

**JOMC 443 Latina/o Media Studies -- Fall 2015**  
**School of Journalism and Mass Communication**  
**University of North Carolina at Chapel Hill**

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Carroll 359

**Office hours:**  
**Tuesday and Thursday**  
**11-12 noon**

**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.

**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
2. Cultural knowledge
3. Cultural skills
4. Cultural practice

**What are we going to study?**

We will begin by comparing the current schizophrenic media portrayal of Latina/os in the U.S. general-market media (e.g., affluent consumers vs. undocumented workers). Then, we will examine the 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, we will focus on the media consumption patterns of Latina/os, and explore the way in which they use media content and technologies.

**What is the course’s pedagogy?**

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

**What are the specific learning objectives?**

1. *Enhancing cultural awareness* by: developing “a critical view of cultural differences,” Latina/os’ “experiences of oppression and marginalization, class differences, discrimination, racism, and become aware of your own cultural biases” (Suárez-Bálcazar 2011, p5).
2. *Expanding cultural knowledge* by being able to:
  - 2.1. Put into plain words the most influential concepts and theories of Latina/o media studies.
  - 2.2. Identify the main patterns of the representation of Latina/os in the general-market media).
  - 2.3. Describe the U.S. Latina/o-oriented media (cultural knowledge).
  - 2.4. Determine how various groups of Latina/os use mainstream media in everyday life.
3. *Honing cultural skills* by:
  - 3.1. Conducting research on Latina/o media studies topics.
  - 3.2. And by learning “professional communication practices and behaviors designed to improve” the representation of Latina/os in the media and the “service delivery to” Latina/o communities.
4. *Engaging in cultural practice* by experiencing Latina/o cultures and learning “to appreciate diversity in society” (Suárez Balcázar et al, 2011, p. 5).<sup>1</sup>

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<sup>1</sup> The learning objectives are based on Suarez-Balcázar, Y., Balcázar, F., Taylor-Ritzler, T., Portillo, N., Rodakowski, J., Garcia-Ramirez, M., & Willis, C. (2011). Development and validation of the cultural

### What are the assignments?

In addition to regularly attending to class and participating in class discussions, you will work on the following assignments.

**Specific guidelines and evaluation rubrics are on Sakai. See each assignment's page. Due dates are on the class schedule.**

**1. Readings.** The **class schedule** lists the required readings for each class period. You will be expected to read them before coming to class. We will read news and journal articles and book chapters from several books. In addition, we will read materials from the WWW and the following book, which is available at UNC Student Stores:

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

Chavez, L. (2013, 2<sup>nd</sup>. edition). *The Latino threat*. Stanford University Press.

### Where are the readings?

They are on e-res (Davis Library's electronic reserves) or on **Sakai's calendar**.

**2. Study guides.** Throughout the semester, you will **submit 15** study guides (of your own choice). These assignments will help you prepare for class and exams.

**Where are the study guides?** On Sakai's **Resources** tab.

Every Friday, I will post study guides for the following week. They are *due at class time*.

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competence assessment instrument: A factorial analysis. *Journal of Rehabilitation*, 77(1), 4-13.

**Full credit (10 points):** at least 80% of the study guide's questions.

**Partial credit (5 points):** at least 50% of the questions.

**No credit:** Late submissions and submissions for which you missed the corresponding class session.

You should **submit at least eight (8) study guides before the midterm**. I will not accept more than seven study guides after the midterm. There will be no make-up for these assignments.

**3. Two exams.** Exams will be open book/open notes and will consist of short-answer questions and one essay. I will explain more details in class.

**4. Team research project.** This is a research project in which you will work throughout the semester. I will assign you to a team 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 topics:

### Which are the topics for Team Project?

- Advertising/marketing
- Public relations/social marketing
- Print and online news
- Radio & TV news

**5. Annotated bibliography.** This is an individual assignment, but it is also the first step of your Team Project. You will 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).

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

In addition to official course evaluations, you will have several opportunities throughout the semester to evaluate the course.

**Peer evaluation.** Also, you will have

opportunities to respond to the work of your classmates.

### ***Evaluation and grading***

<b>Class participation =</b>	<b>5%</b>
<b>Study guides =</b>	<b>15%</b>
<b>Two exams (20% each) =</b>	<b>40%</b>
<b>Annotated bibliography =</b>	<b>20%</b>
<b>Team project =</b>	<b>20%</b>

**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 ground rules for the class are as follows. 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 a written complaint also *within a week of receiving the grade*.

### **Mobile devices policy**

Students using mobile devices 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 study guides or in-class exercises.

### **Attendance policy**

You **may miss two class sessions** without being penalized. Please save such sessions for emergencies. **Minor illnesses (e.g., a cold) will not be excused.** 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 respond to your messages by the following day. ***We will not accept on-line delivery of assignments.***

**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 exams and papers: "I have neither given nor received unauthorized assistance on this assignment."

### **Special Accommodations**

If you require special accommodations to attend or participate in this course, please let me know as soon as possible. For information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu>.

### **For graduate students only**

Graduates students may choose one of the following two options:

#### ***Research option:***

You will conduct the following assignments:  
*Readings and class participation: (5%)*  
*Study guides: (15%)*

*Annotated bibliography:* (30%) 15 entries.  
*Research project:* (50%) It will include a proposal, a class presentation and a conference-style paper (about 5,000 words of main text, plus title page, abstract, list of works cited, tables, charts, figures, photographs, etc.)

I will provide specific guidelines and rubrics for these assignments.

Due dates for assignments and other policies for undergraduates apply.

### ***Teaching assistant option***

You will conduct the following assignments:

*Readings and class participation:* (5%)

*Study guides:* (15%)

*Annotated bibliography:* (30%) 15 entries

*TA work:* (50%)

Your work as a TA for the class will include supervising undergraduates, grading some of their assignments, preparing *two* study guides, and teaching at least one class session. In addition, you will meet with me at least every two weeks to receive feedback.

Due dates for assignments and other policies for undergraduates apply.

### **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 establishes 12 learning objectives.<sup>2</sup> This course centers on the following seven:

1. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
2. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
3. Demonstrate an understanding of professional ethical principles and work

ethically in pursuit of truth, accuracy, fairness and diversity.

4. Think critically, creatively and independently.
5. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
6. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
7. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

The syllabus is subject to change if unexpected circumstances arise.

***Let's have a great semester!***

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<sup>2</sup>See ACEJMC website at <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SH> TML#vals&comps.

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Week 1 Readings	Topics & activities	Due dates
T 8/18	<p><i>Practice reading:</i></p> <p><a href="http://latinalista.com/culture-2/mainstream-childrens-book-publishers-do-a-sad-sad-job-meeting-the-needs-of-latino-readers">http://latinalista.com/culture-2/mainstream-childrens-book-publishers-do-a-sad-sad-job-meeting-the-needs-of-latino-readers</a></p>	<b>Study guide (SG) rehearsal</b>
Th 8/20	<p><b>Required readings:</b> <i>5 demographic realities behind...</i></p> <p><a href="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/</a></p> <p>Pulpo Media's acculturation model</p> <p><a href="http://plan.pulpomedia.com/acculturation/">http://plan.pulpomedia.com/acculturation/</a></p> <p><b>Optional reading</b> (we will work with the tables in class):</p> <p><a href="http://www.pewhispanic.org/2013/02/15/statistical-portrait-of-hispanics-in-the-united-states-2011/">www.pewhispanic.org/2013/02/15/statistical-portrait-of-hispanics-in-the-united-states-2011/</a></p>	<b>SG1</b>

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

T 8/25	<p><i>Developments in the Hispanic media market</i></p> <p><a href="http://www.journalism.org/2014/03/26/developments-in-the-hispanic-media-market/">http://www.journalism.org/2014/03/26/developments-in-the-hispanic-media-market/</a></p> <p><i>Closing the divide: Latinos &amp; technology adoption</i></p> <p><a href="http://www.pewhispanic.org/2013/03/07/closing-the-digital-divide-latinos-and-technology-adoption/">http://www.pewhispanic.org/2013/03/07/closing-the-digital-divide-latinos-and-technology-adoption/</a></p>		<b>SG2</b>
Th 9/27	Miles & Brown	Racialization	<b>Project choices due, SG3</b>

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

T 9/1	Alcoff 227-246, e-reserves	Racialized Latina/os	<b>SG4</b>
Th 9/3	Valdivia, Introduction & Ch. 2	Latina/os in the media	<b>SG5</b>

**Week 4: Media (mis)representation: Latina/os in TV & film**

T 9/8	Lichter & Amundson 57-72		<b>SG6</b>
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	<p>Latinos on TV:</p> <p><a href="http://www.nationaljournal.com/next-america/population-2043/latinos-are-everywhere-except-on-tv-what-s-going-on-20150729">http://www.nationaljournal.com/next-america/population-2043/latinos-are-everywhere-except-on-tv-what-s-going-on-20150729</a></p> <p>Latinos on film:</p> <p><a href="http://laist.com/2014/08/05/the_super_sad_numbers_of_the_underr.php">http://laist.com/2014/08/05/the_super_sad_numbers_of_the_underr.php</a></p>	
Th 9/10	Chavez, Intro & Ch. 1 (pp. 1-43)	<b>SG7</b>

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

T 9/15	Chavez, Ch. 2 & 5	Citizenship and belonging	<b>Project proposal due. SG8</b>
Th 9/17	Chavez, Ch. 3 & 4	Latina sexuality and fertility	<b>SG9</b>

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

T 9/22	Chavez Ch. 6 & 7	Privileges of citizenship	<b>SG10</b>
Th 9/24	Chavez, Ch. 8		<b>SG11</b>

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

T 9/29	<b>Review &amp; team work</b>		
Th 10/1	<b>First Exam</b>		

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**Week 8: Understanding production & radio**

T 10/6	Valdivia, Ch 1	<b>SG12</b>
Th 10/8	Matzaganis et al. <i>e-res</i>	<b>SG13</b>

**Week 9: Television**

T 10/13	Piñón & Rojas, Sakai Benson statement for FCC, Sakai Castañeda Paredes, Sakai	<b>SG14</b>
<b>Th 10/15</b>	<b>Fall break</b>	

**Week 10: Print & social media**

T 10/20	Subervi 225-237, e-reserves	<b>SG15</b>
	<i>Portada:</i> <a href="https://www.portada-online.com/2014/07/24/amplificacion-in-hispanic-entertainment-marketing-its-all-about-social-media-and-content-marketing/">https://www.portada-online.com/2014/07/24/amplificacion-in-hispanic-entertainment-marketing-its-all-about-social-media-and-content-marketing/</a>	
Th 10/22	No readings	In-class responses to AB <b>Annotated biblio due</b>

**Week 11: Reception and effects**

T 10/27	Valdivia, Ch. 3 & Ch. 4	<b>SG16</b>
Th 10/29	Vargas, “Transnational media literacy” <i>Hispanic Journal</i> ... Sakai calendar	<b>SG17</b> <b>Submission of team readings due</b>

**Week 12: Migration and identity**

T 11/3	Vargas, “Ambiguous loss and media practices...” Sakai calendar	<b>SG18</b>
Th 11/5	Vargas, “Gendered selves”, Sakai calendar	<b>SG19</b>

**Week 13: Persuasive communication**

T 11/10	Reading from Advertising team, Sakai calendar Reading from PR team, Sakai calendar	<b>SG20</b>
Th 11/12	No readings	Team work

**Week 14: News & Team presentations**

T 11/17	Reading from Print and Online news team, Sakai calendar Reading from Radio and TV news team, Sakai calendar	<b>SG21</b>
Th 11/19	<i>Team presentations: Advertising and PR</i>	

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

T 11/24	Catch-up and review	
Th 11/26	Thanksgiving	

**Week 16: Team presentations**

T 12/1	<i>Teams: Print &amp; Online News and TV and Radio News</i>	
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**Second exam**

T 12/8	8-11am, our classroom	Second exam
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**Where are the readings?** They 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; there is a **PDF of this schedule** in the Syllabus folder).

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