



**HUSSMAN SCHOOL
OF JOURNALISM AND MEDIA**

**MEJO 490-007: COVERING AND ENGAGING LATINO/A/X
COMMUNITIES**

Fall 2023

Mondays & Wednesdays 2:00—3:15 p.m.

CT 201/202

Instructor: Leyla Santiago

Email: Isant@email.unc.edu

Office: 380 Carroll Hall

Office Hours: Tuesday, 10 a.m.- 11:30 a.m. or by appointment

COURSE DESCRIPTION

We will dive into the nuances of Latino/a/x communities in the U.S. and the best practices to responsibly engage and cover the rapidly growing population. Students will explore the various facets of the community, including history and culture, to understand why it should not be considered a monolith when analyzing issues like health, politics, religion, immigration, business and the economy. The course will give future journalists and communication professionals a better understanding of how to successfully reach Latino/a/x communities for newsgathering or targeting in strategic communication campaigns.

COURSE GOALS

Through projects, discussions, and Q&A opportunities with guest speakers, students will:

- explore the history of Latino/a/x communities in the United States of America
- develop an understanding of the nuances of identity in Latino/a/x communities
- analyze and discuss the impacts of issues like health, politics, immigration, and the economy, on Latino/a/x communities

- identify the gaps in communication strategies and media coverage of Latino/a/x communities
- engage with Latino/a/x communities in the Carolina community and beyond to apply knowledge and exercise strategic communication and newsgathering skills
- expand ability to bridge cultural divides through the use of effective techniques for media communication

ATTENDANCE

Classroom discussions will require you to be present. Unless you have a university-excused absence, I expect you to show up *and* participate. Unexcused absences will result in deduction of participation points.

UNC Attendance Policy: No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences: 2. Authorized University activities 3. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC) 4. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

REQUIRED MATERIALS

Gonzalez, Juan **Harvest of Empire: A history of Latinos in America**, Second Revised and Updated Edition. New York: Penguin Books, 2022.

Puente, Teresa, et. al. **Reporting on Latino/a/x Communities: A Guide for Journalists**. New York: Routledge, 2022.

Other readings as assigned

ASSIGNMENTS

You will be required to complete two projects and participate in classroom discussions that are based on assigned readings and content you seek out and contribute to the conversation. The course will wrap up with a final exam.

For content assignments: When assigned, you will be required to submit two 2 links relevant to the topic we are discussing. At least one link must be a link from a news organization published within the last 3 months.

Recommendations for finding content :

<https://quepasamedia.com/>

<https://www.nbcnews.com/latino>

<https://remezcla.com/>

<https://www.palabranahj.org/>

<https://periodismoinvestigativo.com/category/english/>

<https://www.latinorebels.com/>

<https://www.latimes.com/california/latino-life>

<https://www.usnews.com/topics/subjects/hispanics>

<https://www.univision.com/noticias>

<https://www.telemundo.com/noticias>

<https://cnnespanol.cnn.com/>

<https://www.sandiegouniontribune.com/topic/latino-news>

*Tips for success:

Take Notes! You will need to take your own notes during discussions and assignment overviews and workshops. Note taking is a critical skill you should develop to report and engage the community. In other words, don't depend on notes posted online.

Meet deadlines! Late work will result in significant point reduction. The world of communication revolves around deadlines. You are expected to meet them. If an emergency occurs, however, please reach out to make special accommodations.

Project I:

ENGAGING LATINO/A/X COMMUNITIES: *Public awareness campaign for Carolina Latinx Center*

Must include:

- Title page: campaign title, client name and submission date
- Table of contents page
- Executive summary with target audience, key messages, objectives and brief campaign overview (1-2 concise paragraphs that provide an overview specifying what you're proposing.)
- Tactics/activities - This section should clearly break down each activity (consider including at least one physical in-person experience), how it should be executed, specific public each tactic will address, why it was chosen/how research guided or reinforced your decision to include it, and your anticipated impact.

- Communications strategy/plan: This should be detailed, but concise (1-2 pages) and breakdown your campaign's strategic plan to reach target groups. Describe exactly how the Carolina Latinx Center should strategically spread the word about each tactic. Provide a media list (5-7 media outlets and contacts) that you recommend them using. Justify why you've chosen those specific sources/contacts
- Press Kit
 - THE BACKGROUND: Can be presented through the medium that best targets your audience (article, podcast, social media). Be creative. Consider including timelines, data, history of Latinx communities on UNC-Chapel Hill campus. Establish relevance by illustrating accomplishments and impact.
 - PRESS RELEASE: highlight an upcoming event.

*Examples and grading rubrics will be provided during class

Project II:

COVERING LATINO/A/X COMMUNITIES: *Enterprise & Spot News*

1) News Enterprise piece:

Must submit:

- Two pitches presenting different story ideas
 - 250- 350 words each
 - Includes headline, summary of issue, news peg, and potential interviews

*Examples will be provided during class

- News Enterprise piece
 - 1100-1300 words news enterprise piece diving into a current issue impacting Latino/a/x communities. This story must be a character-driven story piece with a clear news peg, data, and interviews with your primary subject and experts adding context. It must also be a well-balanced piece and present differing views.

*Examples will be provided in class

2) Spot News piece:

Topic will be assigned on Monday and must be completed by Wednesday.

- 750-900 words

- Piece must lay out the issue concisely, accurately, and well balanced (present both sides of the issue) Must include perspective from an individual impacted and a subject matter expert

*Examples will be provided in class

A note on news coverage: *Get it right!* Accuracy is a top priority in every newsroom. You are required to attach available sourcing materials. For example, if you used a news release, fact sheet, or a government website, hyperlink in the script or add a link at the end. You can also attach copies to emails. It's important to get into the habit of supporting your facts with credible sources.

Write your own! Copying and pasting a news release with a few formatting tweaks is NOT acceptable. Using AI to write a piece is NOT acceptable. Write your own. Simplify. Add context. Be precise and conversational.

Point Deductions for enterprise and spot news:

Fact errors: 30 points

Lack of balance 15-30 points

Poor development of angles and details/ lack of context 5-20 points

Typos, punctuation, grammar mistakes 5 points

Ineffective lead 5-10 point

Poor/lack of transition 5-10 points

Poor sourcing 5-15 points

Failure to attribute-15 points

Remember, All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Associate Dean Jules Dixon, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students. You can also consult studentconduct.unc.edu.

GRADING

Breakdown of Grades

Participation 10%

Assignments: 10%

Project I 30%

Project II 30%
Final Exam 20%

Grading Scale

A = 95.0 and above
A- = 90.0-94.99
B+ = 87.0-89.99
B = 84.0-86.99
B- = 80.0-83.99
C+ = 77.0-79.99
C = 74.0-76.99
C- = 70.0-73.99
D = 66.0-69.99
F = 65.99 and below

Grading & Standards

Grades are assigned according to criteria established by a UNC-CH Committee on Grading. For example, an "A" grade indicates superior work, whereas a "C" grade indicates sufficient performance, and an "F" indicates an unacceptable performance. For an understanding of what the various grades mean, see the UNC Registrar's page [here](#).

SCHEDULE AND DEADLINES

BY THE WEEK:

(Readings and assignments must be completed and turned in by 2pm on day of class, UNLESS noted otherwise. Please email all assignments to instructor)

WEEK ONE:

Monday, August 21:

- Course introduction- review course syllabus, Q & A

Wednesday, August 23

- Discussion: What is the Latino/a/x community? NOT a monolith
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.

WEEK TWO

Monday, August 28

- Discussion: History of Latino/a/x Communities in the United States
 - READ: Harvest of Empire Ch. 4-PUERTO RICANS: Citizens Yet Foreigners

- READ: Harvest of Empire Ch. 5-MEXICANS: Pioneers of a Different Type

Wednesday, August 30

- Discussion: History of Latino/a/x Communities in the United States
 - READ: Harvest of Empire Ch. 6-CUBANS: Special Refugees
 - READ: Harvest of Empire Ch. 7-DOMINICANS: From Duarte to the George Washington Bridge

WEEK THREE

Monday, September 4

Labor Day- No Class

Wednesday, September 6

- Discussion: History of Latino/a/x Communities in the United States
- Harvest of Empire Ch. 8 & 9
 - READ: Harvest of Empire Ch. 8- CENTRAL AMERICANS: Intervention Comes Home to Roost
 - READ: Harvest of Empire Ch9- COLOMBIANS AND PANAMANIAN: Overcoming Division and Disdain
- Project I overview- Public Awareness Campaign

WEEK FOUR

Monday, September 11

- Project I- Workshop (brainstorming and planning)

Wednesday, September 13

- Project I- Interviews

WEEK FIVE

Monday, September 18

- Discussion: How to reach Latino/a/x communities
 - READ: Reporting on Latino/a/x Communities Ch. 3 & 14

Wednesday, September 20

- Project I- progress report
- Guest Speaker

WEEK SIX

Monday, September 25

Well-being Day: No Class

Wednesday, September 27

- Discussion: Latino/a/x Communities & Politics

- Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
- READ: Reporting on Latino/a/x Communities Ch. 9

WEEK SEVEN

Monday, October 2

- Project I- progress report
- Special Guest

Wednesday October 4

- Discussion: Latino/a/x Communities & Immigration
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 8

WEEK EIGHT

Monday, October 9

- Project I due
- Discussion: Latino/a/x Communities & Business, Economy
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 10

Wednesday, October 11

- Project II overview- News Coverage of Latino/a/x Communities
- Discussion: Latino/a/x Communities & Health
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - Reporting on Latino/a/x Communities Ch. 7

WEEK NINE

Monday, October 16

- Project II Workshop- Enterprise piece (brainstorming and planning)

Wednesday, October 18

- Two pitches for Project II enterprise piece due
- Special Guest

WEEK TEN

Monday, October 23

- Discussion: Portrayal of Latino/a/x Communities in media
 - READ: Reporting on Latino/a/x Communities Ch. 2

Wednesday, October 25

- Discussion: Covering Latino/a/x Communities- Best practices
 - READ: Reporting on Latino/a/x Communities Ch. 3

WEEK ELEVEN***Monday, October 30***

- Project II Enterprise piece progress report
- Discussion: Latino/a/x Communities & LGBTQ
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 6

Wednesday, November 1

- Discussion: Latino/a/x Communities & Latinas
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 5

WEEK TWELVE***Monday, November 6***

- Project II Enterprise piece due
- Discussion: Enterprise piece reflections

Wednesday, November 8

- Discussion Latino/a/x Communities & Race, Colorism, gender
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 4

WEEK THIRTEEN***Monday, November 13***

- Project II Spot news assignment overview & workshop

Wednesday, November 15

- Project II Spot news assignment due
- Special guest

WEEK FOURTEEN***Monday, November 20***

- Discussion: Latino/a/x Communities & Language
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.

Wednesday, November 22

Thanksgiving Recess- No class

WEEK FIFTEEN**Monday, November 27**

- Discussion: Latino/a/x Communities & Education
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.

Wednesday, November 29

- Discussion: Latino/a/x Communities & Religion
 - Submit two links to publications that provide insight to the above topic by noon. One link must be from a news article published within the last month.

WEEK SIXTEEN**Monday, December 4**

- Special Guest

Wednesday, December 6

- Final exam

Accessibility Statement: Reasonable accommodations will be made for students with documented disabilities. Documentation for accommodation must be presented no later than one week prior to the requested accommodation. To receive accommodations, students must go through the Counseling Center/Disability Services office. Disability Services is located at 208 Carroll Hall and can be reached at 919-760-8427 or by email. For additional information, go to their website.

Special Accommodations: If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities, visit the Department of Disability Services website (<https://ars.unc.edu>). The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable 6 state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu. (source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and

connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

ACEJMC Values and Competencies: The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their specialization, all graduates should be aware of certain core values and competencies. Learn more about them [here](#).

Diversity Statement: I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

UNC Policy on Non-Discrimination: The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Title IX: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Inclement Weather and Campus Emergencies: The college urges that all students sign up for Alert Carolina (<https://alertcarolina.unc.edu/>). In the event of inclement weather, you will be alerted when the college closes. College closure does not mean your class will not have online sessions, readings, or assignments

***THE NOT-SO FINE PRINT:** This syllabus is subject to change. I will make adjustments to meet the needs of news coverage, special guests etc. Be flexible. Changes will be announced as early as possible.

UPDATED

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Monday, August 28

- CLASS CANCELED

Wednesday, August 30

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WEEK THREE

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Labor Day- No Class

Wednesday, September 6

- Discussion: History of Latino/a/x Communities in the United States
- Harvest of Empire Ch. 4, 5, & 6
 - READ: Harvest of Empire Ch. 4-PUERTO RICANS: Citizens Yet Foreigners
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Monday, September 11

- Harvest of Empire Ch. 6 & 7
 - READ: Harvest of Empire Ch. 6-CUBANS: Special Refugees
 - READ: Harvest of Empire Ch. 7-DOMINICANS: From Duarte to the George Washington Bridge

Wednesday, September 13

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- READ: Harvest of Empire Ch. 8- CENTRAL AMERICANS: Intervention Comes Home to Roost
 - READ: Harvest of Empire Ch. 9- COLOMBIANS AND PANAMANIAN: Overcoming Division and Disdain
- Project I- Overview

WEEK FIVE

Monday, September 18

- Project I- Interviews

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- Discussion: How to reach Latino/a/x communities
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