ET/JT 316 Multiculturalism and the Media

Course Syllabus—Spring 2004

ET/JT 316  9:30-10:45 am TR, 3 credits, C251 Clark
Donna Rouner, Professor
Office: C233 Clark, Telephone: 491.5556, Facsimile: 491.2908
Hours: 11-11:45 am TR or by appointment, Email: donna.rouner@colostate.edu
Julie Sullivan, Teaching Assistant
Office: GSB #321, Hours: 11:30am-12:30 pm R or by appointment, Email: juliesul@earthlink.net

Traditional Grading, CSU plus/minus grading system
(Note JT majors only: You must earn a C [not a C-] or higher in this course to have it count toward the JT major.)

Course Description: This course will present information for critical thinking and discussion about the multicultural experiences associated with contemporary media. The following protected classes in American society will be addressed regarding their relationship to and presentation in the media throughout varied components of the course: African Americans, people of Spanish and Portuguese-speaking origins, Native Americans, Asian Americans, Pacific-Islander Americans, Arab-Americans, the sexes, persons of varied sexual preferences and orientations, differentially advantaged, foreigners, and others. To a lesser extent, the course will focus on international images of protected classes regarding social roles, stereotypes, employment practices, cross-cultural processes and effects.

The objectives of this course include the following:
1. To gain an understanding of the role media play in creating and perpetuating stereotypical images of various social groups in American society.
2. To extend that understanding to cross-cultural, comparative contexts.
3. To gain an understanding of the multicultural experiences relative to the various media industries.
4. To gain insights into peoples and cultures in order to be a better communicator, particularly in professional contexts involving mediated communication.
5. To gain critical consumer skills in using today's media relative to multiculturalism.

Required Texts:
4. See electronic reserved library readings. Let us know if you're having problems.
Course Evaluation: Your grade in this course will be determined as follows:

- Midterm Examination: 25% (25 points)
- Final Examination: 35% (35 points)
- Class discussion and participation: 20% (20 points)
- Your Choice of a Panel or Research Project (individual or group): 20% (20 points)

Examinations must be taken on scheduled dates. You must complete all assignments and take both examinations in order to pass this course.

Graduate students: In addition to the above grading criteria, you are required to conduct a research project on multiculturalism theory for evaluation in this class or arrange some other evaluation component. The grade on this project must match or be greater than the overall course grade based on the above criteria. You are graded on a separate curve from the undergraduates'.

Academic misconduct: Plagiarism, dishonesty of any type, cheating, purchasing materials and representing them as your own, and other forms of academic misconduct will be disciplined.

Course Outline: Please complete the readings by the date specified. BKF=Biagi and Kern-Foxworth, C=Campbell, L&R=Lester and Ross, plus electronic reserved library readings. Generally discussion groups are on Thursdays. Expect some flexibility. Handouts in this course are available on Webct, so watch that site for updated information and changes, in addition to your grades.

Week Beginning: Topics: Readings:
- Jan 20  Introductions, Culture and Stereotyping L&R: 1-5, C: 1-2
- Jan 27 Stereotypes, Invisibility & Marginalization BKF: 1.1-1.7, 3.1-3.8;
  L&R: 6-12; C: 3-4 + Appendices
- Feb 3  Hate Speech, Socially Responsible Language BKF: 2.1-2.6
  Discussion Groups, panel and project sign-ups
- Feb 10 Message Representation/Electronic News and Public Affairs Media BKF:
  4.1-4.2, 4.4, 4.9, 6.1-6.3;
  Discussion Groups
- Feb 17 News--International Issues, Enlightened Racism; C: 5; Fair; Gilens
  Discussion Groups
- Feb 24 Representation/Print News and Public Affairs Media  BKF: 3.9, 4.3, 4.6, 4.10,
  6.6, C: 6-7;
  Haller; Heller; Discussion Groups
- March 2 Television and Film Entertainment L&R:13-16, 21-22; BKF: 4.8; Churchill et al.; Vine; Discussion Groups
- March 9 Entertainment, continued L: Goldman; Newman; Xing;
  "**Midterm Examination March 11**"

Spring Break week of March 15

  Allen; Gray; Panel
Panel

April 6 Strategic Communication BKF: 4.5, 4.7, 5.4, 5.9; L&R: 20; Kern-Foxworth  
reading-Separate@; Panel

April 13 Marketing to Children BKF: 5.1; Panel

April 20 New Information Technology BKF: 6.4, 6.8-6.10

April 27 Audiences and Effects BKF: 5.2-5.3, 5.5-5.8; Gunter; Kern-Foxworth reading- 
Blacks@; Rouner et al.

Project Presentations  
May 4 Audiences, continued,  
Social Activism, Presentations; Jhally & Lewis

**Electronic Reserved Reading**


Some additional information
Response cards: I want you to purchase some 5" x 7" cards and bring them to class. Occasionally we will ask you to write a response card on class readings at the beginning of class. You may choose which reading or readings to write about, but you need to come prepared to share your thoughts about what you’ve read and what you=re reading, seeing and hearing in the media. These will be kept confidential, although we may share them anonymously with the class. Please let me know if you do NOT wish for me to share your comments with the class.

Class Discussion: You are expected to come to class prepared to discuss readings. Class discussion will generally be on Thursdays, unless we have a guest speaker. You must attend class discussions. Following are ways you may contribute to class discussion:

- Offer your interpretation
- Offer your own or a friend’s relevant experience or reactions
- Offer criticism
- Ask questions about pertinent points that are unclear, confusing, incomplete
- Provide a list of questions/comments and give them to us or a discussion leader that day, so you don’t even have to utter the question/comments, etc.
- Offer relevant media examples
- Before class, leave materials in one of our mailboxes with a short description and your name, e.g., media clips, resources for projects, etc., and let us know if we may share them with the class
- Interact with people outside the class about the class and write up your notes and leave them with us, indicating whether we might share your ideas anonymously
- Just come and talk with us about specific topics of the class

We will have sign-ups for discussion leaders and “devil’s advocates.” Both are serious roles for you to take on in classes that week, with a particular focus on Thursday. In the DL role, you may use any of the above class discussion tactics. Your job is to get other classmates involved in the discussion in some fashion, e.g., write questions on the blackboard or pass around some media examples related to the week’s topic. Try to stay as close to our topics of discussion for
the week as possible. You do not have to present a formal talk; if you are unable to complete your discussion leading as you wished, because of class contingencies (e.g., we have a speaker, we run out of time), submit what you have to us to evaluate or request that we get to it next class period. We’ll try to accommodate you. In the DA role, you challenge, cast doubt, disagree, try to prevent class consensus--although it is fine if we end up agreeing on topics. As part of class discussion, you will work with a smaller group within your discussion breakout group to present a panel to the rest of the class (details to follow).

Ground Rules for Class Discussion:

- Don’t talk when someone else is talking
- Be respectful of the ideas and perspectives of others
- Do not use language that is hateful or malicious
- Try to refrain from obvious negative verbal or nonverbal reactions to others’ comments

Examinations: The midterm will be an in-class essay examination; the final will be a take-home essay examination.

Class Panel or project: You may choose to work on a class panel or on a research project that you do individually or in a group--details to follow.