



**HUSSMAN SCHOOL
OF JOURNALISM AND MEDIA**

**MEJO 490-003: COVERING AND ENGAGING LATINO/A/X
COMMUNITIES**

Spring 2024

Mondays & Wednesdays 2:00—3:15 p.m.

CT 301

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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 submit assignments 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. **Assignments are due by 10 a.m. on the day of class.**

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>

For summary assignments: When assigned, you will be required to submit brief summary that includes three key takeaways from the reading, viewing, or listening assignment. This should be 3-5 clear, concise sentences (approximately 100-300 words). **Assignments are due by 10 a.m. on the day of class.**

*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.

PROJECTS

The course also includes two projects, including a campaign project to *engage* Latinx communities and a news reporting project to *cover* Latinx communities.

Project I: **ENGAGING LATINO/A/X COMMUNITIES**

Public awareness campaign for Carolina Latinx Center

This is a group project. Self and peer evaluations are factored into your individual grades.

Report must include:

- Title page: campaign title, client name and submission date
- Table of contents page
- Executive summary- This section should include target audience, key messages, objectives and brief campaign overview (1-2 concise paragraphs that provide an overview specifying what you're proposing.)
- Research- This section should reveal findings from qualitative and quantitative research (1-2 pages)
- Tactics/activities - This section should break down each activity (consider including at least one physical in-person experience), how it should be executed (with examples provided), 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

*Examples and grading rubrics will be provided during class

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

News Enterprise Piece

Must submit:

- 2 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.
 - Late Work Policy (for enterprise piece only): I will deduct 10% of grade per day it is late for up to two days. After two days, I will not accept work, unless there is a family/health emergency.

*Examples will be provided in class

Spot News Piece

Topic will be assigned on Monday and must be completed by end of day Wednesday (6p).

- 750-900 words
- Must include headline & byline
- 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.
- Late work WILL NOT be accepted.

*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. Attribute. Attribute. Attribute.

Point Deductions for enterprise and spot news:

Fact errors: 30 points

Editorializing: 20-30 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

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 5%

Assignments: 15%

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 10 a.m. on day of class, UNLESS noted otherwise. Please submit assignments through Canvas.)

WEEK ONE:

Wednesday, January 10:

- Course introduction- review course syllabus, Q & A

WEEK TWO

Monday, January 15

- NO CLASS: Dr. Martin Luther King, Jr. Day

Wednesday, January 17

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

WEEK THREE

Monday, January 22

- Discussion: History of Latino/a/x Communities in the United States
 - READ: Harvest of Empire Ch. 4-PUERTO RICANS: Citizens Yet Foreigners
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.
 - READ: Harvest of Empire Ch. 5-MEXICANS: Pioneers of a Different Type
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.

Wednesday, January 24

- Discussion: History of Latino/a/x Communities in the United States
 - READ: Harvest of Empire Ch. 6-CUBANS: Special Refugees
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.
 - READ: Harvest of Empire Ch. 7-DOMINICANS: From Duarte to the George Washington Bridge
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.

WEEK FOUR

Monday, January 29

- Discussion: History of Latino/a/x Communities in the United States
- READ: Harvest of Empire Ch. 8- CENTRAL AMERICANS: Intervention Comes Home to Roost
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.

Wednesday, January 31

- Discussion: History of Latino/a/x Communities in the United States
 - READ: Harvest of Empire Ch. 9- COLOMBIANS AND PANAMANIAN: Overcoming Division and Disdain
 - WRITE: A brief summary that includes three key takeaways (100-200 words). Plus, submit a follow up question to further explore the topic.

- WATCH: VENEZUELA
 - <https://www.youtube.com/watch?v=1jG5q1pdQYE>
 - <https://www.youtube.com/watch?v=SjGmRJNee-w&t=2s>

WRITE: A brief summary that reveals the recurring themes in both videos (100-200 words). Plus, submit a follow up question to further explore the topic.

WEEK FIVE

Monday, February 5

- Project I- Overview

Wednesday, February 7

- Project I- Interviews

WEEK SIX

Monday, February 12

Well-being Day: No Class

Wednesday, February 14

- Discussion: How to reach Latino/a/x communities
 - READ: Reporting on Latino/a/x Communities Ch. 3 & 14
 - NOTE: Three key takeaways for each chapter.

WEEK SEVEN

Monday, February 19

- PROJECT I- Workshop

Wednesday February 21

- Discussion: Latino/a/x Communities & Immigration
 - SUBMIT: Two links to publications that provide insight to the above topic. One link must be from a news article published within the last month.
 - WATCH: (Warning: The following videos contain graphic material. If this is too disturbing/triggering to watch, please let me know. Your grade will not be affected.)
 - <https://www.youtube.com/watch?v=MOWthjWmS2s&t=145s>
 - <https://www.youtube.com/watch?v=bajAnuQvFBk&t=2s>
 - <https://www.youtube.com/watch?v=c1eFcqWeGxE>

- <https://www.youtube.com/watch?v=2GeTzVujsq8>
- <https://www.youtube.com/watch?v=HPHWW9S-CTw>
- READ: Reporting on Latino/a/x Communities Ch. 8
 - NOTE: Three key takeaways for each chapter.

WEEK EIGHT

Monday, February 26

- SPECIAL GUEST
- Project I- progress report (In class, informal check-in)

Wednesday, February 28

- Discussion: Latino/a/x Communities & Business, Economy
 - SUBMIT: Two links to publications that provide insight to the above topic. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 10
 - NOTE: Three key takeaways for each chapter.

WEEK NINE

Monday, March 4

- Project I due
- GROUP PRESENTATIONS

Wednesday, March 6

- Discussion: Latino/a/x Communities & Politics
 - SUBMIT: Two links to publications that provide insight to the above topic. One link must be from a news article published within the last month.
 - LISTEN: <https://www.panoramapodcast.org/episodes/geraldo-cadava>
 - READ: Reporting on Latino/a/x Communities Ch. 9
 - NOTE: Three key takeaways for each chapter.

WEEK TEN

Monday, March 11

Spring Break: No Class

Wednesday, March 13

Spring Break: No Class

WEEK ELEVEN

Monday, March 18

- Project II Overview

Wednesday, March 20

- Discussion: Portrayal of Latino/a/x Communities in media, best practices for covering Latino/a/x communities
- READ: Reporting on Latino/a/x Communities Ch. 2 & 3
 - NOTE: Three key takeaways for each chapter.
- Two pitches for Project II enterprise piece due

WEEK TWELVE

Monday, March 25

- Discussion: Latino/a/x Communities & Health
 - Submit two links to publications that provide insight to the above. One link must be from a news article published within the last month.
- READ: Reporting on Latino/a/x Communities Ch. 7
 - NOTE: Three key takeaways for each chapter.

Wednesday, March 27

- Discussion: Latino/a/x Communities & LGBTQ
 - Submit two links to publications that provide insight to the above topic. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 6
 - NOTE: Three key takeaways for each chapter.

WEEK THIRTEEN

Monday, April 1

- Discussion: Latino/a/x Communities & Latinas
 - Submit two links to publications that provide insight to the above topic. One link must be from a news article published within the last month.
 - READ: Reporting on Latino/a/x Communities Ch. 5
 - NOTE: Three key takeaways for each chapter.
- Project II Enterprise piece due
- Reflections: Enterprise reporting

Wednesday, April 3

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

WEEK FOURTEEN

Monday, April 8

- Project II Spot news assignment overview & workshop

Wednesday, April 10

- Project II Spot news assignment due by 8 pm.
- SPECIAL GUEST

WEEK FIFTEEN

Monday, April 15

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

Wednesday, April 17

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

WEEK SIXTEEN

Monday, April 22

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

Wednesday, April 24

- Final Exam REVIEW

WEEK SEVENTEEN

Monday, April 29

- Final Exam REVIEW

FINAL EXAM: The final exam will be an oral exam. You will sign up for a 10-minute appointment for your final exam that will take place on the week of May 6 (Mon-Wed).

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 (gpsc@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.

