

Journalism 498 – Ethnic Media in Modern Society Tutorial

Tuesday, 12 to 12:50 p.m., Manzanita Hall 212

Professor: Marcy De Veaux

Office: Manzanita Hall 356b

Office Hours: Tuesday, 11 a.m. to 12 p.m. and Wednesday, 11 a.m. to 12 p.m.

Phone During Office Hours: (818) 677-7240

Journalism Office Phone for Messages: (818) 677-3135 (Manzanita Hall 210)

Primary E-mail Address: madeveaux@csun.edu (e-mail is preferred)

Course Descriptions

This course explores the role of ethnic media in the 21st century. From its inception to its current coverage of contemporary topics — politics, education and immigration, this course will look at the viability of ethnic media. Your work will focus primarily on newspapers, magazines, television, radio, the Web, movies and film that concentrate their coverage on communities of color. We will survey media that serve Latino/Hispanic, African American and Asian American communities as well as other ethnic groups in America. Our discussions will also incorporate coverage of media that report on indigenous populations, Africa and the Middle East.

By the end of the class you will enhance your presentation skills, hone your abilities to provide critical analysis and learn the importance of cultural competency and cultural intelligence.

Required Readings

Writing War: The Best Contemporary Journalism about Warfare and Conflict from Around the World edited by Clint Willis

Other reading for this course can be found on-line and in an electronic course reader at the Oviatt Library. This will require you to have easy access to the Internet.

Attendance

Attendance is mandatory and will be taken at each class meeting. You are expected to attend every class. Should you miss your opportunity to present your work to the class your presentations cannot be made up. Your failure to participate in the discussion each week will negatively impact your grade.

Participation and Presentation

Class participation is very important. Students are expected to take detailed notes from lectures, presentations and from the readings. You are expected to come to class prepared to participate in each discussion.

Classroom Conduct

Cell phones and pagers must be placed on vibrate at the beginning of each class. Students may not take calls or answer text and e-mail messages during class time unless it is a dire, life-threatening emergency. Those who violate this policy will be asked to leave the classroom for the remainder of the class period and will be marked absent.

Private conversations are disruptive and disrespectful to your fellow students and the professor and not permitted during lectures or presentations.

Additionally, this course will include lively classroom discussions around *hot button* topics include race, race relations, political views and religion. All points of view will be heard and respected. Disrespectful or inappropriate language or conduct will not be tolerated.

Evaluation

You can earn up to 600 points for this course and will be graded on four class components.

1. Individual presentations — Students will choose a single topic from the course outline to thoroughly research for their presentation. Your presentation will be 20 minutes in length with 10 minutes to answer questions from the class and professor. You may conduct a comparison of how ethnic press and mainstream press cover your topic or you may present a critical analysis of coverage in both the ethnic press and mainstream outlets. Each presenter will provide a two-page summary of their research and findings as well handouts for the class.

Grades will be awarded on: 1/ how thoroughly the topic is researched, 2/ how well the student provides a comparison or critical analysis of the topic, 3/ students overall presentation skills and ability to answer questions, 4/ showing a level of cultural competency to the material 5/ use of available multi-media.

2. Reading assignments — Each week you will be assigned readings found online, by an electronic reader or via e-mail. You will be expected to actively engage in discussion on the weekly assigned readings during the course. You will bring your notes to class along with your own thoughts that might enhance others understanding of the material.

Questions to ponder: How is this topic relevant in the 21st century? How is it relevant outside of the classroom, our campus, Los Angeles? In thinking about your own cultural identity, how does both mainstream and ethnic media reflect the ethnic/cultural group of which you belong on this topic? How much of this material was new to you? How much of the material did you find familiar? What terms or language did you find puzzling?

Your notes should be no more than two pages in length, they must be typed, double-spaced and include your name, the name of the topic and the date of the discussion. These notes may be collected during the semester for grading without advanced notice. All notes will be collected at the end of the semester for a grade.

3. Midterm paper — We will participate in the Journalism department's community reading program. You will read *Writing War* edited by Clint Willis and write an five-page (5) paper for your mid term grade. Your paper should talk about the depiction of ethnic and culturally diverse people/communities in this work. You may choose two pieces in this collection of war stories on which to write your paper. Your paper may be a comparison of your two chosen pieces; you may complete a critical analysis of either works, or something else to your choosing.

4. Final project — Throughout the semester students will work in teams on a special project to develop a public relations strategic plan for a web based ethnic media project. Designed for college age students, La Beez.org will act as the client for the semester. Each team of students will receive a grade for their role developing the strategic plan.

Grading:

The final grade will be determined as follows:

Individual presentations:	200 possible points
Mid term paper:	200 possible points
Reading assign./notes:	100 points
Final project:	100 points

Note: There are 12 reading assignments for this course. You must turn in at least 10 notes from the readings in order to earn the needed 100 points.

Class Schedule

As real world events take place, we may adjust lecture topics to incorporate them into the course.

January 20: Course Introduction

Research: Research the concept of *Cultural competence* and *Cultural intelligence*

Writing: Two page autobiography

January 27: Ethnic Media

Reading: Three ethnic websites including blogs

February 03: LaBeez.org Project

Reading: *Diversity in the Land of Majority Rule*, (pgs. 3 – 34)

Team work: LaBeez.org strategic plan

February 10: Student Presentation – Newspapers

Reading: *Zoot Suit Riots of 1943*, (pgs. 47 - 51)

February 17: Student Presentation – Network Television

Reading: *A White, White World on TV's Fall Schedule*

<http://articles.latimes.com/1999/may28/news/mn41995>

February 24: Student Presentation – Radio

Reading: *A New Multi Racial America*

March 03: Student Presentation – The Web

Reading: New American Media web site <http://newamericanmedia.org>

Teamwork: LaBeez.org strategic plan

March 10: Student Presentation – Cable Television

Reading: <http://www.nytimes.com/2007/07/09/arts/television/09bet.html>

March 17: Student Presentation – Books/Publications

Reading: *The Troubling Popularity of West African Romance Novels*

March 24: Student Presentation - Magazines

Reading: *Message to Media: Hear the Indian Voice*

March 31: Cesar Chavez Day

April 07: Spring Break – NO CLASS

April 14: **LaBeez.org Strategic Plan**
Writing War: The Best Contemporary Journalism about Warfare and Conflict from Around the World edited by Clint Willis
MID TERM PAPER DUE

April 21: **Student Presentation – Satellite TV**
Reading: *The Roots of Racial Stereotypes in American Entertainment*

April 28: **Student Presentation - Documentaries**
Video: *The Black Press: Soldiers Without Swords*
Reading: <http://www.pbs.org/blackpress>

May 05: **Student Presentation – Movies**
Reading: <http://www.asianamericanfilm.com/>
<http://www.tibesti.com/experts/David-Magdael/109>

Notes on reading assignments due
LaBeez.org Strategic Plan due

About the Professor

Marcy De Veaux has been a public relations professional for more than 20 years specializing in entertainment public relations. She is president and CEO of her own public relations firm, DVG Communications. At CSUN, De Veaux has taught numerous public relations courses and a mass communication class, Women in the Media. She also has been a guest lecturer at Boston University, UCLA, and USC. She is working toward a doctorate degree in Depth and Liberation Psychology and is currently researching and writing a dissertation.

Resources

Additional material found in the Electronic Reader (listed under De Veaux)

The Asian Reporter: *Study indicates Asian American coverage improves with more Asian Americans in the newsroom.*

Armenian Americans Gather in Support of Deval Patrick and Tim Murray-
Democratic ticker for Massachusetts Governor and Lt. Governor

Additional Resources:

Chicano! Journalist, Reuben Salazar

<http://www.albany.edu/jmmh/vol3/chicano/chicano.html>

Strange Rumbblings in Aztlan, Hunter S. Thompson

Rolling Stone Magazine, April 29, 1971

Lack of Color in Comics

<http://www.washingtonpost.com/wpdyn/content/article/2008/02/05/AR20080503396.html>

New News Out of Africa: Uncovering Africa's Renaissance

by Charlene Hunter-Gault

NPR's Latino USA

<http://www.npr.org/rss/podcast.php?id=510016&uid=ee4cb739b8d6ac010676004cedc5723>

Organization of Journalists of Color

The National Association of Hispanic Journalists

www.nahj.org

The National Association of Asian American Journalists

www.aaaja.org

The National Association of Black Journalists

www.nabj.org

The National Association of Native American Journalists

www.NAJA.org