

University of Southern California
Annenberg School for Communication
Journalism 499-Latino News Media in the United States
Spring 2006

Instructor: Félix F. Gutiérrez, Professor of Journalism

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Office Hours: Monday, 4-5 p.m.; Tuesday, by appointment; and Wednesday 11 a.m.-noon.

Class Details: Tuesday, 2-5:40 p.m. Four Units.

Required Textbook:

América Rodríguez, **Making Latino News: Race, Language, Class**, (Thousand Oaks, CA: Sage Publications, 1999).

Course Description:

In recent years Latino television stations, radio stations, newspapers, magazines and websites have set the pace for media growth in the United States. Los Angeles is at the center of the action with two Spanish-language daily newspapers, six television stations, 16 radio stations, many magazines and weekly newspapers in both Spanish and English, and a host of Latino public relations agencies and professionals serving these and other media in Spanish and English. All are looking for talented and energetic young people who understand Latino news media and can further define and advance their growing role in the USA.

The course begins with readings, presentations and discussions on the historical development of Latino publications, radio and television news in Latin and Anglo America, the role of marketing and advertising in the growth of Latino media, and role of Latino-focused public relations agencies and professionals. After the midterm the course focuses on the current explosion of Latino news media in the United States, the role these media and the people who work for them play in reporting for U.S. Latinos and the issues that affect them, and the growth of digital, bilingual and English-language Latino media. This part of the course also features visits to Latino news and public relations organizations and/or presentations by journalists and public relations professionals working in and with these media.

Students with appropriate journalism and language abilities may apply for internships in Spanish-language or other Latino news media and public relations organizations as part of the course. Students selected for internships will submit a report and clip file of their internship work to fulfill the course project requirement. Students not serving internships will do a research/reporting project on some aspect of Latino news media in the USA for the course project.

Outcomes:

Students successfully completing this course will have an understanding of:

- 1) How Latino media began and developed in Latin and Anglo America, the economic, social and political forces that shaped their development, and the important role these media have played over the years in reporting to and about people that have not always been well served by the mass audience media.
- 2) The factors that are shaping the current growth of Latino news media and public relations, the growing importance of these media to both corporate conglomerates and local media, and the increasing influence of these media on the people who use them and those who they cover.
- 3) The special roles and responsibilities of journalists and public relations professionals working for and with these media, the skills and abilities needed for success in Latino media, and the potential for professional growth in this field.
- 4) How these media and the professional who work in and with them have met or meet their responsibilities as gained through a Latino media or public relations internship or research/reporting project on these media.

Pre-requisites:

Upper division or graduate standing is required for all students and successful completion of the Core Curriculum is required for School of Journalism majors. Ability to communicate in Spanish is helpful, but not required. Students seeking newsroom or public relations internships to fulfill the term project must have completed necessary coursework or other experiences required for the internships. Students applying for internships with Spanish-language news or public relations organizations must have the language skills required by those organizations.

Academic Integrity:

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the Scampus Guide and in the USC Catalogue of Courses under the School of Journalism. It is the policy of the school to report all violations of the academic code, including any plagiarism or fabrication. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Journalism major or minor.

Disability Accommodation:

Students requesting academic accommodations based on disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the professors as early in the semester as possible. DSP is open M-F, 8:30 a.m.-5:00 p.m. The office is in STU 301, and its phone number is 213-740-0776.

The Internship or Term Project Option:

One of the most interesting aspects of this class is the opportunity for students to consider either working at an internship with a local Latino news organization or public relations operation OR making a report on some aspect of Latino news media for completion of their term project.

Students seeking a professional media internship will be referred to Spanish-language, bilingual and English-language Latino media and Hispanic-focused public relations agencies for interviews. The selection of students, time requirements and assignments will be made by the news or public relations organization and assignments made to individual students at a level appropriate to their educational and language experience. Students selected for this option will prepare a report on their internship, including samples of their work, for completion of the term project.

Students electing to make a report on some aspect of Latino news media may work on a Latino news person, topic or issue that is of great interest to the students involved. The final project should include information gathered both from library and other public sources, as well as original information gathered by students through interviews, content analysis, or other first-hand reporting, research and analysis. The project can be produced as a magazine-length article, a series of articles, or a written term paper (12 pages maximum, plus examples, for any of these options) or as a five-page paper describing the issue that is accompanied by a production describing that issue (i.e., video, website, brochure, audio production, exhibit, etc.). Two students may work as a team on one project as long as it is understood that one grade will be assigned for the project and that both students will receive the same grade.

Grades:

All written assignments will be read, marked and graded. All assignments will be evaluated on both substance and analysis, with deductions made for errors in spelling, grammar and punctuation. The grade of late papers will be reduced by one third of a grade for every day they are late (i.e. An A- paper would receive a grade of B+ if turned in one day late).

Weighting of the assignments for the final class grade will be as follows:

(1) Four weekly written assignments	20%
(2) Midterm Examination	20%
(3) Internship or Term Project and Presentation	25%
(4) Term Examination	25%
(5) Class participation	10%

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Tuesday, 2:00-5:40 p.m.

January 10: Welcome to the Class, Introduction to the Course, Latino Media Before the Yanquis.

Reading: Félix Gutiérrez, "Spanish-language Media in America: Background, Resources and History," *Journalism History*, Spring 1977 and Félix Gutiérrez and Ernesto Ballesteros, "The 1541 Earthquake: Dawn of Latin American Journalism," *Journalism History*, Spring 1979.

January 17: History of Spanish-language Publications

Reading: Rodríguez, Chapter 2, "U.S. Spanish Language Newspapers: 1848-1970," pp. 11- 25; Nicolás Kanellos, "A Brief History of Hispanic Periodicals in the United States," in Kanellos and Helvetia Martell, *Hispanic Periodicals in the United States: Origins to 1960*, (Houston: Arte Público Press, 2000), pp. 3-116 (*passim*) and Félix Gutiérrez, "Francisco Ramírez: California Editor and Yanqui Conquest," *Media Studies Journal*, Spring-Summer 2000, pp. 16-23.

Due: First Impressions Essay-Spanish-language print media (750-1,000 words).

January 24: History of Spanish-language Radio

Reading: Rodríguez, Chapter 3, "History of the Hispanic Audience," pp. 26-34; History Chapter in Félix Gutiérrez and Jorge Reina Schement, *Spanish-language Radio in the Southwestern United States*, Monograph No. 5, Center for Mexican American Studies, (Austin: University of Texas at Austin, 1979) and reviews of "Ballad of an Unsung Hero", documentary of Pedro J. Gonzalez produced by Paul Espinosa.

Due: First Impressions Essay-Spanish-language radio (750-1,000 words)..

January 31: History of Spanish-language Television

Reading: Rodríguez, Chapter 3, "History of the Hispanic Audience," pp. 35-45, and Félix Gutiérrez, "Mexico's Television Network in the United States: The Case of Spanish International Network," in Herbert Dordick, Ed., *Proceedings of the Sixth Annual Telecommunications Policy Research Conference*, (Lexington, Mass: Lexington Books, Inc., 1981).

Due: First Impressions Paper: Spanish-language television (750-1,000 words).

February 7: Chicano Movement and Bilingual Media

Reading: Frank del Olmo, Chapter on the Chicano Press Association in Michael Emery and Ted Curtis Smythe, *Readings in Mass Communication*, First Edition, (Dubuque, IA:

Wm. C. Brown Publishers and Félix F. Gutiérrez, "The Roots and Reality of Chicano Periodicals," in Richard Chabrán, Ed., *Index to Chicano Periodicals 1968-1980*, (Boston: G.K. Hall, Inc., 1981).

Due: First Impressions Essay: Bilingual and English-language Latino Media (750-1,000 words).

February 14: Marketing and Advertising

Reading: Rodríguez, Chapter 4, "Commercial Ethnicity: The Production and Marketing of the Hispanic Audience," pp. 46-72; Arlene Dávila, Chapter 1, "'Don't Panic, I'm Hispanic': The Trends and Economy of Cultural Flows," pp. 23-55 in *Latinos Inc.: The Marketing and Making of a People*, (Berkeley: University of California Press, 2001), pp. 23-88 and Félix Gutiérrez, "Advertising and Growth of Minority Markets and Media," *Journal of Communication Inquiry*, Winter 1990, pp. 6-16.

February 21: Public Relations

Reading: M.E. Len-Ríos, "Minority Public Relations Practitioner Perceptions," *Public Relations Review*, 24(4), 535-555 and Ignasi Vendrell, "Hispanic Public Relations (HPR) On The Right Track to Excellence?" 1-6.

Due: Preliminary Proposals for Class Projects.

February 28: Midterm Examination/Class Project Proposals Returned with Comments and Discussion

March 7: Contemporary Latino National Media

Reading: Rodríguez, Chapter 5, "Nationhood, Nationalism, and Ethnicity in the Making of U.S. Latino News," pp. 75-106.

Class Activity: Individual meetings on Revised Class Project Proposals.

March 14: Spring Break

March 21: Contemporary Latino Local Media

Reading: Rodríguez, Chapter 6, "Local Latino News: Los Angeles and Miami," pp. 131-144.

Class Activity: Panel of regional and local Latino news professionals or visit and meeting with the staff of a Latino newspaper, magazine or broadcast station.

March 28: Contemporary Latino Advertising and Public Relations

Reading: Arlene Dávila, Chapter 7, "Selling Marginality: The Business of Culture," in *Latinos, Inc.: The Marketing and Making of a People*, (Berkeley: University of California Press, 2001), pp. 215-240 and Dirk Gibson, "American Hispanic Public Relations," *Public Relations Quarterly*, March 2002.

Class Activity: Panel of Latino advertising and public relations professionals or visit and meeting with staff at a Latino advertising or public relations agency.

April 4: Latino Media in All Languages

Reading: Rodríguez, Chapter 7, “Bilingual and English Language Media,” and Chapter 8, “The Future of Latino Media,” pp. 131-146; Maggie Rivas Rodríguez, Chapter 5, “Findings” and Chapter 6 “Conclusions” in *Brown Eyes on the Web*, (Chapel Hill, N.C.: University of North Carolina Chapel Hill Ph.D. Dissertation, 1998), pp. 111-146; and Elaine Walker, “Telemundo Bent on California Dreaming,” *Miami Herald*, June 21, 2005.

April 11: Student Project or Internship Progress Reports

April 18: Student Project or Internship Progress Reports

April 25: Examination

Finals Week: Final Project or Internship Reports Due