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Office hours: T 18:00–19:00, W 14:00–16:00

JOUR 480 Fall 2015
M & W 12:30–13:45
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History of the American News Media

Study of the development and influence of the news media in the U.S. from colonial times to the present. Examines social, economic, cultural, technological and political influences on news media development. Course focuses on ethnic news media.

Course Student Learning Outcomes

Students in this course will attain competency in:

1. analyzing and discussing the historical and current news media production by diverse groups in terms of race/ethnicity.
2. analyzing and discussing how race/ethnicity and decentralized ownership and control are key to socially responsible journalism in a democratic society.
3. critically analyzing research related to the topic of the course.
4. researching and writing an original paper using secondary sources and the content of at least one newspaper or news media outlet.

Assessment

1. This outcome will be assessed by a 3- to 4-page critique of a class reading. The critique must use class material that addresses how ethnic media have embraced and made more inclusive the democratic ideals of the United States. Also, this outcome will be assessed by daily participation in class, a quiz, and a research paper.
2. This outcome will be assessed by daily participation in class discussions.
3. This outcome will be assessed by an oral presentation of class material and by summaries of readings.
4. This outcome will be assessed by a 9- to 10-page final research paper on the class topic.

Departmental Student Learning Outcomes

1. Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
2. Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques, such as interviewing, observation, and researching primary and secondary sources.
3. Students will be able to think critically, creatively and independently.
4. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
5. Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.

6. Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for local to global publics.

Grading:

Class participation (including discussion of common reading book): 20%; Reading summaries and questions or comments: 10%; 3- to 4-page report of a reading being presented in class: 20%; oral class presentation: 20%; 9- to 10-page final research paper: 30%

Class participation:

Class participation is very important and will be registered daily. Students will be required to bring to each class one paragraph summarizing the main points of the reading and one critical question or comment about each reading assigned for that particular day. This question/comment is intended to encourage class discussion. You will upload your summary to our Moodle page before class starts (no late submissions accepted). In addition, students will be required to participate in class discussions of the common reading journalistic book, *Dreamers: An Immigrant Generation's Fight for Their American Dream*, by Eileen Truax, and will be encouraged to attend Ms. Truax's presentation in October–November.

Class presentation:

Students will be assigned a particular reading (in small groups) to present to the class. Each presentation will be 15 to 20 minutes and will cover the main points of a particular reading. Grades will be awarded based on three criteria: (1) how well the presentation summarizes and presents the reading material, (2) how well it makes connections with other class materials (including videos) or offers new, concrete examples to illustrate the author's main arguments, and (3) how well the questions you bring to class generate discussion. Students are encouraged to be as creative as they want in their presentations as long as they meet these criteria. A visual presentation tool is highly recommended.

3-page report:

You will write a report on the same book chapter or supplemental reading that you present to the class. You must support your observations using the course material (both readings and videos) extensively. Make sure to correct spelling and grammar errors in your report, and use proper attribution. All reports are due when the reading is presented. They must be uploaded to our Moodle site after class. No late submissions will be accepted.

9- to 10-page research paper:

Each student will submit a final research paper. The paper should be 9 to 10 pages double-spaced (including bibliography, 12-point Times New Roman or similar font). Your grade will be reduced if your paper runs less than 9 pages or more than 10 pages

(including bibliography). Students can present one of four kinds of different papers: (1) A paper that researches the life of a particular ethnic-media journalist or publication, providing either a biographical profile of the person or a historical profile of the publication and explaining why the person's (or publication's) work was/is of significance to journalism. (2) A paper that looks at comparative analyses of the coverage presented by mainstream media vs. ethnic media of a particular historical event or topic—for example: how and why the *Los Angeles Times* coverage of racial housing covenants was different from the coverage of the *Los Angeles Sentinel* or *La Opinión*. (3) A paper that identifies a particular topic of coverage by ethnic media and uses a particular publication to explain how the topic was covered—for example: lynchings, police brutality, educational segregation, segregation in public facilities, housing segregation, voting rights, bilingualism, and immigration. Here you need to explain what the topic/issue is, why it was important for some communities, and how it was covered by a particular media outlet. (4) A paper that helps the Tom and Ethel Bradley Center create digital resources related to its photographic and oral history archive (if you choose this option, you must discuss it with the instructor and present a written proposal to the director of the Center for his approval).

The research paper must draw on at least three readings from the course, plus no more than two books *and/or* two academic articles (published in academic journals). Students must use newspaper/magazine articles and/or broadcast news transcripts to support or illustrate their points. Based on these readings and their research findings, students must provide a coherent discussion of that particular topic, supported with concrete examples. All papers should be written in academic style and include a bibliography on a separate page (MLA or APA styles). The topic of the paper must be approved by the instructor. Students must submit a brief description of the topic of their papers plus a tentative bibliography with three sources.

The deadline for the research paper is December 7 at 12:30pm. No late submissions will be accepted.

Required books:

González, Juan and Joseph Torres. *News for All the People: The Epic Story of Race and the American Media*. New York: Verso, 2011.

Truax, Eileen. *Dreamers: An Immigrant Generation's Fight for Their American Dream*. Boston: Beacon Press, 2015. (Journalism Department common reading book)

Supplemental readings (available on our Moodle site):

Freer, Regina. "L.A. Race Woman: Charlotta Bass and the Complexities of Black Political Development in Los Angeles." *American Quarterly* 53.6 (2004): 607–632. *JSTOR*. 16 July 2013.

García, Mario T. "Mexican-American Muckraker: Ignacio L. López and *El Espectador*." *Mexican Americans: Leadership, Ideology, and Identity, 1930–1969*. New Haven: Yale University Press, 1989. 84–112. Print.

Gutiérrez, Félix, José Luis Benavides and William Deverell. "Introduction" *California History* (Special Issue: *El Clamor Público*) 84.2 (Winter 2006–2007): 4–9. *JSTOR*. Web. 16 July 2013.

- Huspek, Michael. "Black Press, White Press, and Their Opposition: The Case of the Police Killing of Tyisha Miller." *Social Justice* 31.1–2 (2004): 217–241. *General OneFile*. Web. 25 July 2013.
- Kanellos, Nicolás. "El Clamor Público: Resisting the American Empire." *California History* (Special Issue: *El Clamor Público*) 84.2 (Winter 2006–2007): 10–18. *JSTOR*. Web. 16 July 2013.
- Lai, H. M. "The Chinese-American Press." Sally M. Miller, ed. *The Ethnic Press in the United States: A Historical Analysis and Handbook*. New York: Greenwood Press, 1987. 27–43. Print.
- Lee, K. W. "Urban Impressionist." Elaine H. Kim and Yu Eui-Young. *East to America: Korean American Life Stories*. New York: New Press, 1987. 1–24. Print.
- Malone, Henry T. "The Cherokee Phoenix: Supreme Expression of Cherokee Nationalism." *The Georgia Historical Quarterly* 34.3 (1950): 163–188. *JSTOR*. Web. 15 July 2013.
- Prioleau, Rachelle C. "Frederick Douglass: Abolitionist and Humanist." *Howard Journal of Communication*. 14.3 (2003): 177–190. *Communication and Mass Media Complete*. Web. 16 July 2013.
- Tucker, David M. "Miss Ida B. Wells and Memphis Lynching." *Phylon*. 32.2 (1971): 112–122. *JSTOR*. Web. 1 August 2013.

Tentative schedule (subject to changes)

- Week 1** **8/24–26** **Ethnic Press and Democracy**
Video: *The Black Press: Soldiers without Swords*.
Website: <http://www.pbs.org/blackpress/>
- Week 2** **8/31–9/2** **Library Session**
Library: Wednesday, Sept. 2: mandatory session at the Oviatt Library, Lab C, with journalism librarian Katherine Dabbour
- Week 3** **9/9** **Introduction and Archival Research**
Reading: González and Torres: "Introduction."
Archive: Monday, Sept. 9 in class: Dr. Kent Kirkton, Tom & Ethel Bradley Center
- Week 4** **9/14–16** **Early Press in America**
Reading: González and Torres: Chapters 1 and 2.
Common R: (*Dreamers*, Introduction)
- Week 5** **9/21–23** **Manifest Destiny vs. Democratic Press**
Reading: González and Torres: Chapter 3 and 4.
Common R: (*Dreamers*, 1–2)
- Week 6** **9/28–30** **New Democratic Press: Latinos**

Reading: González and Torres: Chapter 5;
Gutiérrez, Benavides and Deverell: “Introduction”;
Kanellos: “*El Clamor Público*: Resisting the American Empire.”

Common R: (*Dreamers*, 3–4)

Week 7 **10/5–7** **New Democratic Press: Native Americans and Asian Americans**

Reading: González and Torres: Chapter 6 and 8;
Malone: “*The Cherokee Phoenix*”;
Lai: “The Chinese-American Press.”

Common R: (*Dreamers*, 5–6)

Week 8 **10/12–14** **New Democratic Press: African Americans**

Reading: González and Torres: Chapter 7;
Prioleau: “Frederick Douglass: Abolitionist and Humanist.”
Huspek: “Black Press, White Press, and their Opposition.”

Common R: (*Dreamers*, 7–8)

Week 9 **10/19–21** **Telegraph and the Progressive Era**

Reading: González and Torres: Chapters 9 and 10;
Tucker: “Miss Ida B. Wells and Memphis Lynching.”

Common R: (*Dreamers*, 9–10)

Week 10 **10/26–28** **Early Broadcasting and Urban Conflict**

Reading: González and Torres: Chapters 11 and 12.
Freer: “L.A. Race Woman: Charlotta Bass and the Complexities of Black Political Development in Los Angeles.”

Common R: (*Dreamers*, Epilogue)

Week 11 **11/2–4** **Network Broadcasting**

Reading: González and Torres: Chapter 13;
García: “Mexican-American Muckraker: Ignacio L. López and *El Espectador*.”

Week 12 **11/9** **World War II**

Reading: González and Torres: Chapters 14 and 15

Week 13 **11/16–18** **Color Segregation**

Reading: K.W. Lee “Urban Impressionist.”
González and Torres: Chapter 16

Week 14 **11/23–25** **Civil Rights and Backlash**

Reading: González and Torres: Chapter 17.

Week 15 **11/30–12/2** **Project Presentation and Discussion**

Week 16 12/7 Final session
Final paper due: December 7, 2012 by 12:30 via Moodle or in person

Suggested Periodicals and Databases:

African-American Newspapers, 1827–1998 (Database)
Black Panther, 1970–1979 (Urban Archives)
California Eagle, 1943–1951 (microfilm)
Chicago Defender, 1910–1975 (ProQuest Historical Newspapers)
Chronicling America. Historic American Newspapers, 1836–1922
Ethnic News Watch Database (ProQuest)
Filipinas, 1992– (periodicals and Ethnic News Watch Database)
Filipino Express, 1994– (Ethnic News Watch Database)
Grito del Sol (English), 1976–1982 (stored periodicals)
Hispanic American Newspapers, 1808–1980 (Database, Spanish and English)
Indian Advocate, 1893–1910 (Chronicling America Database)
Indian Country Today, 1993–2011 (Ethnic News Watch Database)
KoreAm, 1999– (periodicals)
Korea Times (English), 1990–2001 (Ethnic News Watch Database)
La Opinión (Spanish), 1926– (microfilm and Ethnic News Watch Database)
La Raza (English), 1970–1973 (stored periodical)
Los Angeles Sentinel, 1934–2005 (ProQuest Historical Newspapers)
Northwest Asian Weekly, 1993– (Ethnic News Watch Database)

Suggested Media and Critical Sources:

For a complete list of alternative media, visit the Alternative Press Index:
<http://www.altpress.org/>
For a complete list of ethnic media, visit New America Media website:
<http://www.newamericamedia.org>
Center for Media and Democracy's PR Watch: <http://www.prwatch.org/>
Fairness and Accuracy in Reporting, FAIR: <http://www.fair.org/>
Free Press: <http://www.freepress.net/>

Note on plagiarism:

The Journalism Department is committed to the highest standards of academic excellence and integrity. Plagiarism and other forms of cheating will not be tolerated. Anyone caught cheating will receive a failing grade in the class and will be reported to the University for possible further disciplinary action. For a further explanation of the behavior defined as cheating, and a more detailed discussion of disciplinary procedures, consult section on Academic Dishonesty of the 2015–2016 CSUN catalog:
<http://www.csun.edu/catalog/policies/academic-dishonesty/>

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