounges and graduation ceremonies for Blacks and gays

AIDS patients and same sex couples denied “medical care”, i.e. lesbian couples refused artificial insemination as violation of their civil rights; polygamists search for marriage “civil rights”.

Muslim cab drivers and grocers refusing customers who are drinking or who possess alcohol or purchase meat; refusal of veiled Muslim women to take drivers license & ID photos.

Seeing eye dogs and blind removed from schools because Muslims offended by animals.

People with peanut allergies denied separate snacks on airlines.

Fire department denial of promotion despite high scores and discrimination against females because of sleeping quarters and rescue and carry requirements.

Youth rights (?) to vandalism, graffiti, provocative tee-shirts, tattoos, truancy, gangs, loitering etc.

Multiple languages: costs as well as benefits for and to whom ? Dissolution of boundaries, end of the nation-states, secession movements, immigration and globalism.

Minority memorials and monuments on campus: Duran, Texas Woman’s Gallery, Hiss, Mueller, Malcolm X, MLK, Perry, Castenada, Chavez, Jordan, Dalai Lama, Gandhi

PREVIOUS STUDENT REPORTS-TOPICS: (2009)

The German Texan Community (Mitschke)
La Voz: New Latino Newspaper (Carrillo)
Hispanics in the Media (Alvarez)
Media and Court Justices (Cedillo)
New Roles for Latinas (Gonzales)
Muslims in the Media (Kudrath)
Iran Election Coverage (Kreuser)
Media Bias & Minorities (Rodriguez)
Images of African-Americans (Lott)
Multicultural Fraternities (Eaton)
Feminist Ethics in Media (Macaluso)
Women in Magazine Ads (Gliniany)
Women and Sports Media (Harris)
Children’s Amber Alert (Nguyen)
Media Coverage of Autism (Best)
Elite Class Magazines (Fullwood)
Consumption and Advertisements (O’Hara)
The Homeless as a Minority (Patchell)
The Artist as a Minority (Marshall)
New Technologies & Minorities (Silkenson)

