

University of Texas
School of Journalism
Fall 2013

MEDIA AND MINORITIES

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

2-3 MWF

CMA 6.174

Journalism J341J (07745)

Latin American Studies LAS 322 (40740)

Women & Gender Studies WGS 340 (47815)

Instructor: Gene Burd

BMC 3.346 Office Hours 3-5 MWF

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

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". Flag criteria: UT Core Curriculum Center: <<http://www.utexas.edu/ugs/ccc/flags>.>

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/>).

Students are not required to buy 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 already excel in journalistic skills. Students will be encouraged to explore, study and describe diverse minority protests both in and beyond Austin and at UT --as the "Diversity of Texas".

) The final shape, pace and content of the course is determined by the number, interests and inter-disciplinary backgrounds of the class known after the first meetings. 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 evaluate mass media coverage. The instructor will give each student suggestions as per their chosen topic, and will distribute related readings during the Semester,

REQUIREMENTS

) One major article (suitable for publication) or a term paper for 50% of the course grade) should total at least 20 pages, and be presented to the class as part of an oral report for 30% of the student's grade. The instructor will work it each student to help develop the topic and its format.

) Participation in class discussions should include student comments on media coverage of minority issues, especially minority participation in ongoing 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. No textbook is required but readings will be assigned and distributed.

Grades (no plus or minus) will be based on the following:

50% Writing (essays, term papers, articles)

30% Oral (reports, discussion of stories, lectures, readings)

20% Student participation (attendance, effort, progress)

CLASS SCHEDULE (subject to possible changes)

August 28, 30: Orientation: Background, Interests of Instructor and Students

September 2: Holiday

Lectures

September 4, 6, 9, 11: Course content and sequence of topics

September 16, 18, 23, 25, 30, Oct. 2, 7, 9, 14, 16

History of mass media coverage of minorities

How minorities create and develop their own media

: **Race-Ethnicity—Natives, Hispanic, African, Asian
Gender, Sexuality, Women, Youth, Aged, Disabled
Aged, Disabled, Religion, Natural Environment**

Individual Conferences

September 13, 20, 27, October 4, 11, 18

Tours

October 21-November 13: Four Campus Tours of Minority Sites, Structures, Statues and Scenes; half of class on Mondays and Wednesdays followed by class discussion on Friday (Dates depend on weather, traffic, campus activities)

Oct. 21, 23: Fontaine, Jordan, MLK, Malcolm X

Oct. 28, 30: Perry-Castenada, Sanchez, Chavez

Nov. 4, 6: Duren, Kinsolving, Hiss, Gebhauer

Nov. 11, 13: Dalai Lama, Scientology, Mueller

Each tour followed by Friday discussions on Oct.25, Nov. 1, 8, 15

Student Oral Reports

Nov. 18, 20, 22, 25, Dec. 2, 4 6

Nov. 27-Dec. 1: Thanksgiving Vacation

Dec. 6: Last Class. Course Evaluation Required Online

Final Report Due

Possible Topics to Examine

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 as successful and surviving publications, i.e. Nokoa, Villager, La Voz, La Prensa, Arriba, El Norte, El Mundo, Ahora Si, et al. plus: 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, and media of gay, lesbian, trans-gendered, transvestites, bisexuals, sex workers, same sex marriage, polygamy, escort services (prostitution), pornographic, nudists.

Also, the disabled (physical and mental) community and its media (local 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 and discrimination toward the elderly, children’s rights movements, youth and others’ communication rights; use of 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 Lifestyle).

Also, the fringe and radical groups, i.e. anarchists, libertarians, prisoners; atheists, pagans, non-traditional religions (scientologists et al); vegetarians and animal rights groups; radical ecologists, global warmers, Earth First, eco-terrorists; the poor, homeless and their newspapers; anti-technology groups: neo-Luddites, anti-electricity anti-autos; anti-advertising, guerillas defacing public billboards and using graffiti; multi-cultural fraternities and sororities; intellectual elites (MENSA, high-IQ groups) ; smokers isolated and segregated in mini-communities outside buildings, not allowed in parks or taverns; clashing rights of pedestrians, walkers vs runners, bikers, skateboarders; the alternative, underground, satirical press (The Rag, Chronicle, Daze, Travesty, Onion etc.); gendered and racial dorms, lounges, toilets, graduation ceremonies, flags, anthems, and ethnic and gendered chambers of commerce.

READINGS:

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

“Minorities in Reporting Texts Before and After the 1968 Kerner Report”, Gene Burd, *Mass Comm Review*, 15:2-3 (1988), pp 45-60, 68.

“The Japanese Press—A Dual personality”, Gene Burd, *The California Sun Magazine*, 1954, Volume 4, pp 6-8.

“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.

“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.

“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 .

Jacob Fontaine” From Slavery to the Pulpit, Press and Public Service by Gene Burd and Jacob Fontaine III. Eakin Press: Austin 1093.

“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, Leigh Aldrich, Pine Forge: Thousand Oaks CA, 1999.

Minorities and Media, Clint Wilson and Felix Gutierrez, Sage: Newbury Park NJ, 1985.

Journalism Across Cultures, Fritz Cropp, et al, Blackwell: Ames Iowa, 2003.

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+.

“The Rhetoric of the Streets: Some Legal and Ethical Considerations”, Franklyn S. Haiman, *The Quarterly Journal of Speech*, April 1967, 53:2, pp 99-114.

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

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

“For Occupy Movement, a Challenge to Recapture Momentum”, Michael S. Schmidt, *New York Times*, April 1, 2012, p. 19.

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

“Transnational Protests and the Media”, Simon Cottle, in *Transnational Protests and the Media*, (Eds.) Cottle, S. & Lester, L. , Peter Lang: New York, 2011, pp 17-38.

“The Mass Media and The Aged”, by Lawrence A. Powell & John B. Williamson, *Social Policy*, Summer 1985, 28-49.

“The Last Minority”, Annemarie Cooke & Neil Reisner, *Washington Journalism Review*, pp 14-18.

“Russian Community Calls Austin Home”, Julie Tran, *Daily Texan*, Apr. 29,2011, p.1,9.

Previous Student Reports (Spring 2012)

Race, and Ethnicity

Refugees in Austin: Who, From Where, and Why (Antonio Morales)

Deportation “Prisons” for Immigrants (Mary de La Garza)

Border Issues and Conditions (Linda Vasquez)

Border Photos of Immigrants (Simonetta Nieto)

Gentrification: Minorities & Music/ East 6th and East Austin (Krista Norman)

African-Americans and American Culture (Spencer Iwatuje)

**The Martin-Zimmerman Case: Role of Social Media (Kaitlyn Williams)
Daily Texan Cartoon (Linda Vasquez)**

Ethnicity, Equality, and the 10% Rule (Laura Elliott)

Sexuality and Gender

**Technology and Female Freedom: Saudi-Arabia and Women Drivers
(Sergio Torres)**

Women’s Health, Ideology, Religion (Carley McCaw)

History of LGBT Community (Gloria Delgadillo)

Gay Porn and Destruction of the Imagination (Caleb Fox)

HIV and Sports Management: The Magic Johnson Case (Katelyn Campbell)

New Social Media, Protests, Viral Demonstrations

KONY-South African Viral Video & New Media (Mona Chagala)

Self-Immolation as Body Rhetoric (Mariana Diaz)

Media and Minorities (Kyle French)

Economic- Class-Environmental

Biographies of the Homeless (Edgar Alcantara)

Bastrop Wildfire Photography (Thomas Allison)

