

Rutgers University-Newark  
The Department of Arts, Culture and Media

### **A History of Ethnic Media**

ACM 21:086:401, English 21:350:453, African American & African Studies 21:014:401  
Spring 2020 | Mondays, 2:30 – 3:50 & Wednesdays 1 p.m. – 2:20 p.m., Smith Hall, Room 243  
Professor Gaiutra Bahadur | Email: [gaiutra.bahadur@rutgers.edu](mailto:gaiutra.bahadur@rutgers.edu)  
Office Hours: Mon 1 p.m. – 2 p.m. / Wed, 2:30 p.m. – 3:30 p.m., Bradley Hall Room 318

### **Course Description:**

This course provides a broad overview of ethnic media in the United States from the early 1800s to the present, with a focus on the black press. The survey encompasses publications and programs from and by indigenous, enslaved or immigrant communities and their descendants, including but not limited to African-American, Latinx, Native American, Asian-American and Jewish media. Students will approach the subject through a literary as well as a historical lens, by reading canonical writers such as Frederick Douglass, Langston Hughes and Ida B. Wells and storied publications such as *The Chicago Defender* and *North Star* as well as lesser known journalists and outlets such as *El Clamor Publico*.

What role and purpose have ethnic media served historically? How have they done their work differently from mainstream media? How are they affected by the challenges and opportunities of digital-era journalism, and how has their evolution foreshadowed those challenges and opportunities? Students will explore these and other questions through readings and final projects that, treating New Jersey as a lab, call on them to present on historical ethnic newspapers in the city of Newark and profile existing ethnic media across the state of New Jersey.

### **Course Goals**

- To gain a solid grasp of the evolution of ethnic media in the United States, from the early 1800s to the present
- To learn how to conduct content analyses of individual publications
- To develop skills as analysts of the form of individual pieces of journalism and the style of individual journalists
- To develop skills as a comparative and critical thinker

### **Course Requirements**

**Required Books** (Available at the Barnes & Noble at Rutgers-Newark at 42 Halsey Street)  
*The African-American Newspaper: Voice of Freedom* by Patrick S. Washburn

**Required Films** (On reserve at Dana Library and also available through Youtube)  
*The Black Press: Soldiers Without Swords* by Stanley Nelson

**Articles, Essays, Audio or Video** as noted in the weekly schedule. They will be made available through Blackboard or links provided in the schedule below.

## **Participation (20% of final grade) & Attendance (20% of final grade)**

The quality of our class will depend on your participation. The classroom is an open forum for questions, insights, observations. Participation includes the following: regular attendance, asking and answering questions, discussing the readings and the main themes and problems that the course explores, attentive concern for others' ideas or questions; consistent respect for others; preparation for class through careful and critical reading of assigned material; participation in in-class writing and other exercises; and prompt completion of assignments.

Attendance will be graded through Blackboard. After three absences, you will face an extra penalty: three points off your final grade for each day of absence over the limit. You will not be penalized for medical absences for which you present a doctor's note.

### **Assignments:**

#1: **Essay:** Use the assigned readings about coverage of (1) the Los Angeles riots by the Korean and the African-American press, (2) minority political delegations and (3) African-American and Native American struggles by the LA-based newspaper *El Clamor Publico* to analyze how ethnic newspapers have covered other ethnic groups historically. Do these case studies support the idea that one marginalized group is empathetic to the marginalization of other groups? How so, or how not so? Have ethnic media organizations promoted interethnic solidarity through their coverage of other groups? What limits to such solidarity do content analyses of the ethnic media demonstrate? And what possibilities for solidarity do they suggest? What difference has time made, if any, for those possibilities from the late 19<sup>th</sup> century to the late 20<sup>th</sup>? 1500 words. **Due April 8. 10% of your final grade.**

#2: **Group Presentation:** A team of 3 or 4 students will work together to present in class on historical ethnic newspapers in the city of Newark. Each group presentation should last an hour and provide (1) a history of the publications and biographies of the journalists who founded and/or led them and (2) an assessment of the political, financial or other challenges facing the publications, (3) a description of their audiences and (4) an analysis of the content and style of the publications. Students should base their presentations on readings of the articles and ads in historical newspapers (all are available at archives at Rutgers, the Newark Public Library or, in a few cases, the New York Public Library) and on secondary-source articles and books, when available, on the publications and the ethnic populations they served. **Presented April 13 through April 29.** A sign-up sheet will be available online by the second week of class. **25% of your final grade.**

#3: **News feature:** Write a 2000-word reported feature that profiles the history, audience and leaders of a currently existing ethnic media outlet in northern New Jersey and offers an analysis of its content and style. A model for this piece of writing is the *Newest Americans* profile of *Luso Americano* that students will have read for class on April 8. A sign-up sheet with 22 options of publications or TV or radio stations will be available online by the second week of class; each student will choose a different media outlet. **Due May 7. 25% of your final grade.**

### **Grade Distribution**

20% Attendance

20% Class Participation

10% Assignment #1: Essay analyzing how ethnic media cover other ethnic groups, 1500 words, due on Wednesday, April 8.

25% Assignment #2: In-class group presentations on historical ethnic newspapers in Newark, from April 13 through April 29.

25% Assignment #3: Feature story on an existing media organization in New Jersey, 2000 words, due on Thursday, May 7.

### **Grade Scale**

A+ 97-100      C+ 77-79

A 94-96        C 70-76

B+ 87-89      D 60-69

B 84-86        F <60

### **Course Policies and Expectations**

#### **Late Papers**

All late work will be graded down 10% for each day late. To receive an extension, under exceptional circumstances, you must contact me **in advance** and we will determine a reasonable and fair solution.

#### **Absences and Tardiness**

If you're going to be absent, please let me know. You are permitted three absences for any reason without a penalty. After that, you will lose three points from your final grade for each day of absence over the limit. Medical absences for which you present a doctor's note are excused. I will be taking attendance at the *beginning* of every class. Attendance makes up a significant percentage of your grade, and you will lose points for being late, based on Blackboard's rubric.

#### **Use of Cellphones**

Cell phones must be turned off and put away during class. While you are welcome to use a laptop to take notes or look at readings online, if you use your computer for any other purpose—such as email or surfing the web—you will be marked absent for the day.

### **SEMESTER SCHEDULE**

#### WEEK ONE: Introductions

Wednesday, January 22

Introductions to the course and each other

#### WEEK TWO: The Early Black Press, 1827-1865

Monday, January 27: Survey of the antebellum black press

Read pp. 1-37, Ch. 1-2 of *The African-American Newspaper*

Wednesday, January 29: Literature from the antebellum black press  
Read Frederick Douglass: (1) "To My Old Master," *The North Star*, Sept. 8, 1848, (2) "Prejudice Against Color," *The North Star*, June 13, 1850 and (3) "Is it right and wise to kill a kidnapper," *Frederick Douglass' Paper*, May 26, 1854.

### WEEK THREE: The Black Press, 1865-1900

Monday, February 3: Survey of the late 19<sup>th</sup> century black press  
Read pp. 39-71, Chapter 3 of *The African American Newspaper*

Wednesday, February 5: Literature of the late 19<sup>th</sup> century black press

1. Read Ida B. Wells, "Southern Horrors: Lynch Law in all its Phases" (New York: *The New York Age*, 1892. (24 pp.)
2. Read Pamela Newkirk, "Ida B. Wells-Barnett: Journalism as a Weapon Against Racial Bigotry," *Media Studies Journal*, 14, pp. 1-5.

### WEEK FOUR: The Black Press, 1900-1941

Monday, Feb. 10: *The Chicago Defender* and the Great Migration  
Read pp. 73-112, Chapter 4 of *The African American Newspaper*

Wednesday, Feb. 12: Writing from the black press between World Wars I & II

Read five short dispatches [total of 9 pages]: (1) Thyra Edwards, "Chicago in the Rain: Relief for Negro Homeless Men on the South Side," *Opportunity*, May 1932, 2 pp.  
(2) Thyra Edwards, "Stella Thomas: King's Counselor," *Opportunity*, Dec. 1933, 2 pp.  
(3) J.A. Rogers, "J.A. Rogers Gets Exclusive Interview with Emperor," *The Pittsburgh Courier*, March 7, 1936, 2 pp.  
(4) George Schuyler, "Aframerica Today," *The Pittsburgh Courier*, Jan. 23, 1926, 1 p.  
(5) Langston Hughes, "Hughes Bombed in Spain," *Baltimore Afro-American*, Oct. 23, 1937, 2 pp.

### WEEK FIVE: The Black Press During World War II

Monday, Feb. 17: World War II and the Double VV campaign  
Read pp. 143-178, Chapter 6 of *The African American Newspaper*

Wednesday, Feb. 19: The poet as columnist, Langston Hughes

Read pp. Langston Hughes [Roughly 20 pages]: (1) "Jokes on our White Folks," *The Chicago Defender*, Dec. 12, 1942, pp. 97-99, (2) "The Detroit Blues," *The Chicago Defender*, Sept. 11, 1943, pp. 124-126, (3) "Hey, Doc! I Got Jim Crow Shock!," *The Chicago Defender*, Feb. 26, 1944, pp. 149-151, (4) "Fifty Young Negroes," *The Chicago Defender*, Dec. 2, 1944, pp. 151-153, (5) "The Purple Heart," *The Chicago Defender*, March 25, 1945, pp. 153-154, (6) "The Fall of Berlin," *The Chicago Defender*, May 12, 1945, pp. 135-137, (7) "V-J Night in Harlem," *The Chicago Defender*, August 25, 1945, pp. 156-158

## WEEK SIX:

Monday, Feb. 24: The decline (and comeback?) of the black press  
Read (1) Phyllis Garland's "The Black Press: Down but Not Out," *Columbia Journalism Review*, Sept. 1, 1982, (2) Pamela Newkirk's "The Not-So-Great Migration: From the black press to the mainstream---and back again," *Columbia Journalism Review*, May/June 2011: [https://archives.cjr.org/feature/the\\_not-so-great\\_migration.php?page=all](https://archives.cjr.org/feature/the_not-so-great_migration.php?page=all) and (3) the Democracy Fund's report "African-American Media Today: Building the Future from the Past," February 2019

Wednesday, Feb. 26: Native American Press  
Read (1) Mark Trahant's "Native American Newspapers: Telling Uncomfortable Truths in Tribal Journalism," *Media Studies Journal* (2000), pp. 106-113 and (2) the Democracy Fund's report "American Indian Media Today: Tribes Maintain Majority Ownership as Independent Journalists Seek Growth," November 2018.

## WEEK SEVEN: 19<sup>th</sup>-century Spanish-language Media: *El Clamor Publico*

Monday, March 2:  
Read (1) Gutierrez, Benavides and Deverell, "Introduction," *California History*, Winter 2006/2007, pp. 4-9 and (2) Coya Paz Brownrigg, "Linchocracia: Performing 'America' in *El Clamor Publico*," *California History*, pp. 40-51.

Wednesday, March 4  
Read excerpts from *El Clamor Publico* in Spanish and English: (1) editorial: "Crime, like a tremulous flash of lightning," (2) essay: "Republics and Monarchies," (3) political speech: "... on the translation of laws into Spanish," (4) poem by founding editor: "To My Maria Antonia."

## WEEK EIGHT: The Current Latinx Media Landscape

Monday, March 9:  
Visit to the Newark Public Library for session on conducting research into historical newspapers published in Newark.

Wednesday, March 11: The State of Latinx Media Today  
**Guest via Skype: Graciela Mochkofsky, director of Community Media Center and Bilingual Journalism Program, CUNY Graduate School of Journalism**  
(1) Read the Democracy Fund report "Hispanic Media Today: Serving Bilingual and Bicultural Audiences in the Digital Age," May 2019.  
(2) Read "Las Noticias en Espanol: the uncertain fate of Spanish language news networks," *Columbia Journalism Review*:  
[https://www.cjr.org/special\\_report/telemundo-univision.php](https://www.cjr.org/special_report/telemundo-univision.php)  
(3) Listen to Mochkofsky's 3-minute interview on "The State of Spanish-Language Media in U.S." for *All Things Considered* segment:

<https://www.npr.org/2019/11/17/780312543/the-state-of-spanish-language-media-in-u-s>

## SPRING BREAK

### WEEK NINE: Asian-American Media

Monday, March 23: Readings from Chinese-American media

Excerpts: (1) *The Golden Hills News* (1854), (2) Helen Zia's reporting on the Vincent Chin murder for the Asian American magazine *Bridge* (1984), (3) "The America I Know" column on Paul Robeson in *The China Daily News* (1950) and (4) Chinese News Service round-up of editorials about the wife of a Chinese-American soldier who hung herself in immigrant detention in San Francisco (1948).

Wednesday, March 25:

**Visit by WNYC reporter and *Micropolis* host Arun Venugopal, who began his career at *India Abroad*.** Pieces by him: (1) Listen to 34-minute segment "Whose Kansas Is It Anyway?", *United States of Anxiety* Podcast, WNYC, May 9, 2017 and (2) Listen to "Feet in Two Worlds" radio documentary featuring essays by ethnic media and WNYC journalists, including Venugopal: <https://www.wnyc.org/story/84437-feet-in-two-worlds/>

### WEEK TEN: How ethnic media cover other ethnic groups

Monday, March 30: Interethnic solidarity and its limits, I

- (1) Read Grose's "Bridging the divide: Interethnic cooperation; minority media outlets; and the coverage of Latino, African-American, and Asian-American members of Congress," *The Harvard International Journal of Press/Politics*, 2006, pp. 115-130.
- (2) Read Jane Twomey's "Newspaper Coverage of the 1992 Los Angeles Uprising. Race, Place and the Story of 'Riot': Racial Ideology in African-American and Korean-American Newspapers," *Race, Gender and Class*, 2001, pp. 140-154.

Wednesday, April 1: Interethnic solidarity and its limits, II

- (3) Read Jose Luis Benavides's "*Californios! Whom Do You Support?: El Clamor Publico's* contradictory role in the racial formation process in early California," *California History*, Winter 2006/2007, pp. 54-66.

### WEEK ELEVEN:

Monday, April 6:

Visit to an ethnic newspaper in northern New Jersey, TBA

Wednesday, April 8:

Watch video and read article on *Luso-Americano* produced by Newest Americans: <http://newestamericans.com/luso-americano/#>

**Assignment #1 (analysis of interrelationship in ethnic media) due Wednesday, April 8.**

WEEK TWELVE:

Monday, April 13:

Group presentation by team of 3 students on historical Jewish-American press published in Newark: *American Jewish Ledger*, *Newark Morgen-Steren*, *The Jewish Chronicle*.

Wednesday, April 15

Group presentation by team of 4 students on historical German-American press in Newark: *Der Beobachter am Passaic*, *New Jersey Deutsche Zeitung* (became the *New Jersey Freie Zeitung*), *New Jersey Hausfreund*, *New Jersey Volksmann* (published in English translation as *The People's Paper*), *Newark Pionier*.

WEEK THIRTEEN:

Monday, April 20

Group presentation by team of 3 students on historical Italian-American press in Newark: *Italian-Tribune*, *New Jersey Italian-American* and *La Revista*.

Wednesday, April 22

Group presentation by team of 3 students on historical Latinx press in Newark: *El Nuevo Coqui*, *La Tribuna de North Jersey*, *Trilingual Ironbound Voices*.

WEEK FOURTEEN:

Monday, April 27:

Group presentation by team of 3 students on the historical African-American press in Newark **before** the Black Power era: *Newark Herald* (which became *The New Jersey Herald News* which became *The Herald Advance*), the *New Jersey Guardian*, the *New Jersey Afro-American*.

Wednesday, April 29:

Group presentation by team of 3 students on historical African-American press in Newark **during** the Black Power era: *Black News*, *Black Newark* and *Unity and Struggle*.

WEEK FIFTEEN:

Monday, May 4: Final discussion bringing together the themes of the class

**Final Assignment (profile of an existing ethnic media organization) due Thursday, May 7**

**Academic Integrity:**

*As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>*

### **Accommodation and Support:**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu).
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

### **Learning Resources:**

If you would like writing assistance, you may contact:

Writing Center (tutoring and writing workshops)

Room 126, Conklin Hall

(973) 353-5847

[nwc@rutgers.edu](mailto:nwc@rutgers.edu)

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

For tutoring services, you may reach out to:

Rutgers Learning Center

Rutgers Learning Center (tutoring services)

Room 140, Bradley Hall

(973) 353-5608

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>