

J2000 Cross Cultural Journalism

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Winter/Spring 2008: Tues./Thurs. 3:30 - 4:45 p.m.
Office hours: Tues./Thurs. 1-3 p.m.

Teaching Assistants:

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The mission of this course is simple and complicated: to teach you how to be an effective *journalist* in a global society. The classroom lectures, the readings and the outside assignment will help you realize that mission whether you plan to write for newspapers or magazines, work in broadcasting, shoot photos or videotape, create ads or manage business communications.

One way we will do that is by showing you how sophisticated work -- which implies a sophisticated level of understanding of the subject and the audience -- can be built using basic journalistic skills well.

The lectures, guest speakers, discussions and assignments will provide strategies you can use when working in an environment that you may not be familiar. The object of this class is to challenge your assumptions and deal with people and issues outside your comfort zone. It sounds simple, but it's more complicated than you think.

Course Objectives

- Teach you how to be an effective journalist in a global community.
- Identify how cultural and social privilege can influence the media.
- Challenge various assumptions about the difficulties in reaching diverse audiences.
- Learn journalism standards and ethics

Teaching Philosophy: It is my philosophy that lecture time is to expand on what we have been reading. I have carefully selected your readings to share with you the latest or seminal practical and scholarly thinking on cross-cultural topics. **Please note:** I do NOT expect you to take the viewpoint of the authors of your readings or agree with all of their assertions. My intent is to provide you with thought-provoking readings with the idea that you will approach the readings

with an open mind, evaluate the author's arguments, and arrive at an informed (and your own) conclusion. I may play devil's advocate in class (argue one or several sides of an issue). My purpose is not to persuade you to think one way or another. My intent is simply to ask you to further clarify or substantiate evidence for your conclusions (i.e., expand your thinking). Please know that I do value your opinions and contributions to the class. I want all students to feel welcome to share their opinions. I believe the topic of cross-cultural journalism is inherently interesting, and believe that, particularly in this class, students have a lot to contribute. My aim is to cultivate an atmosphere where we are all courteous, respectful, and thoughtful.

Required reading

The Authentic Voice: The Best Reporting on Race and Ethnicity by Morgan, Pifer and Woods, Columbia University Press, 2006.

There will also be readings and other materials that may be distributed in class, placed on the J2000 Blackboard site or put on Eres electronic reserve. The password for Eres is "perry." You should be prepared to take an online quiz on these the Monday of each week in which the readings are due. Active reading—taking notes, writing in the margins, attempting exercises—will result in faster learning.

Highly recommended

Columbia Missourian, Adelante, Columbia Daily Tribune, The St. Louis Post-Dispatch, Kansas City Star, The Wall Street Journal, The New York Times and other newspapers (available in our library and online), CBS, NBC, ABC, CNN, NPR, *Ad Week, Editor & Publisher* – in short, the media in all forms to keep you current with the world. If you see something the class should discuss, bring it to your TA or my attention.

Teaching Assistants

Four graduate teaching assistants will help with the administration of this class. You will turn in all your work to your GTA. They will assist with the grading and will be the student's first line of communication with the instructor. **Only typewritten assignments will be accepted. NO EXCEPTIONS!**

Attendance

This is a professional class. Your attendance is required. All sessions are equally important. Not only are you expected to attend, you are expected to be prepared and to participate.

The only acceptable excused absences are for illness or for a death in your immediate family. To be excused, you must contact a GTA or the instructor in person by e-mail or phone **BEFORE** class. When you are on the job, you can't miss work without contacting your supervisor and hope to keep your job. You can't miss our sessions and expect that your grade won't be affected.

E-mail and Communication

Office hours are the best time to meet with me and the TAs to get help on test preparation, talk about careers and discuss your ideas about what we're doing in class. E-mail is best for questions requiring short answers (e.g., due dates, quick questions of clarification, etc). I check my e-mail several times a day, but not as often during weekends. I generally try to respond to your messages within 48 hours unless I am on travel, sick, or working on a grant proposal deadline. If I haven't responded to your e-mail message, please send a reminder or ask me about it.

I expect students to check their e-mail regularly during the week. I will occasionally send you e-mail messages to ask that you read articles on current issues or provide updates on class. I promise not to spam you with worthless information.

Please do NOT use e-mail to:

- request explanations about complex matters presented in lecture (this is best for a face-to-face meeting)
- see if you missed anything in class (ask a classmate for notes).
- ask questions about information that has already been provided in the syllabus or on our Blackboard Web site.

Do use e-mail to:

- request a face-to-face meeting
- forward interesting articles
- ask questions that require brief responses

Exams

There will be three examinations administered in this class. Exam dates are:

Thursday, Feb. 21

Thursday, March 20

Thursday, May 8

The material covered on the exam will come primarily from material discussed in lecture, but the readings are fair game. Take off hats or caps (or turn them backwards). Make sure there is no writing on your desk or on your hands, etc. Students may only leave the exam room after their exam is submitted. **Make-up exams** are rarely given and are given at my discretion. Students must consult with the professor well in advance of the exam date and provide a legitimate and documented reason for rescheduling. (Family vacations, appearances in weddings, etc. are not considered legitimate reasons to reschedule an exam.) No student should ever leave the classroom with a copy of an exam—doing so will result in a failing grade. Students are welcome to review their exam results by appointment or at scheduled times.

Final Project

There is no final exam in this class, but there is a final project. Students will be placed in groups for both the final project and the discussion boards. More information concerning the final project will be provided later once the groups have been organized.

Discussion Board

After the first three weeks of class you will be assigned to a discussion group in Blackboard. Each group will have a maximum of 9 participants. Each group will be assigned a story (print, video, multimedia, etc.) along with the series of discussion questions. Each student will be required to examine the story and respond to the questions. Each group will be assigned three discussion board stories over the course of the semester. The assignment will be posted on Monday and every group member is required to post their analysis by noon on Wednesday and a short response to other group member's analysis by 10 a.m. Friday. Your group TA, or the professor, may jump in from time-to-time to weigh in on the discussion.

Discussion Board grading guidelines:

Analysis - Did it address important points from the story and relate them to concepts and

ideas we've discussed in class? Did it show how ideas from the story relate to practicing journalism, advertising and/or PR?

20 points

Short response: Response provides evidence of thoughtful reflection of the issue and address what the leaders learned from their classmates.

10 points

Replies to Other Messages: Responses addressed questions; invited others to have their say; and remained "on topic."

5 points

Netiquette for Online Blackboard Discussions

Tone of Discussions

In this course, we want to foster a safe online learning environment for everyone. All opinions and experiences — no matter how different or controversial they may be perceived—must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual.

Our differences will add richness to our learning experiences this semester. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Think First!

Business personnel offices often give employees cautionary tips about composing e-mail messages, blog entries, and discussion board postings. Here are some tips from business guru Mary Guffey (2003, pp. 216-217):

- Be concise. Don't burden readers with unnecessary information. Organize your ideas tightly.
- Never respond when you're angry. Always allow some time to cool off before shooting off a response to a message that upsets you. You often come up with different and better alternatives after thinking about what was said.
- Use capital letters only for emphasis or for titles. Avoid writing entire messages in all caps, which is like SHOUTING.
- Assume all postings are monitored. Employers legally have the right to monitor e-mail. If you post something, know that it may be seen by someone else employed in the J-school.
- Commit to learning; not debating. Seek understanding; not being "right."
- Avoid blame and speculation. Be careful with attributions.
- Avoid inflammatory language.

Grading

You will build your grade in four main areas:

- | | |
|--------------------|-----|
| • Three exams | 40% |
| • Final project | 30% |
| • Discussion board | 20% |
| • Reading Quizzes | 10% |

98-100% A+

94-97% A	The work is error free, rigorous, creative, and shows an excellent understanding and command of the material. The work illustrates subtle complexities and nuances that underlie media issues and provides excellent examples to illustrate the student's opinion.
90-93% A-	
88-89% B+	
84-87% B	The work has few errors of fact and/or grammar and shows a good effort at understanding the material. The work uses some good examples to illustrate the student's opinion but additional examples and/or depth of analysis is necessary.
80-83% B-	
78-79% C+	
74-77 % C	The work has substantial errors of fact and/or grammar and shows little progress toward gaining an understanding the material. The work contains few pertinent examples from readings or research to illustrate the student's opinion.
70-73% C-	
68-69% D+	
64-67% D	The work shows no understanding of the assignment and indicates that the student was misinformed or inadequately prepared. There are major errors of fact, repeated writing and/or grammar problems, and few of the student's opinions are supported.
63-60% D-	
59% & below F	Assignment is incomplete or turned in extremely late.

The grades will be entered into the electronic grade book on the J2000 Blackboard site. This will allow you to know your grade in the class at all times. If there is a discrepancy in the grade posted in the grade book and what you received in writing it is your responsibility to inform your TA **(with assignment in hand)** as soon as possible. Inaccurate grades not brought to the TA's attention within one week will not be honored.

Assignments are due at the beginning of class. Use your ingenuity to protect yourself against Murphy's Law. A great story or a brilliant ad is worthless if it isn't delivered on time.

- Protect yourself against balky home computers by saving your work often on a disk and taking it to a lab for printing.
- Keep a copy of every assignment you turn in.

In other words, **always have a Plan B and always keep a back-up copy of important material.** Learning to think ahead to protect against disaster may be the most valuable lesson of the semester.

Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom Misconduct

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. *Students are asked to arrive for class on time and to avoid early departures.* This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

University of Missouri-Columbia Notice of Nondiscrimination

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

Accommodations: If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs. Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.

ADA Compliance

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, S5 Memorial Union, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Religious Holidays

Students are automatically excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

The following behaviors are also unacceptable:

- Fabricating sources or quotes
- Passing off interviews with family and friends as “ordinary people” for your assignment
- Using information without checking it

If you **ever** have a question about plagiarism, paraphrasing or quoting, **see your teaching assistant or Dr. Perry before you turn in your work.**

Classroom misconduct includes forgery; obstruction or disruption of teaching; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. **(Attendance and participation are required for this class.)**

The University's M Book Rules and Regulations regarding student classroom conduct and deportment as well as academic misconduct will be followed. Classroom misconduct will be reported immediately to the Office of the Vice Chancellor for Student Affairs. Academic misconduct allegations will be reported immediately to the Provost's office.

Special needs

If you have special needs as covered by the Americans with Disabilities Act and you need assistance, please notify Dr. Perry or your TA immediately. Reasonable effort will be made to accommodate your needs.

Class Schedule:

(Subject to change. Please make sure you check the class Blackboard site daily.)

Abbreviation Key: TAV-The Authentic Voice; HRL-How Race Is Lived in America; JAC-Journalism Across Cultures; Eres-Electronic Reserves through MU Libraries

Week 1

Readings: Eres - JAC-Chapter 1; HRL – Introduction; Wilson and Gutierrez, Chapter 1; TAV-Chapter 1.

Lecture 1 Tues. Jan. 22

Class introduction/Cross Cultural Journalism – What is it and why do I need it?

Lecture 2 Thu. Jan. 24

Excellent Journalism – What does it mean to produce an excellent piece of journalism and how does that relate to diversity?

Week 2

Readings: Blackboard-Fault Lines readings; Eres-Fault lines

Lecture 3 Tues. Jan. 29

Talking Across Difference/Fault lines – Who we are as a society and as individuals, and where our differences create miscommunications, misunderstandings and mistakes.

Lecture 4 Thu. Jan. 31

Who is an American? The demographic make up of the American audience. What does it mean for media professionals?

Week 3

Readings: TAV-Chapter 2&6; Eres – Class Matters Part 1 (Click on Class Matters folder to find stories).

Lecture 5 Tues. Feb. 5

What journalists miss and why: How parts of the American melting pot go uncovered.

Lecture 6 Thu. Feb. 7

How to reach diverse audiences: The media's struggle for inclusion.

Week 4

Readings: TVA-Chapter 3; Blackboard – Covering Privilege readings; Eres - Deconstructing Diversity in Diversity Inc. folder

Lecture 7 Tues. Feb. 12

Covering Privilege: There's more to some stories than meets the eye.

Lecture 8 Thu. Feb. 14

Covering Privilege: Conclusion

Week 5

Lecture 9 Tues. Feb. 19

Exam review

EXAM 1 Thu. Feb. 21

Week 6

Readings: TAV-Chapter 5; Blackboard-Katrina:Poverty, NO-Class and Privilege, NO-Economic divide; Eres-"Class Matters"- Up from the Holler

Lecture 10 Tues. Feb. 26

Class Matters: A new issue to consider when trying to reach an audience.

Lecture 11 Thu. Feb. 28

Religion in the Media: Why is it so difficult?

Week 7

Readings: HRL-Ch. 1; Eres-Class Matters Part 4: On A Christian Mission to the Top; Eres- Katz, Judith. "Corporate America Learns Diversity is About White Men, Too," Feb/March 2004, 17-20.

Lecture 12 Tues. March 4

Religion in the Media: Continued

Lecture 13 Thu. March 6

Gender Issues: More than just male vs. female.

Week 8

Readings: JAC – Chap. 10; Blackboard – Disability readings; Eres - Class Matters: Life at the top isn't better, it's just longer; Eres- National Center on Disability & Journalism Style Guide

Lecture 14 Tues. March 11

Gender issues: continued

Lecture 15 Thu. March 13
Disability and the media

Week 9

Lecture 16 Tues. March 18
Exam review

EXAM 2 – Thu. March 20

SPRING BREAK – March 22-30

Week 10

Readings: Blackboard – Gay readings; Eres – AIDS in the Heartland; Logo, a New Gay Channel, Looks 'Beyond Sexuality'; Gay or Straight? Hard to Tell, Automakers go after a Gay Market; Chasing the Pink Dollar.

Lecture 17 Tues. April 1
Sexual orientation and the media

Lecture 18 Thu. April 3
Sexual orientation and the media: continued

Week 11

Readings: JAC – Chapter 9; Blackboard – Advertising readings; Eres – Wilson & Gutierrez Chapter 6-7.

Lecture 19 Tues. April 8
Advertising in a Cross-Cultural environment

Lecture 20 Thu. April 10
Advertising in a Cross-Cultural environment (continued)

Week 12

Readings: TAV-Chapter 9-12; Blackboard – International readings; Eres – Class Matters: 15 Years on the Bottom Rung, Social Security: Migrants Offer Numbers for Fee, Report Describes Immigrants As Younger and More Diverse.

Lecture 21 Tues. April 15
Media across borders

Lecture 22 Tues. April 17
Covering immigration

Week 13

Readings: HRL – Ch. 13; Blackboard – Covering Race, Crime and Race

Lecture 23 Tues. April 22

Covering Crime across cultures

Lecture 24 Thu. April 24

Final Project presentations

Week 14

Lecture 25 Tues. April 29

Final Project presentations

Lecture 26 Thu. May 1

Final Project presentations

Week 15

Lecture 27 Tues. May 6

Final Project presentations/Exam review

EXAM 3 Thu. May 8