

JOUR 466m: People of Color and the News Media
4 Units

Fall 2015—Mondays—3 to 6:20 p.m.

Section: 21335

Location: ANN L116

Instructor: JULIO MORAN

Office: TBD

Office Hours: By appointment only

Email: whomoran@yahoo.com

Cell: (818) 268-5784

I. Course Description

JOUR 466m: People of Color and the News Media is designed to teach you to learn 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 multiple aspects of how news media have reflected, reinforced and sometimes changed prevailing attitudes and practices affecting people of color. Beyond race and ethnicity, the class also includes sessions focused on aspects of religion and gender. Though news media are the focus, we will also examine other media, including entertainment, advertising and public relations for additional insights on how they influence news media and the representation of people of color.

We will also examine how society's growing racial and ethnic diversity and the growing diversity of technologies are moving communication media from focusing on mass media communication to focusing on class media 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.

II. Overall Learning Objectives

At the end of class you should have a multidimensional understanding of:

- (1) people of color in the United States and the ways news media have addressed and treated them,
- (2) how media today and in the future are addressing an increasingly multiracial society,
- (3) 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 portray and employ people of color.

III. Description of Assignments

Term Project Options

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 term project will be a research or reporting project on some aspect of people of color and the news media.

The **research or reporting project** will involve both background research and personal research or reporting on their topic. The final project should include information gathered both from library and other public sources, as well as original information gathered through interviews or other first-hand reporting, research and analysis. The project can be produced as a research term paper, a magazine-length article (10 pages maximum, plus examples, for any of these options), or it can be submitted as a media production (i.e., video, web site, brochure, audio production, etc.) covering the issue and accompanied by a 3 to 5-page paper describing how the project was researched, reported and produced. Two students may work on one project as long as it is understood that the same project grade will be assigned to both students.

Since you will be spending a great deal of time on the project you should pick a topic that is interesting to you. You will be investing a substantial amount of time and effort in your term project, so it is especially important that it be meaningful to you.

IV. Grading

a. Breakdown of Grade

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).

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

Class participation/attendance	10%
Written assignments	30%
Midterm Examination	30%
Term Project	30%
TOTAL	100

b. Grading Scale

95 to 100: A	70 to less than 75: C+	45 to less than 50: D-
90 to less than 95: A-	65 to less than 70: C	0 to less than 45: F
85 to less than 90: B+	60 to less than 65: C-	
80 to less than 85: B	55 to less than 60: D+	
75 to less than 80: B-	50 to less than 55: D	

c. Grading Standards

“A” papers are accurate, clear, comprehensive, well written and require only minor corrections.

“B” papers require more than minor editing and have a few spelling errors or one significant error of omission.

“C” papers need considerable editing or rewriting and/or have many spelling or omission errors.

“D” papers require excessive rewriting, have numerous errors and should not have been submitted.

“F” papers failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, grammar and facts.

d. Participation grade will be based on attendance, arriving to class on time and participating in class discussions.

V. Assignment Submission Policy

A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will be marked down 1/3 grade for each day late.

B. Assignments must be submitted via email to whomoran@yahoo.com

VI. Required Readings and Supplementary Materials

Textbooks and Required Readings:

Clint C. Wilson II, Félix F. Gutiérrez, Lena M. Chao, [Racism, Sexism, and the Media: Multicultural Issues Into the New Communications Age](#), Fourth Edition, Sage Publications, 2013.

Richard Prince, “Journal-isms,” Read at <http://www.mije.org/richardprince/>. Subscribe to its email newsletter. Be prepared to discuss what you have read.

New American Media <http://newamericamedia.org/> New America Media is the country's first and largest national collaboration and advocate of 3,000 ethnic news organizations. Sign up for its email newsletter. Be prepared to share your thoughts on what you have read.

Pew Research Center: <http://www.pewresearch.org>

Blackboard Site

You should be able to access the syllabus, supplemental readings and participate in course activities on Blackboard. The URL is <http://blackboard.usc.edu>.

Guide to the Schedule of Class Activities

Date: Topics to be Discussed in Class This 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**.

Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.

Also, each student will lead a weekly discussion on articles or news events from the previous week.

VIII. Course Schedule: A Weekly Breakdown

1st Week (Aug. 24): Class Welcome

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.

Acknowledging your own Fault Lines: Race, Gender, Generation, Geography and Gender.

Video: “Crash,” a 2004 feature film that explores the intersection of a multiethnic cast of characters in Los Angeles.

Due: Write a 1 to 3 page analysis of what you think the film is trying to say, whether it is an accurate portrayal of multiethnic Los Angeles and whether or not you agree with the depiction.

Read: Racism, Chapter 1, “Demographics”

2nd Week (Aug. 31): Who are you? Where are we? How do media matter?

Race, Ethnicity and Why Media Portrayals of People of Color Matter

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, Racism, “Media Matter”

Do: Think about four of your identities: 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 your identities and how do you see yourself in the United States and world of today and the future?

Due: Who am I? Describe and analyze your biological, anthropological, sociological and psychological identities. How do they affect you and your life now and in the future? (2 to

4 pages). Please turn papers in and email copies in Word by 3 p.m. Sept. 7 to whomoran@yahoo.com

3rd Week (Sept.7): No Class. Labor Day Holiday

**A Historical Look at Entertainment Media and People of Color
Symbols, Stereotypes and the Formation of Racial Images and Identities**

Read: Racism, Chapter 3, "Disparaging the 'Other,'" and Chapter 4, "Bamboozling" Stereotypes Through the 20th Century

Do: Read, watch or listen to something produced **before 1968** for an entertainment medium (film, radio show, short story, novel, television program, comic book, etc.) portraying people of color, make notes on how the people, their culture, and their environment were portrayed, and think about how this affected people who were portrayed and also those who read, saw or heard the portrayals.

Due: 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 (3 to 4 pages). Please turn papers at the start of class Sept. 14

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. Prepare to discuss in class Sept. 14.

Sept. 15

Last day to drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

4th Week (Sept. 14): Entertainment Media and People of Color Today

People of Color in the New Media Age. Race, Ethnicity and Entertainment Media: Looking Back and Looking Ahead

Read: Racism, Chapter 5, "Race, Culture, and Gender in the New Media Age"

Due: *Select examples and describe your impressions* of how people of color are represented in entertainment media (film, television, videos, video games, YouTube, etc.) today, then ***analyze*** how they are the same or different from earlier portrayals. You may include printouts or links to the media you are describing and analyzing. (3 to 4 pages).

Do: For Term Projects: 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, religion, language, social class or nationality.

5th Week (Sept. 21): News Media and People of Color: From Exclusion to Multiculturalism?

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

Read: Racism, Chapter 6, The Press: Whose (News) Media Is It?

Do: Use the USC Libraries digital news archives to find an article or photograph of one pre-1965 Civil Rights Movement news event (boycott, march, picket, sit-in, Freedom Riders, demonstration, etc.) in each of two newspapers, one targeting general audience readers and one targeting African American readers. Prepare to present and discuss what you found.

Read: “Report of The National Advisory Commission on Civil Disorders,” Chapter XV, “The News Media and the Disorders,” March 1, 1968.

Due: Describe and compare the news media coverage of the same event by both African American and general audience news media.

Due: Written ideas and descriptions of 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 2 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.

6th Week (Sept. 28): Advertising-The Business Behind the Box Marketing and Advertising’s Influence on the Media

Advertising Images from Yesterday and Today

Read: Racism, Chapter 7, Marketing and Advertising: The Media’s Not-So-Silent Partners

Do: Select advertisements either representing or directed toward people of color from the past and present for presentation and discussion in class on Oct. 5.

Due: Bring to class an example of a historical or current print, broadcast, or online 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.

7th Week (Oct. 5): Public Relations: The Businesses Behind the Box.

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.

Read: Chapter 8, Public Relations: An Opportunity to Influence the Media

Due for Research and Reporting Project: Read, synthesize and analyze previous research and reporting on your project topic. Begin thinking and writing about what questions or

angles you would like to investigate and how you would pursue them. Proposed questions and angles you would like to pursue in your own project and how you might like to research or report on them.

Oct. 9 Last day to drop a course without a mark of “W” on the transcript

* Please drop any course by the end of week three to avoid tuition charges.

8th Week (Oc. 12): Test 1

Test on material covered during previous seven weeks.

Do: Research and Reporting Projects: Background research on sources for your proposed term project idea.

9th Week (Oct. 19): Media and Women of Color

Women of Color: Doubly Advantaged or Disadvantaged?

Women of Color and the Media: Beyond Representation to Reality

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.

Read: Racism, Chapter 6, The Press: Whose (News) Media Is It

Due for Research and Reporting Projects. *Final proposal for your term projects including proposed resources and source list.* The proposal must include (1) the topic for your project, (2) why you feel it meets the criteria for course projects, (3) a list of published or public sources that have previously dealt with some aspect of this topic, (4) the research question or news angle that you will be pursuing in your original research or reporting and (4) a list of sources you will draw upon in developing your own research or reporting.

10th Week (Oct. 26): Media Advocacy and People of Color

The Role of Government, Foundations, Religious and Civic Organizations in Advocating Racial Justice in the News Media. Journalists as Advocates for 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.

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: Racism, Chapter 9, Advocacy: Keeping Their Feet to the Fire

11th Week (Nov. 2): Access to the Media for People of Color

Integrating the Journalism Pipeline: The Impact of the Kerner Commission

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: Racism, 10, Access: Equitable Hiring Principles Elude Media Employers

Due for Research and Reporting Projects: Two-page progress report on what you have done and what you need to do.

12th Week (Nov. 9)Media For and About People of Color

A Double Edged Swords: The Roles of Ethnic Media in the United States.

Ethnic Media Journalists Role Models: Wielding a Pen and a Double Edged Sword

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.

A presentation/discussion of ethnic media journalists and media who have used their journalism to both expose injustices in society and advocate for racial justice in news media.

Read: Racism, Chapter 11, Alternative Media

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.

13th Week (Nov. 16): Class Communication and People of Color

Class Communication and the Rise of Ethnic Media in the United States.

Ethnic Media in the United States Today

Presentation: How the growth of people of color in the United States, new media technologies and the marketing/advertising strategies have led to the growth of ethnic media, including a critical analysis of how these forces shape the multiple roles played by these media.

The growth of ethnic media today and tomorrow and their influence in a multimedia/multicultural society.

Do: Locate an example of ethnic media today, take a close look at it and to present and discuss it in class next week.

14th Week (Nov. 23): People of Color and News Media: What Are the Next Challenges?

What's Next? Race/Ethnicity/Multiculturalism in the Multimedia Age

(thanksgiving break Nov. 25-28

Read: Racism, Epilogue:Thoughts About The Future

Do: Work on term projects.

15th Week (Nov. 30): Test 2

Test on material for second half of semester. Students provides updates on final projects.

Final Term Project Due

Monday Dec. 14 by 4 p.m.

Projects should be submitted via email to whomoran@yahoo.com

IX. Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"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 plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Equity and Diversity

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity*

<http://equity.usc.edu/> or to the *Department of Public Safety*

<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.

This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help

initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

Support with Scholarly Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at (213) 740-7711. The service is confidential, and there is no charge.

Emergency Information

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

X. About Your Instructor

Julio Moran has been an adjunct professor at the USC Annenberg School of Journalism since spring 1998. He also has taught at California State University, Northridge. After brief stints at the Los Angeles Herald Examiner and the weekly San Fernando Sun, Moran moved to New York in 1979 to work as an editor for *Nuestro Magazine*, a national general interest English-language magazine for Latinos. In 1981, he returned to Los Angeles to work for the Los Angeles Times as a general assignment reporter. In 1984, Moran was part of the team of editors, reporters and photographers that was awarded the Pulitzer Prize for Meritorious Public Service for a comprehensive 21-part series on Latinos in Southern California. Moran also was on the Metro staffs that were awarded Pulitzer Prizes for coverage of the 1992 Los Angeles riot and the 1994 Northridge earthquake. He was executive director of the nonprofit organization CENMA: Latino Journalists of California from 1997 to 2015. Moran is a graduate of Pepperdine University in Malibu, California, where he earned Bachelor of Arts degrees in journalism and history in 1978. In 1996, he completed the Maynard Institute for Journalism Education's Management Training Center program at the Kellogg School of Management and the Medill School of Journalism at Northwestern University.