

University of Texas
School of Journalism
Spring 2012

MASS MEDIA AND MIINORITIES

--Methods, Techniques and Effects of Protests and Demonstrations--

2-3 MWF

CMA 3.128

Journalism J340C (07500)

Latin American Studies LAS 322 (40190)

Women & Gender Studies WGS 340 (47080)

Instructor: Gene Burd

CMA 7.238 Office Hours 3-4 MWF

512/471-1991 <g.burd@mail.utexas.edu>

The class will locate, observe, map, and describe the multiple places and types of protests by non-dominant, excluded local and global cultures, including race, ethnicity, sexuality, gender, age, disability, class, environment, lifestyle, ideology, and religion; which seek a wider public exposure by creating their own media and by using various new media techniques to call attention to their alienation and fragmentation.

Course counts toward UT and College of Communication's diversity flag requirements for cultural diversity with substantial writing component, speakers, individual student consultations, and campus tours 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 be determined by the number, interests and inter-disciplinary backgrounds of the class known after the first meetings.

Grades will be based on the following (No plus or minus grades)

50% Writing (essays, term papers, articles)

30% Oral (reports, discussion of field projects, lectures, readings)

20% Student participation (attendance, effort, progress)

SCHEDULE: (Subject to change)

January 18, 20, 23 Orientation: Background, Interests of Instructor and Students

January 25, 27, 30 Introduction to course content and sequence of topics

Feb 1, 3, 6, History of mass media coverage of minority communities
and how minorities create and develop their own media

Feb 8, 10, 13 **Race-Ethnicity—Native, European, Hispanic, African, Asia**

Feb 15, 17 Tour I: (two sections) Ethnic sites: MLK, Malcolm X, Perry-Castaneda, Sanchez, Dalai Lama Gandhi, Jordan, Fontaine

Feb 20, 22, 24 **Gender, Sexuality, Women, Youth, Aged, Disabled**

Feb. 27, 29, Mar.2 Tour II (two sections) Dural Dorm, Kinsolving, Hiss Gym, Mueller

Mar. 5, 7, 9: **Religion, Ideology, Class, Economics, Environment**

Mar 12-16 Spring Vacation

Mar. 19, 21, 23 Open for Tours and Class Discussions; Guest speakers ?

Mar. 26, 28, 30 Muslims, Scientologists, Cuban, Black, Hispanic, newspapers)

Guest Speakers: (Last Semester)

Apr. 9, 11, 13 Underground Newspaper Moves to On-line Technology

Thorne Dreyer, Founding Editor, The Rag Blog
and Jim Retherford

Apr. 16, 18, 20 Labor Union Strike: Pickets by The Unemployed

Suzanne Litz, Business Representative, Carpenters Union Local 1266

Apr. 23, 25, 27, Shane Whalley, Division of Diversity and Engagement

Gender and Sexuality Center for Resources, Services

Anne Marie Becka, Communications Manager

Disability Rights Texas

April 30, May 2, 4

Student Oral Reports (20 @ 10 minutes each)

(Dates and topics pending student choices)

May 4: Last Class Day (Course evaluation required by today)

May 9: Reports, articles, papers due in CMA 7.238 or CMA 6.144 by 5 p.m.

Hard copy preferred but e-mail attachment OK if absolutely necessary.

) This is not a course in which students are required to buy several expensive books (which they probably can't afford and which the instructor covers in lectures) or 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 analyses and syntheses by the instructor, distributed readings, campus tours of minority sites, and student reports on their independent projects based on their interests guided by the instructor's suggestions on how to study or write about them. Although mainly a journalism course, students from other disciplines will not be expected to excel in journalistic skills. Students will

be encouraged to explore, study and describe diverse minority protests and demonstrations in both Austin and at UT (as the “Diversity of Texas” composing a diverse “city microcosm”).

)Articles (suitable for publication) or term papers (50% of grade) should total at least 10-15 pages, and be summarized in class discussions (20%) as part of an oral report.

) Participation in class discussions should include comments on media coverage of minority topics, especially minority participation in the ongoing political campaigns and the “Occupy Wall Street” protests; but discussion can also develop out of individual student projects, class tours and lectures.

) Students can do original research and reporting, but also should seek, read and consult and credit articles and books which have been written about their topic. The instructor will suggest other “literature” on the subject which students choose to write about.

) Students should find out if the minority which they are studying and observing has a geographic area or locale, organizations, offices, churches, restaurants, and their own media (newspapers, magazines, newsletters, posters, graffiti, Web sites, bloggers); and/or evidence of how they seek to reach the mass media (newspapers, TV, radio) through mass public demonstrations, marches, protest events etc.

) Students might consider how to hang out, linger, (maybe even participate, interact, understand 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 could involve students attending meetings, speeches, or events, as well as reading, seeing or hearing reports about that minority in mass or minority media.

) Students should become as aware as possible about what is NOT reported about minorities and about which they know via direct observation or experience. This can help students to comment on mass media performance. The instructor will give each student suggestions as per their chosen topic, and will distribute related readings during the Semester, and previous student papers are also available.

Possible Topics for Student Reports:

Histories (“autopsies”) of how and why minority media have failed or survived. And how they may have been revived and/or morphed into other media formats. Describe successful and surviving publications, and their use of new media i.e. Nokoa, Villager, La Voz, La Prensa, Arriba, El Norte, El Mundo, Ahora Si, et al.

Note neglected, less known U.S. minority media: Native American, Jewish, Arab, Muslim, India, Korean, Chinese (both Peoples’ Republic and Republic of China), Japan, Indonesia, Pakistan, et al. as well as neglected. Forgotten, surviving remnants of older European communities and their newspapers i.e. Czech, Polish, Swedish, Greek, German, French, Norwegian, Italian, Russian et al. Women’s, feminist, male media;

family, media of gay, lesbian, trans-gendered, transvestite, bisexual, sex workers, pedophiles (?), same sex marriage and polygamy, escort services (prostitution), pornographic, nudist publications and their communities.

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,-HIV “communities”; amputees, veterans, cancer, the obese, alcoholics, drug addicts, little people and their plight for jobs, and their common flight from stereotypical humor, neglect, discrimination. Also, the elderly media and children’s rights movements.. Youth and others’ communication rights to graffiti, provocative tee-shirts, tattoos, truancy, gangs, loitering, vandalism, etc.; The flourishing and slick class magazines in areas of gentrification and new condominiums (i.e. Tribeza, Rave, Brilliante, Austin Monthly).

The neglected fringe and radical political groups, i.e. anarchists, libertarians, prisoners.; atheists, pagans, and non-traditional religions (scientologists et al); Vegetarians and animal rights groups and activists; Radical ecologists, global warmers, Earth First, eco-terrorists, animal rights; the poor, homeless and their newspapers; anti-technology groups: neo-Luddites, anti-electricity anti-autos; anti-advertising, guerillas defacing public billboards. Graffiti; Multi-cultural fraternities and sororities; Intellectual elites as a minority, MENSA, high-IQ groups ; smokers isolated and segregated in mini-communities outside buildings, not in parks or taverns. Rights of pedestrians, walkers vs runners, bikers, skateboarders The alternative, underground, satirical press (The Rag, Chronicle, Daze, Travesty, Onion etc.); Separate dorms, lounges, toilets, graduation ceremonies, flags, national anthems, chambers of commerce. for Blacks, gays, disabled.

Watch for unique, unusual methods and styles of protest and whether they bring impact, results—intended or not.

READINGS:

New Minorities in Communication, Paper presented by Gene Burd to Association for Education in Journalism, College park, MD, 1976.

Minorities and the New Media: Exclusion and Access, by Oliver Gray, 319-325.
in *Communications Technology and Social policy*, Gerbner, G. et al John Wiley & Sons, New York, 1973.

“Internet Access, Ownership, and Control: Prospects and Pitfalls for African Americans and Other Minorities”, Gene Burd, in *Ethnic Media in America: Building a System of Their Own*, Guy Meiss & Alice Tait (Eds.), Kendall/Hunt Publishing: Dubuque IA, 2006, pp. 81-102 .

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

“Journalistic Neglect of Minority Community History”, Gene Burd, *MassCommReview*, 13:1-3, 1986, pp. 2-10.

“The Media Imperative: Ethnic Minority Survival in the Age of Mass Communication”, Stephen H. Riggins, *Ethnic Minority Media*, Sage:Newbury park, 1992, pp. 1-20; “The promise and Limits of Ethnic Minority Media”, pp 276-288.

“Reporting Minority Affairs”, William Rivers and Gary Atkins, in *Reporting With Understanding*, Iowa State University Press; Ames IA, 1987, pp 212-233.

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

“Covering the Undercovered”, Ronald B. Kelley and Dean Mills, in *Journalism Across Cultures*, Fritz Cropp, Cynthia M. Frisby & Dean Mills (Eds.), Blackwell,;pp 3-22.

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

The Mass Media and Canadian Diversity by Stephen Nanco

Ethnic Minority Media by Stephen Riggins (ed.) Sage:Newbory 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*

Mass Media and the Fragmentation of Society by Don pember, *Social Science Research Association*, 1974.

Geography of protest: places of Demonstrations in Buenos Aires and Seoul, by Tara Salmankart, *Urban Geography* 2009, 30:3.

“The Power of Place in Protest”, Michael Kimmelman, *New York Times*, October 16, 2011, pp, BW Cr, p 1,6+.

“Streets as Endangered Sites for Urban Communication”, Gene Burd, in *Urban Communication Reader II*, Harvey Jassem et al (Eds), Hampton Press: Cresskill NJ, 2010, pp. 193-208.

“Taking it to the Streets”, Michael Scherer, *Time*, October 24, 2011, pp 21-24.

“Taking it to the Streets: Mainstream Media Coverage of Anti-Global Capital protests (at Seattle WTO), for International Communication Association Conference, 2003)

“From the Screen to the Streets”, Howard Rheingold, *In These Times*, November 17, 2003, pp. 34-36.

“The Media and the Convention”, Gene Burd, *New City*, November 1968, pp. 18-22.

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

Transnational protests and the Media. Simon Cottle & Libby Lester (Eds.), Peter Lang:
New York, 2011.

Rituals of Disorder (1912-IWW) by Jerilyn McIntyre, *Journalism Monographs* 112,
May 1989.

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 Anarchists, 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. (garbage strike)

“Anger, Irony, and Protest: Confronting the Issue of Efficacy, Again”, Marcyrose
Chvasta, in *Text and Performance Quarterly*. 26:1, January 2006, pp. 5-16.

“Mass Media Coverage of Conflict and Civil Disorder: Pseudo-events as Agents of
Change”, Gene Burd, *Ecquid Novi*, 1989, 10:1 & 2, pp. 165-178.

