

**ETHN 186: THE ETHNIC PRESS IN THE U. S.**  
**Fall Quarter 2007 ♦ MWF, 10:00am-10:50am ♦ Sequoyah Hall, Room 147**

Pat Washington, PhD, Instructor

UCSD Ethnic Studies Department

Office Hrs: Mondays, 3:00pm-5:00pm, Wednesdays, 11:00- 1:30pm in Social Science Bldg. Room 247

Email: [pwashington@ucsd.edu](mailto:pwashington@ucsd.edu) OR PatWashingtonPhD@aol.com

**ETHN 186: THE ETHNIC PRESS IN THE U. S.**

**Course Description:** This course will examine the emergence, development, and mission of select ethnic presses in the U.S. since the 19<sup>th</sup> Century. In particular, the course will examine the role of ethnic presses in cultivating and maintaining ethnic identity and in responding to and resisting negative images propagated by mainstream media and the larger society.

**Required Texts:**

Hutton, Frankie & Barbara S. Reid (1995). *Outsiders in 19th Century Press History: Multicultural Perspectives*. Bowling Green, OH: Bowling Green State University Popular Press.

Shah, Herman and Michael Thornton (2004). *Newspaper Coverage of Interethnic Conflict: Competing Visions of America*. Thousand Oaks, CA: Sage Publications.

**Additional readings as assigned/distributed:** Students are responsible for readings distributed throughout the quarter during class meetings or via email (**Noted on syllabus as “TBD”**)

**COURSE REQUIREMENTS:**

**Regular Attendance, Timely Completion of Readings, Informed Class Participation.** Students are expected to attend class regularly. Students are also expected to have completed reading assignments by the day they are listed in the syllabus and to come to class prepared to make substantive contributions to class discussions that are based on critical analyses of course readings and any relevant outside materials. Lectures are designed to supplement assigned readings, rather than summarize or replicate them. Students are responsible for assigned readings, even if they are not discussed in class. Questions concerning assigned readings should be raised during class or during office hours.

**Writing Assignments and Final Exam.** Students will be required to complete (1) a 2-3 page library class research assignment that identifies and uses one scholarly journal article and one newspaper article from two different library databases (see final page of syllabus for details); (2) a 350-400 word editorial, suitable for submission to a local ethnic newspaper, that addresses a contemporary social, political or economic issue impacting racial-ethnic communities in California (preferably San Diego County) and is grounded in scholarly research on the topic; (3) a 6-8 page midterm research paper on a relevant and manageable topic concerning the ethnic press (or other ethnic information medium) in contemporary US society; (4) a 10-12 page final research paper that expands upon the midterm research paper; (5) a final exam.

**Email Communications.** Students are required to be accessible by, and responsive to, email communications throughout the quarter. Students should check email frequently during the week for course information or updates. Students should acknowledge receipt of emails from the instructor. It is the responsibility of the student to ensure that the instructor has a viable email contact for her or him.

<p><b>Majoring or Minor in Ethnic Studies at UCSD.</b> You may be closer to a major, minor or a double major in Ethnic Studies than you realize. Being an Ethnic Studies major or minor is excellent preparation for a career in education, public policy, law, government and politics, journalism, public health, international relations, and many other careers. Please contact the Ethnic Studies Department Undergraduate Advisor for more information, Yolanda Escamilla, Phone: (858) 534-3277 or Email: <a href="mailto:yescamilla@ucsd.edu">yescamilla@ucsd.edu</a>.</p>
--

**Grading Criteria:** Each writing assignment will be graded based on the following:

- Organization and development of ideas;
- Writing quality, including, but not limited to, grammar and spelling;
- Appropriate and effective use of scholarly resources and materials available in UCSD Library;
- Soundness (reasonableness, logic) of analysis;
- Originality of thought, meaning the writing expands upon, challenges, and otherwise adds to insights gained from course materials and outside readings;
- Consistency/appropriateness/correctness of formatting/citations (use Turabian style manual as model)

**Incomplete grades** and opportunities to make up assignments will be given only in exceptional cases. Late submission of assigned written work requires officially documented reasons (e.g., authorized medical excuse for day missed work is due) to avoid grade reduction for late submission.

**Late Assignments:** Unauthorized late completion of required work **will** result in a minimum of 5 points deducted for each day late.

**GRADES: Total 100 points**

Library Research Assignment (maximum 3 pp.)	10 points
Editorial (350-400 words)	10 points
Midterm Research Paper (6-8 pp.)	20 points
Final Research Paper (10-12 pp.)	30 points
Final Exam (short answer, take home essay)	30 points

**Format of Out of Class Writing Assignments:** All out-of-class writing assignments must be typed, double-spaced, with one-inch margins on all sides, in 12 point font. All papers must follow the citation and bibliographic format found in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6<sup>th</sup> edition).

**Extra Credit Opportunity (ECO):** There will be only one ECO per quarter per enrolled student, for a maximum of 3 extra credit points. ECO events must be relevant to the course, pre-approved by instructor, and announced to all enrolled students in a timely fashion. To receive extra credit, each student attending or participating in an ECO event must submit a short paper (no more than 2 typewritten pages, double-spaced, etc.) summarizing key issues and concerns covered during the event that are pertinent to our course objectives, materials and/or discussions. Course materials must be appropriately documented in the paper and cited in a bibliography (bibliography does not count toward the 2 page maximum). The ECO paper must be submitted no later than one week following the ECO event, or by the date specified by the instructor.

**COURSE OUTLINE**

**\*\*Instructor reserves the right to make changes in course schedule as warranted\*\***

**(Sept. 28)**

***Introduction***

**Reading Due October 1<sup>st</sup>, TBD:**

Charlotte G. O'Kelly, "Black Newspapers and the Black Protest Movement: Their Historical Relationship, 1827-1945," *Phylon*, Vol. 43, No. 1. (Spring 1982), pp. 1-14;  
Gayle K. Berardi, "The Development of African-American Newspapers in the American West: A Sociohistorical Perspective," *The Journal of Negro History*, Vol. 75, No. 3 / 4 (Summer-Autumn, 1990), pp. 96-111.

**WEEK I (Oct. 1-5)*****The Black Press***

- 1 Oct.** Course Introduction & Discussion of Assigned Reading
- 3 Oct.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Intro & Chapter One
- 5 Oct.** **Library Class (Meet in Giesel Library, Alanna Moore, Library Instructor)**

**WEEK II (Oct. 8-12)*****The Black Press, Continued***

- 8 Oct.** **Reading TBD:** Jacqueline Bacon, “The Time Has Now Arrived: the African-American Community of the Late 1820s,” in *Freedom’s Journal: the First African-American Newspaper*, pp. 13-30.
- 10 Oct.** **Reading TBD:** Jacqueline Bacon, “The History of the Freedom’s Journal,” in *Freedom’s Journal: the First African-American Newspaper*, pp. 37-64.  
Film clip: *Soldiers without Swords*
- 12 Oct.** Film clip: *Soldiers without Swords*  
**Library Research Assignment Due**

**WEEK III (Oct. 15-19)*****Jewish, Spanish-Language Newspapers & Media Representations***

- 15 Oct.** **Reading TBD:** Susan Olzak, Elizabeth West, “Ethnic Conflict and the Rise of and Fall of Ethnic Newspapers,” *American Sociological Review*, Vol. 56, No. 4 (Aug., 1991), pp. 458-474;  
Aurora Levins Morales, “Puerto Ricans and Jews,” in *Medicine Stories: History, Culture and the Politics of Integrity*, pp. 83-90.
- 17 Oct.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapters Two & Three
- 19 Oct.** **Reading TBD:** Robert B. Kent & Maura E. Huntz, “Spanish-Language Newspapers in the United States,” *The Geographical Review*, Vol. 86, No. 3, (Jul. 1996), pp. 446-456;  
Roberto R. Trevino, “Prensa y patria: the Spanish-Language Press and the Biculturalism of the Tejano Middle Class, 1920-1940,” *The Western Historical Quarterly*, Vol. 22, No. 4 (Nov. 1991), pp. 451-472.

**WEEK IV (Oct. 22-26)*****Asian, Asian American and API Media & Media Representations***

- 22 Oct.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapters Four & Five
- 24 Oct.** **Reading TBD:** Charles V. Hawley, “You’re a Better Filipino than I Am, John Wayne: World War II, Hollywood, and U. S. Philippines Relations,” *The Pacific Historical Review*, Vol. 71, No. 3, (Aug. 2002), pp. 389-414;  
Stanley Budner & Ellis S. Krauss, “Newspaper Coverage of U.S. Japan Frictions: Balance and Objectivity,” *Asian Survey*, Vol. 35, No. 4 (Apr. 1995), pp. 336-356.
- 26 Oct.** **Reading TBD:** Arnold Shankman, “Asiatic Ogre” or “Desireable Citizen”? The Image of Japanese Americans in the Afro-American Press, 1867-1933, *The Pacific Historical Review*, Vol. 46, No. 4. (Nov. 1977), pp. 567-587;  
David. J. Hellwig, “Afro-American Reactions to the Japanese and the Anti-Japanese Movement, 1906-1924,” *Phylon*, Vol. 38, No. 1 (Spring 1977), pp. 93-104.

**WEEK V (Oct. 29-Nov. 2)**

***Native American Media and Media Representations***

**29 Oct.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapters Six & Seven

**31 Oct. Reading TBD:** Todd Kerstetter, "Spin Doctors at Santee: Missionaries and the Dakota-Language Reporting of the Ghost Dance and Wounded Knee," *Western Historical Quarterly*, 28 (Spring 1997), pp. 45-67.

**02 Nov. Reading TBD:** David H. Weaver, "Women as Journalists," in *Women, Media, and Politics*, pp. 21-40;  
Kay Mills, "What Difference Do Women Journalists Make?" in *Women, Media, and Politics*, pp. 41-54

**WEEK VI (Nov. 5-9)**

***Women, Media & Representations***

**05 Nov.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapters Eight & Nine

**07 Nov. Reading TBD:** Gail Collins, "The Women behind the Men," published September 22, 2007

**09 Nov. Midterm Research Paper due**

**WEEK VII (Nov. 12-16)**

***Mormons and Peace Groups in the 19<sup>th</sup> Century Press***

**12 Nov. Veteran's Day Holiday. . . No Class**

**14 Nov.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapter Ten

**16 Nov.** Hutton & Reid, *Outsiders in 19th Century Press History: Multicultural Perspectives*, Chapter Eleven

**WEEK VIII (Nov. 19-23)**

***Newspaper Coverage of Interethnic Conflict***

**19 Nov.** Shah and Thornton, *Newspaper Coverage of Interethnic Conflict*, Intro and Chapters 1 & 2

**21 Nov.** Shah and Thornton, *Newspaper Coverage of Interethnic Conflict*, Chapters 3 & 4  
**Editorial Due**

**23 Nov. Thanksgiving Holiday... No Class**

**WEEK IX (Nov. 26-30)**

***Newspaper Coverage of Interethnic Conflict, Continued***

**26 Nov.** Herman Shah and Michael Thornton, *Newspaper Coverage of Interethnic Conflict*, Chapters 5 & 6

**28 Nov. Research/Writing day**

**30 Nov. Film**

**WEEK X (Dec. 3-7)**

***Newspaper Coverage of Interethnic Conflict, Continued***

**3 Dec.** Shah and Thornton, *Newspaper Coverage of Interethnic Conflict*, Chapters 7, 8, & 9

**5 Dec. Film**

**7 Dec. Final Exam Review**

**Final Research Paper Due**

**FINAL EXAM: Friday, December 14, 8am-11am**

### **Library Research Assignment**

In preparation for the editorial assignment, as well as the midterm and final research papers, students are required to attend a library research class with Sociology Librarian Alanna Moore on October 5<sup>th</sup>. During the library research class, Ms. Moore will explain the differences between scholarly and non-scholarly resources and will provide information on accessing print and electronic databases for conducting research using both types of resources. Students will be required to demonstrate their understanding of the information provided in the library research class by submitting a writing assignment on October 12<sup>th</sup> that contains the following information: (1) a contemporary social, political or economic issue impacting racial-ethnic communities in California (preferably San Diego County); (2) the name of the database used to locate one scholarly article on the issue, the complete bibliographic entry for the scholarly article, and a summary of the key arguments made in the scholarly article, and (3) the name of the database used to locate one non-scholarly or “popular” (e.g., newspaper or magazine) article on the same issue, the complete bibliographic entry for the “popular” article, and a summary of the key arguments made in the popular article. Students may elect to provide this information in essay form or in list form, using appropriate headings (i.e., “Topic,” “Database for Scholarly Article,” etc.). The library research assignment should not exceed 3 typewritten pages.

**Editorial.** Students will use library resources to research a contemporary social, political or economic issue impacting racial-ethnic communities in California (preferably San Diego County). Based on this research, students will write a 350-400 word editorial that is suitable for submission to a local ethnic newspaper.

**Midterm and Final Research Papers.** Students will be exposed to a variety of topics regarding the historic role of ethnic presses in cultivating and maintaining ethnic identity and in responding to and resisting negative images propagated by mainstream media and the larger society. For the **Midterm** research paper (due November 9<sup>th</sup>), students are required to (1) select a manageable topic regarding the role or function of the ethnic press (or other ethnic information medium) in contemporary U.S. society, (2) search for, select, and read a minimum of six scholarly articles (no more than ten years old) regarding the topic by using the research techniques and materials described in the library research class, and (3) write a 6-8 page essay that expands upon, challenges, or otherwise adds to insights gained from course materials and the scholarly outside readings. Students must appropriately cite sources within the text and in a bibliography at the end of the paper (bibliography does not count toward the 8 page maximum). Based on instructor feedback, students will use the remainder of the quarter to augment and develop the research and writing done for midterm research paper; students will submit the final product as the **Final** research paper, due December 7<sup>th</sup>. The mid-term research paper is worth 20 points and the final research paper is worth 30 points.