

FYS Syllabus

# **Black, White & Read All Over: Images of Race and Ethnicity in the American Media**

Fall 2019

Dr. Elizabeth Atwood

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Office 208 Rosenstock

**Office Hours:** 9:30 a.m. to 11 a.m. Monday, Wednesday and Thursday, and by appointment

**Class meets:** 11:30 a.m. to 12:45 p.m. Tuesdays and Thursdays in RO 1

## FYS Learning Objectives:

1. Students will demonstrate an ability to develop and present a logically convincing written argument, accurately utilizing source material as persuasive evidence to support their thesis. They will present their ideas clearly, employ an assigned citation style (MLA, APA, Chicago, etc.), and follow the conventions of standard written English usage and mechanics.
2. Students will be able to develop a research question; to identify potential sources; to evaluate the selected sources for currency, relevance, authority, and purpose relative to the research questions; to provide citations using the appropriate citation style and mechanics.
3. Students will become familiar with some of the out-of-class learning tools and resources available at Hood College.

## Course-specific objectives

This course explores images of minority communities in American mass media and how those communities have fought to tell their own stories.

Students will:

- Analyze the key elements of a news account, including weight of evidence, credibility of sources and of context, to judge its reliability.
- Recognize historic trends in the development of the mass media in America.
- Use primary sources to examine media portrayals of racial and ethnic communities.
- Write and present original research that examines how the mass media have portrayed racial and ethnic communities.

## Required Books:

- *News for All the People: The Epic Story of Race and the American Media* by Juan Gonzalez and Joseph Torres
- *They Say, I Say with Readings*, 4<sup>th</sup> ed., by Gerald Graff, Cathy Birkenstein and Russel Durst

## Additional Readings

The instructor also will assign readings on Blackboard and on the Web.

### **Course Format:**

In this seminar course, we will spend most of our time discussing the way the mass media have portrayed minority communities. Students are expected to read assignments before coming to class. To help with the readings, you will be required to answer a brief discussion question for each day's readings.

### **Blackboard**

Class work, homework and writing assignments must be submitted to Blackboard for grading. Students also will be expected to check Blackboard regularly for announcements and assignments. It is your responsibility to make sure your assignments have been filed correctly in Blackboard. If you do not see a grade on an assignment a week after it is due, ask me about it. I will not accept work that is emailed or handed to me on paper.

### **Attendance and classroom courtesy**

You are expected to be in class and on time. However, I know life happens. For that reason, I will allow you 2 absences—excused or unexcused. Any work missed due to absence must be made up within one week of your return to class. If any personal or health problems occur during the semester, see me about arranging extra help before getting behind on assignments.

I do not permit cell phone use in my class. Turn them off and put them away. You may use iPads or laptops for course assignments (note taking, reading) but if they become a distraction, I reserve the right to prohibit their use.

### **Meeting Deadlines**

Learning to complete assignments by their due dates is essential not only in college, but in life. **For that reason, you will lose a full letter off your grade for every day your assignment is late.** Missing assignments will be counted as a 0. Assignments are due before the start of class.

Exceptions can be made for documented serious illnesses that require trips to the emergency room or hospitalizations, and notifications from the Dean of Students' office regarding deaths in a family or other family crises. In such case, you will meet with me immediately after you return to class to develop a schedule for making up missed assignments.

Athletes who will be missing class because of games are still required to submit assignments on time.

### **ACADEMIC DISHONESTY**

I **DO NOT** tolerate plagiarism or fabrication of any kind. Instances of academic dishonesty will result in a 0 on the assignment and no chance for a re-do.

### **Accommodations**

If you have a disability or a personal circumstance that will affect your learning in this course, please let me know as soon as possible so that we can discuss the best ways to meet your needs. (Any student who needs accommodation for disabilities is strongly encouraged to contact the Office of Accessibility Services at 301-696-3421 to obtain an official letter of accommodation for all their courses.)

The Office of Accessibility Services provides academic support for students with disabilities. Examples of disabilities include, but are not limited to, mobility impairments, blindness/low vision, psychiatric conditions, recurring medical conditions, ADHD, Autism Spectrum Disorders, and others. The following are examples of academic accommodations:

- Extended time on exams
- Note-taking support
- Textbooks in alternative formats (electronic, audio, etc.)
- ASL interpreting services

### **Center for Academic Achievement and Retention (CAAR):**

The CAAR office is located on the third floor of Rosenstock Hall and provides a wide range of academic supports for all students. Services range from math and writing tutoring to individualized one-on-one meetings to discuss any barriers that might prevent you from reaching your full academic potential. If you ever need help, feel free to stop by.

### **Assignments**

**(All written assignments, except for the discussion responses, should be Word documents, 12-point type, double spaced)**

**Discussion Board Responses (300 points).** Before each lesson, I will give you a question to help you think about the readings and contribute to class discussions. You will write a thoughtful 150- to 200- word response to the question. The response must be written using proper grammar, spelling and punctuation, and it must be posted before class on the day it will be discussed.

**Discussion leader (100 points).** You will be assigned to help lead two class discussions. You will write a two-page paper (double-spaced, 12-point type) that summarizes the readings for that day and you will pose two questions to the group for discussion. (Paper 1: 40 points, Paper 2: 60 points).

**Word Cloud Report (50 points):** Choose two recent news articles or opinion pieces about an ethnic or racial community in the United States. Combine them into one Word document and create a Word Cloud that shows the most common words used in the article. In one page, describe what the Word Cloud shows. What might this tell us about media messages about a particular racial or ethnic group? Present your findings to the class.

**Annotated Bibliography (100 points):** The annotated bibliography lists the sources you will use for your research paper. It must include at least three scholarly articles and one books. Include a brief description of each work. Follow Chicago Manual of Style rules.

**Research Paper (200 points):** Using primary sources, such as newspaper, movies or magazine articles, broadcast scripts or broadcast videos or blog posts, write a five- to seven-page paper that describes how the media portrayed a minority group. You may compare and contrast the portrayals in different media outlets or summarize portrayals over time in one media outlet. Discuss how your findings fit with those in your annotated bibliography and note what original contribution you have made to scholarship.

**Drafts:** You are required to submit a draft of your research paper for me to review. Failure to submit the draft will result in the loss of **two** letter grades on the paper.

**Research Presentation (50 points):** You will give a seven-minute presentation to the class about your research.

**Quest (100 points):** To familiarize you with college life, you will be given a menu of activities from which you must choose to do 10. If you choose to do more, you will be entered for a prize drawing.

**Grading (1,000 points)**

- Discussion posts: 300 points
- Class participation and exercises: 100 points
- Discussion Leader: 100
- Annotated bibliography: 100 points
- Research Paper: 200 points
- Presentation: 50
- Word Cloud: 50
- Quest: 100

## Schedule (tentative)

Aug. 27: Welcome to FYS

- Introductions
- Expectations
- Building community

Aug. 29: Why are we here?

- “The Other Side is Not Dumb,” *They Say, I Say*, p. 212
- “The New Liberal Arts,” *They Say, I Say*, p. 336
- Read: *They Say, I Say*—Chapter 12 (class discussions)

Do:

- Get Organized—bring syllabi and a calendar

Sept. 3: Reading for Understanding

- *News for All*—Introduction
- *They Say, I Say*—Chapter 14

## WRITING ASSESSMENT DUE IN CHALK AND WIRE

Sept. 5: **Word Cloud Report Due**

Sept. 10: “Barbarous Indians” and “Rebellious Negroes”

- *News for All*, Chapter 1
- *They Say, I Say*, Chapters 1-3

Sept. 12: Inciting to Riot

- *News for All*, Chapter 3

Sept. 17: Indian War of Words

- *News for All*, Chapter 6

Sept. 19: Early Black Press

- *News for All*, Chapter 7

Sept. 24: All FYS Meeting—Hodson Auditorium

Sept. 26: Chinese-American Press

- *News for All*, Chapter 8

Oct. 1: Wire Services

- *News for All*, Chapter 9
- <https://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm>

Oct. 3: Protests and Propaganda

- *News for All*, Chapter 12

Oct. 8: Radio

- *News for All*, Chapters 13

Oct. 10: Radio

- *News for All*, Chapter 15

**Oct. 15: NO CLASS, FALL BREAK**

Oct. 17: Rebellion and Reaction

- *News for All*, Chapter 16

Oct. 22: Rebellion and Reaction cont'd.

- *News for All*, Chapter 16

Oct. 24: Conducting Research

- “Full-Court Press: How Segregationist Newspapers Covered an Integrated Basketball Team”

**FRIDAY, OCT. 25—FIELD TRIP TO THE NATIONAL MUSEUM OF AFRICAN AMERICAN HISTORY AND CULTURE**

Oct. 29: Age of the Internet

- *News for All*, Chapter 17
- **Museum report due**

Oct. 31: Race and Ethnic Images Today

- “From Supernegroes to BFF,” in *Race Baiters* (will be posted in Blackboard)

Nov. 5: All FYS Meeting—Living in the Neighborhood

- “Talking Across Differences,” in *Race Baiters* (will be posted in Blackboard)

Nov. 7: Library Visit

### **RESEARCH QUESTION DUE**

Nov. 12: Reading a Scholarly Article

- “Nacos and Torres-Reyna, “Muslim Americans in the news before and after 9/11” (will be posted in Blackboard)

Nov. 14: Why it Matters: Responding to What Others Have Written

- *They Say, I Say*, Chapters 4-8

Nov. 19: Responding to Stereotypes

### **ANNOTATED BIBLIOGRAPHY DUE**

Nov. 21: Writing for the Social Sciences

- *They Say, I Say*, Chapter 15

Nov. 26: Writing the Research Paper

**Nov. 28: NO CLASS. THANKSGIVING.**

Dec. 3: **RESEARCH PAPER DRAFT DUE**

- Peer Reviews

Dec. 5: **No Class. Teacher Meetings**

Dec. 10: Course Wrap up

**Dec. 17: RESEARCH PAPER DUE. ORAL PRESENTATIONS. Note: The presentations will be given during the final exam slot. There will be no final exam.**