

**University of Southern California**  
**Annenberg School for Communication**  
**School of Journalism**  
**JOUR 465 Latino News Media in the United States**

**Instructor:** Félix F. Gutiérrez, Professor of Journalism and Communication, Annenberg School for Communication and Professor of American Studies & Ethnicity, College of Letters, Arts and Sciences

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**Home Office:** 510-531-7481. If no answer, please leave a voicemail and I will call you back.

**Office Hours:** Monday, 2:30-3:30 p.m.; Tuesday, 1-2; and Wednesday 11 a.m.-noon

**Class Details:** Tuesday, 2-5:20 p.m., Classroom ASC 225, Four Units

**Required Textbook:** América Rodríguez, *Making Latino News: Race, Language, Class*, Thousand Oaks, CA: Sage Publications, 1999

Welcome to JOUR 465 Latino News Media in the United States! Here you will examine and explore the issues, conflicts and contributions of a growing segment of media serving the largest racial/ethnic group in the United States.

The course focuses on the role Latino news media and their growing influence have played in exposing and correcting injustices in society, acquainting their audiences with issues and customs in the United States, and reflecting Latino life in this country. Central to understanding the roles of these media is an awareness of status of Latinos in the United States as either a people living on lands that were once part of Latin America and/or as immigrants to this country. In addition to conquest and immigration, Latinos have faced additional inequalities in the U.S. based on race, ethnicity, nationality, gender, language and class, which continue to this day.

The course explores how Spanish-language, English-language and bilingual Latino media in have covered issues related to U.S. conquest and imperialism, immigration cycles, racial and ethnic discrimination, national differences among Latinos, female and male gender roles, and class distinctions among Latinos, between Latinos and Anglos and between Latinos and other subordinated groups. Throughout the course we will examine how society's growing Latino population, expanding media technologies, and increasing emphasis on target marketing and advertising have increased the number and influence of Latino media in the United States.

At the end of this class you should better understand U.S. Latinos and the multiple roles Latino media have played in our communities from the past to present. You should also understand the demographic, technological and business forces driving Latino news media into the future.

**Course Description:**

In recent years Latino television stations, radio stations, newspapers, magazines and web sites have set the pace for media growth in the United States. Los Angeles is at the center of the action with at least 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. 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.

During these first weeks you will experience a series of readings, presentations and discussions on the history of Latino print and broadcast media, how they began and evolved, and how they addressed, or did not address, issues affecting our communities. Then we will explore different journalism traditions in Latin and Anglo America, the impact of marketing and advertising on Latino media, and role of Latino-focused public relations agencies and professionals in raising awareness of issues through Anglo and Latino media.

After the midterm the course focuses on Latino news media today, the role these media and the people who work for them 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 features visits to three Latino news or public relations organizations for a first-hand look at how Latino news media operate and discussions with journalists about their work and the issues they cover as journalists or public relations professionals.

### **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 the issues 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 professionals who work in and with them have met or are meeting their responsibilities. This critical analysis perspective will be gained through a Latino media or public relations internship or research/reporting project on these media and will be presented as a term project for the course.

**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. Since its founding, the USC School of Journalism has maintained a commitment to the highest standard of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will receive a failing grade in the course and be dismissed as a major from the School of Journalism. There are no exceptions to this policy.”

**Statement for Students with Disabilities:** 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 professor 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 Research/Reporting Term Project Option:**

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

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required, any student who undertakes and completes an approved internship during this semester shall earn academic credits herein for that internship as part of their final 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. The selection of students, time requirements and assignments will be made by the news or public relations organization at a level appropriate to the student’s educational and language experience. Students selected for this option will prepare a five-page report on their internship, including samples of their work, for completion of the term project.

This year marks the 200<sup>th</sup> anniversary of Latino news media in the United States. Students electing to make a report on some aspect of Latino news media may work on a Latino news person, topic or issue related to the history or development of Latino media in this country. The final project should include information gathered both from library and other public sources, as well as original information gathered through interviews 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 (16 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, web site, brochure, audio production, exhibit, etc.). Two students may work on one project as long as it is understood that the same project grade will be assigned to both students.

**Blackboard Site:**

A Blackboard site has been set up for this class and you should be able to access supplemental readings and participate in other course activities by accessing the course on Blackboard. The URL is <http://blackboard.usc.edu>. To enter the site log on with your user name minus @usc and your password.

**Grades:**

All written assignments will be read, marked and graded. Assignments are evaluated on both substance and analysis, with deductions made for spelling, grammar and punctuation errors. Grades of late papers are 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 one day late).

(1) Four weekly written assignments	20%
(2) Midterm Examination	25%
(3) Internship or Term Project Presentation and Report	25%
(4) Final Examination	25%
(5) Class participation and contributions	<u>5%</u>
	100%

## Schedule of Course Activities

**Readings are to be completed before the class for which they are listed.**

### **January 15: Welcome to the Class, Introduction to the Course, Latino Media Today and Before the *Yanquis***

**Subjects:** Organization of the course; Latino media growth in the U.S.A. today, *hojas volantes* and other Spanish and Latin American roots of U.S. Latino news media; and the pre-conquest social/political/journalistic roles of *El Crepúsculo de la Libertad* and other newspapers in what became the Southwestern U.S.

### **January 22: Latino Newspaper History**

**Subjects:** The development of 19<sup>th</sup> century Latino newspapers and the issues they covered, beginning with *El Misisipí* in 1808, as an exile, bilingual, commercial newspaper; the role of U.S. Latino newspapers, such as *El Habanero* in 1824, promoting Latin American independence; the role of newspapers such as *El Clamor Público* following the 1848 Treaty of Guadalupe Hidalgo; and the evolution of immigrant, labor, religious, and activist Latino newspapers.

**Reading:** Rodríguez, Chapter 2, “U.S. Spanish Language Newspapers: 1848-1970,” pp. 11- 25; Félix Gutiérrez, “Francisco Ramírez: California Editor and Yanqui Conquest,” *Media Studies Journal*, Spring-Summer 2000, pp. 16-23.

**Due:** First Impressions Critical Analysis Essay-Latino print media (Three to four pages).

### **January 29: Spanish-language Radio History**

**Subjects:** The development of Spanish-language radio beginning in the 1920s; the entertainment, journalistic and commercial development of Latino radio; the issues affecting the influence and activism of early *locutores* in the 1930s and 1940s; and the evolution of Spanish-language radio from personality programs to format radio into the early 1970s.

**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 on Pedro J. González produced by Paul Espinosa.

**Due:** First Impressions Critical Analysis Essay-Spanish-language radio (Three to four pages).

### **February 5: Spanish-language Television History**

**Subjects:** *Fandango* and other television programs for U.S. Latinos on English-language stations in the 1950s; Emilio Azcárraga Vidaurreta and the development of Mexico-based Spanish International Network (SIN) in the U.S. in the 1960s and 1970s; news coverage and public affairs programming in early Spanish-language television stations; and the development of Univision and Telemundo in the 1980s.

**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 (Three to four pages).

### **February 12: Bilingual and Advocacy Media History**

**Subjects:** The issues addressed and advocated by *The Mexican Voice* and *Juventud* the 1930s and 1940s; *La Raza* and other Chicano Press Association publications in the 1960s; and the growth of bilingual Latino news media through the 1980s.

**Reading:** Frank del Olmo, Article on the Chicano Press Association, *The Quill*, October 1971, pp. 9-11 and Félix F. Gutiérrez, “*The Mexican Voice*,” Unpublished Paper, Organization of American Historians, 1984.

**Due:** First Impressions Essay: Bilingual and English Latino Media (Three to four pages).

### **February 19: The Influence of Marketing and Advertising on Latinos and Their Media**

**Subjects:** The role of advertising in the development of the first Latino newspapers, radio programs and television stations in the U.S.; the recognition and promotion of the Spanish-language community as an advertising market beginning in the 1920s; the role and influence of advertising in Latino media growth and content through the 1970s, and the development of the Hispanic Market in the 1970s.

**Reading:** Rodríguez, Chapter 4, “Commercial Ethnicity: The Production and Marketing of the Hispanic Audience,” pp. 46-72, and Arlene Dávila, Chapter 1, “‘Don’t Panic, I’m Hispanic’: The Trends and Economy of Cultural Flows,” pp. 23-88 in *Latinos Inc.: The Marketing and Making of a People*, (Berkeley: University of California Press, 2001).

**Due:** Your ideas for possible term research or reporting projects, 250 words per idea.

### **February 26: Hispanic Public Relations: Advocates and Activists**

**Subjects:** The roles historically played by public relations professionals as both promoters of products and services to the Latino community; the advocacy role of community public relations as advocates for equal rights for Latinos in the U.S.; the dual role of Latino news media as both journalists and advocates in reporting and raising issues; the development of specialty public relations agencies or divisions targeting Latinos through the 1980s.

**Guest Speaker:** Angelica Urquijo, Director, USC School of Dentistry Public Relations.

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

**Due:** Preliminary Proposals for Class Projects.

### **March 4: Midterm Examination**

**Activity:** Class Project Proposals Returned with Comments and Individual Discussions.

### **Monday, March 10: Final Research/Reporting Project Proposals Due, 2 p.m.**

### **March 11: Latino News in Spanish and English**

**Subjects:** How Latino news has been defined and covered nationally by Spanish-language television networks and locally by the *Los Angeles Times*.

**Guest Speaker:** Frank O. Sotomayor, Associate Director, Institute for Justice and Journalism, USC Annenberg School for Communication.

**Reading:** Rodríguez, Chapter 5, “Nationhood, Nationalism, and Ethnicity in the Making of U.S. Latino News,” pp. 75-106; and Félix Gutiérrez and Clint Wilson, “The Demographic Dilemma.” *Columbia Journalism Review*, January-February 1979, pp. 53-55.

**Class Activity:** Individual meetings on Final Research/Reporting Project Proposals.

**March 18: SPRING BREAK: Have Fun in the Sun and on Your Projects**

**March 25: Latino Media Today and Tomorrow**

**Subjects:** The current and future growth of Latino news, information and entertainment media in print, broadcast, digital and other media.

**Guest Speaker:** Josh Kun, Associate Professor of Communication, Journalism and American Studies & Ethnicity.

**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.

**Class Activity:** Individual Meetings on Final Research/Reporting Project progress.

**April 1: Latino Media Today**

**Subject:** How Latino news media and public relations agencies operate in Southern California today.

**Class:** Visit to a Latino news organization or public relations operation.

**Reading/Activity:** Rodríguez, Chapter 6, “Local Latino News: Los Angeles and Miami,” pp. 131-144, and other assigned reading or activity.

**April 8: Latino Media Today**

**Subject:** How Latino news media and public relations agencies operate in Southern California today.

**Class:** Visit to a Latino news organization or public relations operation.

**Reading/Activity:** To be assigned.

**April 15: Latino Media Today**

**Subject:** How Latino news media and public relations agencies operate in Southern California today.

**Class:** Visit to a Latino news organization or public relations operation.

**Reading/Activity:** To be assigned.

**April 22: Student Internship and Project Progress Reports**

**Class Activity:** Student presentation/discussion of individual projects (20 minutes each).

**April 29: Student Internship and Project Progress Reports**

**Class Activity:** Review for final examination.

**Monday, May 5: Final Internship and Project Progress Reports Due, 2p.m.**

**Thursday, May 8: Final Examination, 11 a.m.-1 p.m.**