

## **Com 441 Race and Media/ Fall 2021 Schedule of Assignments**

### **Section 0001 – Mondays at 2pm**

### **Section 0003 – MWF at 11am in Chaffee 251 & Online as Indicated**

#### **Class Welcome**

**Akwaaba...This term means 'welcome' in the Ghanaian language of Twi.**

Welcome to Com 441. The purpose of this class is to study and analyze how the Media have continuously exploited People Groups for socio-political and financial gain. This class will focus on how Race and People of Color have been exploited in the Media. The major means of exploitation is stereotyping and the use of soundbite summaries. Why? Media productions (movies, advertisements, news, sports etc... move very quickly. As quickly as an image is viewed, it is marked for replacement. The idea is to keep consumers stimulated at a certain threshold for engagement. If consumers are thrilled, titillated, affirmed, humored, shocked, horrified...moved in definitive ways, they become willing to spend their money, invest their fortunes and secure future wealth for their next generations.

The Media have also functioned as a liberating tool for oppressed People. In this class, we will study how documentaries, for example, have been used in 'truth-telling', that is, correcting narratives that have been the status quo explanations of our society but intentionally void of informing the listeners about the portions of the narrative that reveal oppression.

#### **Class Organization**

##### **Course Textbook:**

1. *News For All The People* by Juan Gonzalez and Joseph Torres
2. *New York Times Newspaper* Daily Reading

The Professor for the class is Dr. Vanessa Wynder Quainoo. (Vquainoo@uri.edu)



*Hello Everybody!*

*By way of introduction, my area of research is contemporary rhetoric (I love classical rhetoric too). I enjoy teaching and interacting with students. I am married. I am grateful that my Husband and I have three adult Sons, two Daughter-in laws and four amazing Grandchildren. My life's work is teaching principles of faith, restoration and reconciliation between racial groups and helping to bring people together. For leisure, there is nothing like gardening, cooking fresh vegetables from the garden and spending time with family and friends.*

The Graduate Teaching Assistant is Mrs. Jacqueline Britto (jbritto13@uri.edu)



*Hello Everyone!*

*My area of research is interpersonal & intercultural communication. I enjoy teaching, learning and interacting with people. I am married and have been blessed with a good Husband. We have three children, two sons and a daughter, with four special Grandchildren, 3 of which are in Canada and one here is Rhode Island. My life's work is focused on teaching and promoting principles of prayer, advocating for victims and promoting respect. Also, I am an Anger Management Trainer and a Certified Life Connect Addiction Counsellor. Some of my favorite activities include journaling, writing poems, and watching science fiction movies, and true-life crime scene investigation or cold case programs. Most importantly I enjoy spending time with family and friends.*

## **Selected Research Summary of Professor**

Dr. Vanessa Wynder Quainoo

M.A., Western Illinois University, Oral Performance & Communication Studies

Ph.D., The University of Massachusetts, Rhetoric (Classical and Contemporary)

Associate Professor and Chairperson,

The Department of Africana Studies 2011 - 2021

Associate Professor

Department of Communication Studies in The Harrington School of Communication,

The University of Rhode Island, Kingston, RI 02881

### **Publications:**

*Speak Life – The Blessing of Speaking To Bless Others* (2011)

*Conflict Negotiation Between African and African American Students During the College Study Abroad*  
(Intercultural Communication Studies, 2018)

*The Crab Lady – A Poem* (Intercultural Communication Studies, 2019)

*Asomdwee – Interpersonal Peace-Making in Ghanaian Contexts* (Pending, 2020)

*Conversations On Race* (URI Printing, 2020)

### **Performances:**

*And The Poem Was Born* (2015)

*African American Poetry In Revue.* (2016)

*Cry Elmina.* (2019)

### **Lectures/Presentations:**

*The Role of Faith-Based Communication in the Civil Rights Movement- The Harrington Faculty Lecture Series*

(Panelist, URI Faculty Panel/Black History Month, 2020)

*Black Lives Matter*

(Panelist, URI Community, Equity & Diversity Town Hall Panel, July, 2020)

### **Community Service:**

Chair, Black History Month at URI Committee (2020)

Chair, Africana Studies Departmental Status Petition Committee (2020)

Race & Media Task Force, The Harrington School (2019)

Faculty Representative, The Harrington School (2019 -2020)

### **Contact:**

Vquainoo@uri.edu

### **Virtual Office Hours:**

Mondays, Tuesdays, Weds 12noon – 1pm

Zoom link will be provided on Brightspace Announcement Page.

### **Course Learning Outcomes:**

The learning outcomes for Com 441 include critical thinking skills, cultural competency, oral communication and intensive writing comprehension

### **Course Expectations:**

Assignment Due Dates-

**All assignments will be due by 11:59pm on Sundays.** Assignments are expected to be handed in on the due date and time. If an assignment is handed in after 11pm, it will be considered a day late. For most assignments, there will be a 3 – 5 day late period after the due date. Points will be deducted for each day late. After 5 days, the assignment will not be accepted without a professionally documented (written) excuse.

Brightspace Announcements -

Check the Brightspace Announcements page daily. Announcements will be posted regularly Sunday evening or Monday morning. Weekly assignments will be posted on Brightspace under Start Here segment.

### **Course Responsibilities –**

As the Instructor, it is my responsibility to communicate the assignments, course expectations and grading policies to you clearly and accurately. It is also my responsibility to set the tone for the class and create a class environment that is welcoming and conducive to critical thinking and excellent scholarly exchange.

As a student, I expect that you will give serious attention to the reading and written assignments. It is also your responsibility to communicate to me, your particular needs with regards to the class. Communicating pre-crisis is always better than after-the-fact. However, there are extenuating circumstances, please communicate with me as soon as you can about events, situations that may impact your performance in the class.

Collectively, we have the shared responsibility of respecting each other as members of a shared space and respecting the privilege and process of learning.

I reserve the right to intercept and refuse any materials or exchange that is pejorative, discriminatory, inciting of violence or otherwise disrespectful. Plagiarism and threatening behavior of all kinds will result in dismissal from this class.

Decisions about extensions are made on an individual basis. Final decisions about discipline matters are at the discretion of the Professor and if necessary, the adjudication procedures of the University.

**\*Students who require particular assistance due to abilities/disabilities that require customized learning environments, please email me as soon as possible to discuss needs and requests to secure an equitable learning experience.**

### **University Response to Covid:**

*The University is committed to delivering its educational mission while protecting the health and safety of our community. While the university has worked to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way. As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Visit [web.uri.edu/coronavirus/](http://web.uri.edu/coronavirus/) for the latest information about the URI COVID-19 response. • Universal indoor masking is required by all community members, on all campuses, regardless of vaccination status. If the universal mask mandate is discontinued during the semester, students who have an approved exemption and are not fully vaccinated will need to continue to wear a mask indoors and maintain physical distance. • Students who are experiencing symptoms of illness should not come to class.*

*Please stay in your home/room and notify URI Health Services via phone at 401-874-2246. • If you are already on campus and start to feel ill, go home/back to your room and self-isolate. Notify URI Health Services via phone immediately at 401-874-2246. If you are unable to attend class, please notify me prior to the start of class at 874-xxxx or [xxx@uri.edu](mailto:xxx@uri.edu) or through the medium we have established for the class. Reminder per the Fall 2021 Semester*

*Information and Course Memo: Please note that Health Services is not able to provide documentation for absence due to routine illness and will resume the practice of notification to the Dean's office for serious illness/injury that requires the student to miss multiple classes. Faculty have the flexibility to decide how best to accommodate student absences through the mechanisms detailed in 8.51.13 of the University Manual. Faculty are not being asked to implement multiple concurrent teaching modalities in their courses but may offer a remote attendance or recorded lecture option if desired and appropriate to the course. Students who request a vaccination exemption understand that they are not entitled to unique accommodations due to COVID illness or quarantine. Faculty are encouraged to clearly outline their class attendance/absence policies on their Syllabus.*

**Thesis Statement for the Class:** The depiction of race in the American media has been shaped by our history of slavery, subjugation of African Americans, other Groups of Color, and certain cultural, ethnic and social groups. Images of racial groups (subjugated groups) perpetuate the oppression of People of Color, do socio-psychological and spiritual harm to both the subject and the image makers and ultimately function to keep institutional power non-inclusive of the very groups that are exploited.

Conversely, the Media, as an institution, has great potential to engage in corrective and revisionist narrative and become a major means for empowerment and enfranchisement for Groups that have been historically marginalized.

There are three major areas that organize our study:

Perspective - History of Race in the Media Overview- **Sep 9 thru Sep 28**

Perplexity - Context of Racial Groups of Color in the Media - **Sep 30 thru Oct 30**

Potential - Reconstruction of Racial Narratives Through the Media **Nov 2 - Nov 30**

## **Assignments:**

### **\*Class Attendance & Participation – 50 points**

1. **Weekly Discussion Journal** -Using the New York Times or a comparable newspaper such as The Washington Post, read an article of your choice that subjects race and/or race relations. Write a half page to one page response to the article. You are encouraged to use theories, concepts and principles that are discussed in class in your response. You are also encouraged to upload your response each week to Brightspace. It will be important that this assignment is understood as one that is self-monitored for the entire semester. You will not receive a grade for the Journal until the end of the semester.

First Entry should be Sunday, Sept 26<sup>th</sup>

Last Entry should be Sunday, Nov, Nov 28<sup>th</sup>

**The Completed Journal is due 11:59p.m, Sunday, 28<sup>th</sup>**

20 points per response for 10 weeks –

Total = **200 points**

2. Research Paper – **Due Sunday, Oct 31<sup>st</sup> by 11:59pm** –  
**Total = 200 points**

*(100 points for the paper and 100 points for the powerpoint presentation of your paper at the end of the semester)*

### **\*Information on the Race in Media Research Paper**

#### **WHAT IS THE TOPIC FOR MY RESEARCH PAPER?**

Your paper Topic must be selected from one of the following categories:

- A.) Race/White American Privilege in American Media
- B.) Asian Americans in American Media
- C.) Native Americans in American Media
- D.) Hispanic/Latino Americans in American Media
- E.) African Americans in American Media

#### **WHAT ARE THE GUIDELINES FOR WRITING MY PAPER?**

Here are the Guidelines for the Race in Media Research Paper

- 1.) Your paper focus should be selected from one of the above topics
- 2.) Your research paper is designed to investigate the following: How is/was your subject covered in the media? How does race play a role in the coverage of your subject? Who are the people who make up the audience and how does the media coverage of your subject effect the audience?
- 3.) The paper should be 6 pages including the following:
  - a.) Cover page with the title of your paper, Student's name, Date submitted & Professor's name
  - b.) Thesis page with only the thesis statement
  - c.) Methodology page – explaining your topic and your method of research
  - d.) Analysis – thoroughly examining your data and critically comparing your subject with other subjects in the same genre  
(Approximately 4 pages)
  - e.) Summary – Re-stating the main points of your paper
  - f.) Bibliography – Use at least 5 references. One of your references should be a primary source from an interview or survey about your topic. You may also use the class textbook as one of your references.

## **WHEN IS THE PAPER DUE?**

The Research Paper is due Sunday, Nov 1<sup>st</sup>. You will have until 11:59pm to submit your paper without any penalty. All papers submitted after 11:59 p.m. will be counted late. You will have 3 days after the due date to submit the paper as a late paper. Points will be deducted for each day late. In cases of emergency, the paper may be submitted 5 days after the due date. The paper will not be accepted after 5 days except in cases of documented circumstances which constitute an extreme emergency.

## **WHAT IS THE PURPOSE OF THE PAPER?**

The Research Paper assignment gives you an opportunity to examine how race was/is used in the media to contextualize the American narrative. One of the consequences of this contextualization has been the negative stereotyping of certain races as juxtaposed with the positive stereotyping of others. Also, the depiction of social class has been a major characteristic of American media portrayals.

After completing this assignment, you should be able to readily recognize stereotypes, critically evaluate race-related messages in the media, understand how race in the media impacts our daily lives.

**Most importantly, race and how race is depicted in the media hugely effects our daily decisions, how we think, how we interact. On a social scale, race depictions in the media could plausibly impact who gets hired, who gets promoted, and sometimes who gets fired. All of this translates into a bottom-line reality of American culture – who gets paid; the variations in the amount of pay and which ideas get funded or not and why.**

## **METHODOLOGY**

The methodology for the purposes of this assignment is the method or means by which you will collect or conduct your research. You may select one of two research methods.

Method #1

**Narrative Analysis** – This method will help the researcher to find the “story” within the “story”. There are three questions pertinent to narrative analysis:

**Who is telling the story and why?**

**Who is the subject of the story and what are the major metaphors which describe the subject? Who is listening to the story and how is the story impacting the listener?**

Method #2

Afrocentric or Race Analysis – This method will help the researcher to understand the unique place of “voice” in the telling of “the story”. There are three questions pertinent to Afrocentric / Race analysis:

**Who are the subjects as racial citizens?**

**What do the subjects say about the artifact?**

**How has the artifact benefited the subjects?**

### **Rubric for Grading the Paper**

- 1.) Appropriate Title page with name of student, name of course, name of Professor, date submitted and title
- 2.) Thesis page – well-written
- 3.) Methodology page – well-explained choice of methodology
- 4.) Content Section well-written and well-organized
- 5.) Use of headings
- 6.) Appropriate citations
- 7.) Appropriate number of references (5 references)
- 8.) Excellent summary and suggestions for further research
- 9.) Bibliography
- 10.) Overall excellence in writing (Including grammar, sentence structure and word usage)

A range = 9 – 10 Areas completed well

B range = 7 – 8 Areas completed well

C range = 6 – 5 Areas completed well

Below 5 areas completed well in the D or Failing range

3. Research Presentation on Zoom (With power point) – 100 points  
**Presentations will be, Monday, Nov 29<sup>th</sup>, Wed Dec 1<sup>st</sup>, Fri, Dec 3<sup>rd</sup>, Monday, Dec 6<sup>th</sup>, and Wed. Dec 8<sup>th</sup>.**

**(All Com 441 Students should plan to be present for each day of the presentations)**

Here are the instructions:

a. Create a power point outline of your paper. Explain how the racial group that is the subject of your paper is stereotyped in the Media.

You will have an opportunity to discuss your paper and power point during one of the scheduled Zoom Class meetings listed above.

Upload the powerpoint to the Brightspace site no later than Wed, Dec 8th

b. Your power point should have the following slides:

One slide with your name, Course Code - Com 441, Race & Media,

The name of your institution, The Department of Communication Studies, The Harrington School of Communication & Media,

URI/ Kingston, RI 02881,

Professor's Name - Dr. Vanessa Wynder Quainoo

The current semester and date.

c.) At least one slide showing past stereotypical images of the racial group / subject of your paper

d.) At least one slide showing current stereotypical images of the racial group/ subject of your paper

e.) At least one slide with a quote or brief paragraph from your paper

f.) Conclusion slide summarizing how the racial group of your research paper has survived and evolved despite stereotypical images.

g.) The power point outline is due 11:59pm, Wed Dec 8th.

\*You may add other slides to your power point outline. The above slides are requirements.

\*The Slide presentation is worth 100 points.

4. Final Exam – 100 points – **The Exam will post, Friday, Dec 17<sup>th</sup> at 11am and due by 6pm** – Upload completed exam onto Brightspace site.

**THE EXAM ABSOLUTELY MUST BE SUBMITTED NO LATER THAN Dec. 17<sup>th</sup> - 6pm. This is a firm deadline. No exams can be accepted after the cut-off period except for medical, documented emergencies.**

### **Perspective - History**

Week #1

Sep 8 – 10th

Introduction

Introduction

First American newspaper - Benjamin Harris

Pg 1 & Chap 1 /Pg 19

Week #2

Sep 13, 15, 17

Slave auctions/ Jim Crow

\*The New Jim Crow Museum

(Youtube – Curator – Dr. David Pilgrim)

**\*#MNExperienceTPT #MNHistory #tptoriginals**

Jim Crow of the North - Full-Length Documentary.

(Youtube)

\*(Article) "The Long Shadow": Documentary connects history of slavery to racism of modern policing"

[www.santacruzsentinel.com/2020/06/14/the-long...](http://www.santacruzsentinel.com/2020/06/14/the-long...)

Week #3.  
Sep 20, 22, 24

American Postal Service & Federalism  
Abolitionist News & The Early American Media  
Chap 2 / Pg. 31- 40  
Chap 3 / Pg. 41- 59

### **Perplexity - Context**

Week #4  
Sep 27, 29, Oct 1

Beginning Sep 27th, Context of Racial Groups

Week #5  
Oct 4, 6, 8

African Americans - Ante-Bellum period  
Chap 7 and 10

Week #6  
Oct 11, 13, 15

African Americans -Reconstruction &Contemporary  
Chap 15 and 16  
\*PBS – Reconstruction – America After the Civil War/  
Hour 1

Week #7  
Oct 18, 20, 22

Hispanic/ Latino Americans  
Chap 5  
\*Latino Americans | PBS (Episode 1 – Foreigners in Their  
Own Land) [www.pbs.org/show/latino-americans](http://www.pbs.org/show/latino-americans)

Week #8  
Oct 25, 27,29

Native American/ Asian Americans  
Chap 6 and 8  
\*Full Episode: "Life on the Rez" | Our America with  
Lisa Ling | Oprah Winfrey Network  
[#OWNTV](#) [#OurAmericawithLisaLing](#) [#LisaLing](#)

\*A Conversation with Native Americans on Race: Op  
Ed New York Times

\*Asian Americans: PBS documentary series | KQED

**\*RESEARCH PAPER DUE – SUNDAY, OCT 31<sup>ST</sup>**

**Potential – Reconstruction – Media can be used for justice.**

-Week #9

Nov 1, 3, 5

Reconstruction of Racial Narratives - Theories of  
Reconstruction Rhetoric....Revisionist narrative,  
Situating narrative, Content narrative.  
Chap 17

“Declaring Portland’s riots to be riots may be RACIST  
because Oregon’s laws are rooted in state’s racist  
history, NPR says”...[www.rt.com/usa/499380-npr-calls-  
riot-racist](http://www.rt.com/usa/499380-npr-calls-riot-racist)

Week #10

Nov 8, 10, 12

PBS/ NPR

Example of “Justice Media” “What Do Coronavirus  
Racial Disparities Look Like State By State?”

[www.npr.org/sections/health-shots/2020/05/30...](http://www.npr.org/sections/health-shots/2020/05/30...)

Week #11

Nov 15,17, 19

Faith-based Civil Rights/ “The Black Church”

\*The Black Church | American Experience | Official Site |  
PBS

[www.pbs.org/.../features/godinamerica-black-church](http://www.pbs.org/.../features/godinamerica-black-church)

Week #12

Nov 22,

Non-Commercial Stations, Netflix, Social Media (See Social  
Media Conversations About Race - Pew Research Center)  
(See Facebook - Brian Clay Chronicles)

**Nov 25**

**HAPPY THANKSGIVING**

Week#13 and #14

Nov 29, Dec 1, 3

**Research Presentations DUE**

Dec 6, 8

## Research Presentations DUE

### Final Grade Rubric:

550 – 522.5 points	A	100 - 95%
522 – 495	A-	90%
494-478.5	B+	87%
478 -456.5	B	83%
456 – 440	B-	80%
439 -423.5	C+	77%
423 – 401.5	C	73%
401 -385	C-	70%
384 – 357.5	D	65%
Below 357 points	F	60% or below

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### \*Notes.....

1. Example of the 2006 Wilmington Race Riot Commission 600 Page Report.  
The Report is an examination of how 1898 White American nationalists exacted a racist attack against Blacks in the city of Wilmington....  
They did the following:  
A.) Drove the Black mayor from office  
B.) Burned down the Black owned newspaper  
C.) Killed 60 Black citizens  
D.) Installed the leader of the insurrection, a former Confederate army colonel as Mayor
2. This is the only historically documented insurrection by an armed militia organized within the United States and that successfully targeted a local government
3. Not Federal nor State Law enforcement intervened to prevent the insurrectionists from doing harm, overthrowing a locally elected official
4. Several major White-Newspapers of North Carolina
5. Who was Joseph Daniels? What was his relationship to Woodrow Wilson as Secretary of the Navy? What was the title of his autobiography? What was the significance of the News and Observer Newspaper of Raleigh - what role did this and other White-owned newspapers play?

2. How does the notion of “freedom of the press” function in Communities of Color? Did early African American newspapers have “freedom of the press” (in the 1700’s, 1800’s)
3. What is the interconnection between press ownership and the development of racial images in America? How have racial images contributed to racist thinking about People of Color in this country?

