**JOMC 443 Latina/o Media Studies -- Fall 2014**

**School of Journalism and Mass Communication**

**University of North Carolina at Chapel Hill**

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**What is this course about?**

Why does diversity matter for everyone? Why should we care about media and media portrayals? These questions are the thrust of the course. We will approach them by focusing on Latina/os, but the ultimate goal is that you develop your cultural competence.

The course begins by comparing the current schizophrenic media portrayal of Latina/os in the U.S. mainstream media (e.g., undocumented workers vs. affluent consumers). Then, it examines the great variety of media catering to Latina/os, including both transnational media such as Mexican *telenovelas* and local “ethnic” media in the continental United States like North Carolina’s *Qué Pasa* newspaper. Finally, the course focuses on the media consumption patterns of Latina/os, and explores the way in which this group uses the media offerings available to them.

**What is the course’s pedagogy?**

Grounded in the critical pedagogy of Brazilian educator Paolo Freire, the course emphasizes critical thinking. Freire’s model centers on dialogue and advocates for an educational practice grounded in theory and committed to social justice.

**ACEJMC core values and competencies**

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies" and established the following learning objectives.[[1]](#footnote-1)

1. “Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. understand concepts and apply theories in the use and presentation of images and information;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. think critically, creatively and independently;
8. conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. apply basic numerical and statistical concepts;
12. apply tools and technologies appropriate for the communications professions in which they work.”

**What is cultural competence?**

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior.  It comprises four dimensions:

1. *Cultural awareness* requires “developing a critical view of cultural differences, people’s experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one’s cultural biases.”
2. *Cultural knowledge* means “learning about the cultural practices of specific racial or ethnic groups.”
3. *Cultural skills* involve “developing professional practices and behaviors designed to improve service delivery to diverse populations.”
4. *Cultural practice* includes “experiencing other cultures and learning to appreciate diversity in society” (Suárez-Balcazar et al., 2011, p.5).

**What should you expect to learn in this course?**

The course’s goals can only be achieved through the informed and active involvement of students in class discussions. Although I will introduce topics with brief lectures, this is not a lecture class. The learning objectives include the following:

1. Develop “a critical view of cultural differences, people’s (esp. Latina/os’) experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware" of your own "cultural biases” (cultural awareness).
2. Put into plain words the most influential concepts and theories of Latina/o media studies (cultural knowledge).
3. Identify the main patterns of the representation of Latina/os in the mainstream media (cultural knowledge).
4. Describe the U.S. Latina/o-oriented media (cultural knowledge).
5. Determine how various groups of Latina/os use mainstream media in everyday life (cultural knowledge).

*Such cultural awareness and knowledge will equip you to develop cultural skills and participate in Latina/o cultural practices:*

1. Conduct research on Latina/o media studies topics (cultural skills).
2. *Begin to* develop "professional communication practices and behaviors designed to improve" (a) the representation of Latina/os in the media and (b) and "service delivery to" Latina/o communities (cultural skills).
3. *Begin to* experience Latina/o cultures and learn" to appreciate diversity in society” (cultural practice) (the above objectives are based on Suárez-Balcazar and her colleagues’ definition of cultural competence [2011, p.5]).

**What are the required readings?**

We will read news and journal articles and book chapters from several books. They are available either through e-res (Davis Library's electronic reserves) or through Sakai’s calendar. In addition, we will read materials from websites and the following books, which are available at UNC Student Stores:

Chavez, L. (2008). *The Latino Threat.* Stanford: Stanford University Press.

Valdivia, A. (2010). *Latina/os and the Media.* Cambridge: Polity.

**What are the assignments?**

In addition to regularly attending to class and participating in class discussions, you should read the assigned readings before coming to class. The assignments are as follows:

**1. Readings.** The class schedule details the required readings for each class period. The primary learning objective is that you practice and improve your skills and strategies to read and comprehend scholarly texts. Another objective is that you become familiar with the information and concepts presented in the readings.

**2. Study guides.** Throughout the semester, you will submit ten (*10) study guides* (of your own choice). These assignments will help you prepare for class and for exams, but the learning objectives are the same as for the readings assignments mentioned above. This assignment is worth 10% of your course grade.

***Where are the study guides?*** They will be on Sakai’s Resources tab. Every Friday, I will post study guides for the following week.

Answers to study guides questions are *due at class time*. You may receive either full (10 points) or partial (5 points) credit for your work. To receive *full credit,* you will need to respond correctly to at least 80% of the study guide’s questions. To receive *partial credit*, posts should contain correct responses to at east 50% of the questions.

*You should submit at least five (5) study guides before the midterm.* I will not accept more than five study guides after the midterm. There will be no make-up for these assignments.

3. **Exams.** There will be two short-answer and essay exams. The dates for such exams are specified in the class schedule. Each exam is worth 20% of the course grade. I will explain more details about the exams in class.

3. **Team research project.** This is a major research project in which you will work throughout the semester. It is worth 20% of your course grade. The learning objectives are, first, that you will enhance your ability to conduct in-depth, library research about a major topic in Latina/o communication. Second, that you will improve your skills to effectively communicate research findings, both in oral and written form. And third, that you will develop your skills to work effectively in a group.

Students will be assigned to teams of 5-6 students. Each team will conduct research, write a proposal, write a 2,500-word paper, and give a 25-minute presentation to the class. Teams will work on one of the following **four topics:**

1. Advertising/marketing
2. Public relations/social marketing
3. Print and online news
4. Radio & TV news

The detailed guidelines and the evaluation rubric for this assignment are posted on Sakai. The due dates for proposals, papers, and presentations are specified in the class schedule.

4. **Annotated bibliography.** This **is an individual assignment,** but it is also the first step of your Team Research Project. You will read and annotate *one book chapter and two scholarly articles.* You will write a paper of 900 – 1100 words, with an introduction of 200-250 words and three entries of 250-300 words each (excluding citations).

The learning objectives are that you develop and demonstrate your ability to conduct academic research, to critically read scholarly writings, to accurately summarize *and assess* scholarly texts, and to explain how three texts will inform your Team Research Project. The specific guidelines and evaluation rubric for this assignment are posted on Sakai.

**How is learning and teaching going to be evaluated?**

In addition to the course evaluations that you will conduct at the end of the semester, you will have a mid-term opportunity to evaluate the course and my work as a teacher.

*Peer evaluation.* Also, you will have opportunities throughout the semester to respond to the work of your classmates.

***Evaluation and grading***

You can earn up to 100 points on your work divided as follows:

Class participation = 5%

Study guides = 15%  
Two exams = 40% (20% each)  
Annotated bibliography = 20%  
Team project = 20%

*Grading scale*. Assignments will be graded using a 0-100 scale. To calculate your course grade I will use the following scale:  
  
94-100 = A, 90-93 = A-

87-89 = B+, 84-86 = B, 80-83 = B-

77-79 = C+, 74-76 = C, 70-73 = C-  
67-69 = D+, 64-66 = D, 60-63 = D-  
-60 = F

**What are the ground rules?**

The syllabus specifies readings for each class and indicates deadlines for assignments. However, I welcome your participation and I would like to incorporate your suggestions to help make the class more interesting and valuable for all.

**Grades.** Though grades are not negotiable, I give serious consideration to students’ concerns about grades. If you have questions about a particular grade, you will need *to talk to me within a week of receiving the grade.* If you dispute a grade, you will need to submit to me a written complaint also *within a week of receiving the grade.*

**Laptops, tablets, and mobile phones policy**  
Students using PDAs, tablets, and laptops during class for purposes unrelated to class will be considered absent during the class period.

**Late papers and make-up policy.** All assignments are due at class time. A paper delivered the day the assignment is due, but after class time, is considered late. Papers delivered on-line will not be accepted. *Late papers will be penalized one letter grade*, and will not be accepted later than one week after the due date. To avoid being penalized you would need to provide official proof of your excuse.  
There will be no make-ups for late study guides or missed in-class exercises.

**Attendance policy**  
You may miss two class sessions without being penalized. Please save such sessions for emergencies and for minor illnesses (e.g., a cold). To avoid being penalized for a third absence, you will need to provide official documentation. Please note that lateness will be penalized (three late arrivals are equivalent to an absence).

**On-line communication policy**  
The course’s teaching assistant and I will do our best to check our email at least once a day, Monday through Friday, between 9:00 AM and 5:00 PM. We will also do our best to respond to your messages by the following day. Please keep in mind ***that I will not accept on-line delivery of papers.***

**Honor code.** You should know and follow UNC’s policies regarding academic honesty in this class. I will enforce all these rules. Remember that it is your responsibility to be aware of, and to follow, UNC’s policy on plagiarism (see <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>).  
  
**Pledge.** Please write and sign this pledge on each of your papers: "I have neither given nor received unauthorized assistance on this assignment." All team members need to sign the pledge on the written report of the teamwork.

**Americans with Disabilities Act (ADA).**If you have a disability covered under ADA, please let me know *at the beginning of the semester* of any special needs that you may have to fulfill the course requirements specified in this syllabus.

Please note that both the syllabus and the class schedule are subject to change if unexpected circumstances arise.

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***Office hours: Monday 3-5pm and by special appointment***

**Week 1 Readings Topics & activities Due dates**

|  |  |  |  |
| --- | --- | --- | --- |
| T 8/19 |  | Orientation |  |
| Th 8/21 | Mills, Sociological imagination (Sakai’s calendar).  *Closing the divide: Latinos & technology adoption* http://www.pewhispanic.org/2013/03/07/closing-the-digital-divide-latinos-and-technology-adoption/ |  | **SG** |

**Week 2: Demographics and history of the idea of race**

|  |  |  |  |
| --- | --- | --- | --- |
| T 8/26 | *5 demographic realities behind…*  [*http://www.pewresearch.org/fact-tank/2013/10/28/5-demographic-realities-behind-the-creation-of-univisionabc-news-fusion-channel/*](http://www.pewresearch.org/fact-tank/2013/10/28/5-demographic-realities-behind-the-creation-of-univisionabc-news-fusion-channel/)  Pulpo Media’s acculturation model  [*http://plan.pulpomedia.com/acculturation/*](http://plan.pulpomedia.com/acculturation/)**SG1** | | |
| Th 8/28 | Miles & Brown, Sakai calendar | Racialization | **Project choices due, SG2** |

**Week 3: Race and ethnicity. Media representation**

|  |  |  |  |
| --- | --- | --- | --- |
| T 9/2 | Alcoff 227-246, e-reserves | Racialized Latina/os | **SG3** |
| Th 9/4 | Valdivia, Introduction & Ch. 2 | Latina/os in the media | **SG4** |

**Week 4: Media (mis)representation**

|  |  |  |  |
| --- | --- | --- | --- |
| T 9/9 | Lichter & Amundson 57-72, e-reserves  Dávila 1-24, e-reserves | Latina/os in TV | **SG4** |
| Th 9/11 | Chavez, Intro & Ch. 1 (pp. 1-43) | The Latina/o threat narrative | **SG5** |

**Week 5: Myths about Latina/os**

|  |  |  |  |
| --- | --- | --- | --- |
| T 9/16 | Chavez, Ch. 2 & 5 | Citizenship and belonging | **Project proposal due. SG6** |
| Th 9/18 | Chavez, Ch. 3 & 4 | Latina sexuality and fertility | **SG7** |

**Week 6: Citizenship, media spectacles, and political agency**

|  |  |  |  |
| --- | --- | --- | --- |
| T 9/23 | Prepare Chavez, Ch. 6 & 7 for next week |  | **SG8** |
| Th 9/25 |  | Guest speaker | **SG9** |

**Week 7**

|  |  |  |  |
| --- | --- | --- | --- |
| T 9/30 | Chavez, Ch. 6 & 7 | Citizenship Privileges of citizenship | **SG10** |
| Th 10/2 | ***First exam*** | | |

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**Week 8: Understanding production & radio**

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| --- | --- | --- |
| T 10/7 | Valdivia, Ch 1  “Women, minorities make newsroom gains” RTDNA, Sakai | **SG11** |
| Th 10/9 | Castañeda Paredes, Sakai | **SG12** |

**Week 9: Television**

|  |  |  |
| --- | --- | --- |
| T 10/14 | Piñón & Rojas, Sakai  Rodríguez, e-reserves | **SG13** |
| Th 10/16 | *Fall break* |  |

**Week 10: Print & social media**

|  |  |  |  |
| --- | --- | --- | --- |
| T 10/21 | Subervi 225-237, e-reserves **SG14**  *Portada:* <https://www.portada-online.com/2014/07/24/amplificacion-in-hispanic-entertainment-marketing-its-all-about-social-media-and-content-marketing/> | | |
| Th 10/23 | No readings | In-class responses to AB | **Annotated biblio due** |

**Week 11: Reception and effects**

|  |  |  |
| --- | --- | --- |
| T 10/28 | Valdivia, Ch. 3 & Ch. 4 | **SG15** |
| Th 10/30 | Vargas, “Transnational media literacy” *Hispanic Journal…* Sakai calendar | **SG16** |

**Week 12: Migration and identity**

|  |  |  |
| --- | --- | --- |
| T 11/4 | Vargas, “Ambiguous loss and media practices…” Sakai calendar | **SG17** |
| Th 11/6 | Vargas, “Gendered selves”, Sakai calendar | **SG18** |

**Week 13: Persuasive communication**

|  |  |  |  |
| --- | --- | --- | --- |
| T 11/11 | Reading from Advertising team, Sakai calendar  Reading from PR team, Sakai calendar | | **SG19** |
| Th 11/13 | No readings | Team work | |

**Week 14: Migration & identity. Team presentations**

|  |  |  |
| --- | --- | --- |
| T 11/18 | Reading from Print and Online news team, Sakai calendar  Reading from Radio and TV news, Sakai calendar | **SG20** |
| Th 11/20 |  | Teams: Advertising and PR |

**Week 15: Catch-up and Review**

|  |  |
| --- | --- |
| T 11/25 | Catch-up and review |
| Th 11/27 | Thanksgiving |

**Week 16: Team presentations**

|  |  |  |
| --- | --- | --- |
| T 12/2 | *Last day of class* | Teams: Print & Online News and TV and Radio News |

**Week 17: Second exam**

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| --- | --- | --- |
| T 12/9 | 8-11am, our classroom | Second exam |

***Where are the readings****? Readings are either on Davis library’s electronic reserves (e-reserves), Sakai calendar (see the date when the reading you’re looking for is assigned), or online directly from the source (see links provided in this schedule).*

*This schedule is subject to change if unexpected circumstances arise.*

1. See http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps. [↑](#footnote-ref-1)