

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Languages and Cultures
Prefix:	CO	Number:	363
	M	Title:	Latinxs and the media
			Units: 3

Course description: The rapid growth of Latinx-media within the U.S., and transnational/regional media in the Americas, is unprecedented. Local and global organizations serving Latinx communities are increasingly acknowledging the importance of preparing professionals and academics with an understanding not only of Latino communities, but also of media industries and communication issues that impact those communities. This course examines the production, distribution, and consumption of Latinx Media – and images in the United States (U.S.). It will focus on a wide range of mediated cultural production with an emphasis on visual media such as television, film, advertising, and digital/social media. We will pay special attention to the influence of the so-called Latinx market, the configuration of national, racial and ethnic identities, politics, cultural production and the ways it challenges and/or reproduces competing cultural ideologies.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____ (Required)

Requested designation: Cultural Diversity in the United States–C **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Dr. Manuel G. Aviles-Santiago E-mail maviless@asu.edu Phone 480-280-8929

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Dr. Jacqueline Martínez Date: 9/26/18

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Appendix A
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	Appendix A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Appendix A
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Appendix A

Course Prefix	Number	Title	General Studies Designation
COM	363	LATINXS AND THE MEDIA	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1. Contribute to an understanding of cultural diversity in contemporary US society.	The course explores Latinx media production, circulation, and consumption as a way to understand the social, political, and cultural dynamics of Latinx communities in the US.	See syllabus pages 1, 4-5
2. In-depth study of culture-specific elements.	The course explores cultural production of Latinx discourses through different media platforms such as TV, radio, film, digital media, and the city as a communicative space.	See syllabus pages 4-5; see table of contents of textbooks
3. Explores multiple dimensions between and among racial, ethnic, and linguistic groups within the US.	The course has an intersectional approach and consider the layered dimension of Latinx communities such as Afro-Latinx, biculturalism, Afro-Caribbean, etc.	See syllabus pages 1-5; see table of contents of textbooks

Catalog Description

COM 363 Latinxs and the Media

Course Description: The rapid growth of Latinx-media within the U.S., and transnational/regional media in the Americas, is unprecedented. Local and global organizations serving Latinx communities are increasingly acknowledging the importance of preparing professionals and academics with an understanding not only of Latino communities, but also of media industries and communication issues that impact those communities. This course examines the production, distribution, and consumption of Latinx Media – and images in the United States (U.S.). It will focus on a wide range of mediated cultural production with an emphasis on visual media such as television, film, advertising, and digital/social media. We will pay special attention to the influence of the so-called Latinx market, the configuration of national, racial and ethnic identities, politics, cultural production and the ways it challenges and/or reproduces competing cultural ideologies.

Latinxs and the Media
Arizona State University

Instructor: Dr. Manuel G. Aviles-Santiago
Office: AZCENTR 386C
Office Hrs: Wednesday, 2:00PM-5:00PM (Or by appointment)
E-mail: maviless@asu.edu

Course Materials:

- 1) Cepeda, María Elena, and Dolores Inés Casillas. The Routledge companion to Latina/o media. New York; London: Routledge Taylor et Francis Group, 2017.
- 2) Yellowdig Account

Course Description: The rapid growth of Latinx-media within the U.S., and transnational/regional media in the Americas, is unprecedented. Local and global organizations serving Latinx communities are increasingly acknowledging the importance of preparing professionals and academics with an understanding not only of Latino communities, but also of media industries and communication issues that impact those communities. This course examines the production, distribution, and consumption of Latinx Media – and images in the United States (U.S.). It will focus on a wide range of mediated cultural production with an emphasis on visual media such as television, film, advertising, and digital/social media. We will pay special attention to the influence of the so-called Latinx market, the configuration of national, racial and ethnic identities, politics, cultural production and the ways it challenges and/or reproduces competing cultural ideologies.

Course Objectives:

In this course, students will explore and reflect on the impact of Latino media production, circulation, consumption and contestations of Latinx media produced by and for Latinxs. This class will also look at the role of media in identity formation as a way of engaging and challenging cultural, social, and political ideologies and struggles.

Student Learning Outcomes:

Through weekly readings, written assignments and the final project, students will be able to:

1. Identify fundamental data related to Latinx participation and representation in media production, distribution, and consumption.
2. Distinguish both mainstream and alternative forms for Latinx production, distribution, and consumption.
3. Identify the relationship between Latinx market and population trends, and recent upsurges in Latino production, distribution, and consumption.
4. Compare the portrayal of Latinx in the media to those of other ethnic groups.
5. Relate demographic trends to current trends in representation.
6. Apply sociolinguistic and cultural studies terminology to observed media phenomena.

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7. Discuss texts and films, using a cultural studies lens.

About the Syllabus: I believe that a syllabus is an active document; therefore, changes might occur, especially in the schedule of readings and assignments. For every session there is a new group of students with different interests and learning experiences. I will take that into account when making—if any—modifications to the syllabus. **Note:** You are responsible for checking frequently the course Calendar available on Blackboard to ensure you complete the required online activities by their due dates. The course Calendar on Blackboard includes all of the deadlines and due dates regarding specific assignment requirements. The Calendar on Blackboard is the bottom-line authority for due dates!

Modules of Learning: Several modules of learning compose the structure of this online course. These modules are based on topics and issues pertaining to the description of the course. It follows a logic order based on the theories and cultural/media texts that will be discussed. Each module will contain the following components:

- a) *Lecture:* Most of the modules include an interactive lecture about the module's topic. This presentation will be a preamble to the readings and cultural/media texts that you will be exploring in the module. It will serve as an intellectual warm up for the content of the module. Take notes, because the quiz might include one or two questions about this presentation.
- b) *Reading(s):* PDFs and/or links with the readings are included for each module. Depending on the length of the readings, each module will contain a minimum of one and a maximum of three readings.
- c) *Quiz:* There will be a reading/lecture comprehension quiz for each module.
- d) *Cultural/Media Text:* Streaming videos, advertising samples, images, and/or other material will be linked as the objects of analysis for your media critiques. They will be related to the content of the module.
- e) *Cultural/Media Critique Submission Link:* This will include the instructions and text box where you will submit (copy/paste) your assignment.
 - a. **Note:** Do not attach a Word document there. Simply use the text box to include your cultural/media critique.

Important Information about Learning Modules and Assignments: The modules will be available from the beginning of the session. This means that you will have full access to the readings and any other informative material available. However, the assignments (quizzes and cultural/media critiques) will remain open for **five days** only. You will have only that time frame to complete the assignments. Stay tuned to the Calendar app on Blackboard for a detailed schedule of assignments.

Grading Criteria:

Quizzes: Every module contains a quiz that will evaluate your comprehension of the assigned readings (available on Blackboard) and any other informative material available on the module (i.e. Slide Show Presentations, external links, etc.). There will be a quiz for each module. As each module opens throughout the session, a quiz will be available only for **five days**. The quiz will open at 11:59PM and it will close after **five days** at 11:59PM. Which means that after **five days**, the quiz will become unavailable. Questions will vary between multiple selections, true or false, and/or matching. Once completed, you will automatically receive a score for the quiz; that score will be recorded on Blackboard.

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Important: There are no makeup quizzes. You have **five days** to complete the quiz, which means that if you fail to complete it, it will automatically register as a zero on Blackboard. **No exceptions.**

Cultural/Media Critiques: A cultural/media critique is a brief response to an assigned cultural/media text. Examples of cultural/media texts that you will explore are advertising samples, movie scenes, short films, music videos, a photo essay, a restaurant menu, etc. You will have to **observe, explore** and **problematize** the assigned cultural/media text using concepts and theories discussed in that module. Based on those observations, you will write a cultural/media critique. Even though, each *cultural/media critique* will have its prompt question and instructions, it should follow these general criteria:

- 1) The length should be approximately 350 words (a paragraph of 5-6 sentences approximately). If you need to write more to make your point, it's fine with me.
- 2) You should put the cultural/media text that you will be critiquing into conversation with the concepts and/or theories discussed in that learning module.
 - a. You will have to incorporate concepts and theories from the module to build your cultural/media critique.
 - b. It is not just mentioning the concept; you have to use it to make your argument. Your argument can be supporting or challenging the ideas of the author vis-à-vis the cultural/media text.
- 3) Be creative!
- 4) In a class of around 50 students it is nearly impossible to give detailed feedback to each of you. However, I have designed a rubric with score-based feedback that will help you realize your strengths and weaknesses. If you need some additional feedback, feel free to e-mail me.
- 5) You should submit your cultural/media critique through Blackboard before midnight every **five days**. Each module will contain a Submission Link for the media critique.
- 6) If you do not submit your media critique by the deadline, Blackboard will register it as a zero.
 - a. **Important:** Do not wait for the very last minute. Some cultural/media texts are a full-length feature film/documentary that requires you to watch the entire video in order to write your critique.
- 7) A detailed rubric for the Cultural/Media Critiques is included on **Appendix B**.

Online Participation: This is an online course; therefore, your presence and active participation online is crucial for your success. Participation online does not mean only exchanging messages with the instructor, answering the quizzes and/or completing the assignments. In an online environment, participation means active involvement with the class material. For that reason, we will be using Yellowdig as a preferred platform for online participation.

Yellowdig is a student engagement tool that can be used within Blackboard. It allows students and instructors to easily share articles, web sites, even relevant videos that relate to the course content. Being part of the Yellowdig group is mandatory for this course. On Yellowdig, you will have the opportunity to participate in polls, post comments, share interesting links and engage in meaningful debates concerning the modules of learning. For more information on how to participate on Yellowdig look at **Appendix C**.

Important: Yellowdig is only for course discussion. Refrain from personal issues concerning grades and other topics only relevant to the instructor and the student. If you have doubts about your grades, or specific questions concerning an assignment, use the e-mail.

Grading Distribution

Criteria	Percentage
• Quizzes	40%
• Cultural/Media Critiques	40%
• Online Participation	20%
Total:	100%

Note: Students are assessed via a point system based on plus/minus grading scale.

Grade	Percentage
A+	(97–100%)
A	(94 – 97%)
A -	(90 – 94%)
B+	(87 – 90%)
B	(84 – 87%)
B -	(80 – 84%)
C+	(76 – 80%)
C	(70 – 76%)
D	(60 – 70%)
E	(0 – 60%)

Preliminary Course Schedule

Important Dates: Every five days (Quizzes and Critiques).

- **Module 0:** Introduction to the Course
- **Module 1:** Politics of Labeling: The Latinx/Hispanic Category/Market
- **Module 2:** English, Spanish or Spanglish: The Role of Language in the Latino Mediated Identity
- **Module 3:** Latinxs in Advertising

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- **Module 4:** The Brown Screen: Latino Images in Film
- **Module 5:** Latinx Representations in TV Networks
- **Module 6:** Mixed Race and Latinidad
- **Module 7:** Spanish Networks
- **Module 8A:** Bidi Bidi Bom Bom: The Sounds of Latinidad
- **Module 8B:** Reggaeton Latinx: The Sounds of Latinidad – Part 2
- **Module 9:** The Geographies of Latinidad
- **Module 10:** Latinxs in the Digital Media Landscape

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at maviless@asu.edu

Classroom Behavior

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

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Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. *All instructor correspondence will be sent to your ASU email account.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

University Policies

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at provost.asu.edu/academic-integrity.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students (DRC). The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from the DRC.

Downtown Phoenix Campus

University Center building, Suite 160

Phone: 602.496.4321

E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall - Suite 240

Phone: 480.727.1039

E-mail: DRCPoly@asu.edu

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Tempe Campus

Matthews Center building, 1st floor

Phone: 480.965.1234

E-mail: DRCTempe@asu.edu

West Campus

University Center Building, Room 130

Phone: 602.543.8145

E-mail: DRCWest@asu.edu

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: coss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to This course is offered by the College of Integrative Sciences and Arts. For more information about the school, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu

sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at sexualviolenceprevention.asu.edu/faqs.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, eoss.asu.edu/counseling, is available if you to wish discuss any concerns confidentially and privately.”

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Campus Resources

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring,

academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: students.asu.edu/academic-success
- Counseling Services: students.asu.edu/counseling
- Financial Aid: students.asu.edu/financialaid
- Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Career Services: students.asu.edu/career
- Student Organizations: asu.edu/studentaffairs/mu/clubs/
- ASU Writing Centers: tutoring.asu.edu/writing-centers
- ASU Police Department: cfo.asu.edu/police

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- International Student Resources: students.asu.edu/international/support/academic

APPENDIX A

Technical Guidelines for Quizzes

1. Make sure you are using a compatible browser. Based on previous experiences, Internet Explorer is **the least** compatible browser around.
2. Make sure you have a reliable and fast Internet connection. If you lose your Internet connection, you'll be booted out of the quiz.
3. Minimize interruptions. Turn off any browser pop-up blockers, instant messaging, social networking sites (Facebook), email notification, or any other programs that may distract you from the test or interfere with it.
4. Quizzes (and the Final Exam) are Force Completion/One Attempt/Not Timed. That means that you must complete the test before exiting. There are no second chances. If you leave the test without completing it, you will not be able to come back and finish it. However, once you open, you have unlimited time to finish the quiz.
5. Avoid multitasking when completing the quiz. Don't try to do several things in different browser windows while you're taking a quiz. You might accidentally close the window that contains the test, and if you try to interact with your Blackboard course in a different window of the same browser while the test is in progress, you will have problems.
6. Stay active in the test window. The assessment feature in Blackboard is set to time out after periods of inactivity.
7. Keep your computer on and awake. If you have a laptop and close it or even if you just take a break while taking the test, the laptop may go to sleep and lose its network connection. In some cases, the result will be that when you open it you won't be able to continue the test.
8. Avoid the Back button and Delete key. Don't use the browser's Back and Forward buttons. Use the small arrows (single click) to move between questions in a test that displays the questions One at a Time. Don't click the main Blackboard menu or the breadcrumb trail while you're in the test. It is best to avoid the browser's Refresh command.

APPENDIX B

Rubric for Cultural/Media Critiques

Criteria	Description	Points Possible
1. Structure and Organization	The text is well organized and follows a coherent flow of arguments and ideas.	2
3. Connection with the Readings	The suggested concepts and theories discussed in the module were included within the critique and used to support your arguments.	3
4. Personal Insight	Your personal approach (your voice as a critic) and opinion(s) were included within the critique.	3

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5. Grammar and Spelling	The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar, and usage).	2
	Total	10

APPENDIX C

Participation on Yellowdig

Yellowdig will be the platform that we will be using to discuss content related to the class. Each module revolves around certain themes and ideas. On Yellowdig, we will be tackling, deconstructing, critiquing, and problematizing these themes with relevant and current information (i.e., news, infographics, reports, videos, images, etc.). This is how you will earn points on Yellowdig:

- 1) Creating a new Pin with a minimum of 100 words earns **10** points.
- 2) Adding a new Comment with a minimum of 50 words earns **5** points.
- 3) Upvoting a Comment or Pin (Like or Love) earns the author **1** point.
- 4) Receiving an Instructor Badge earns **5** points.
 - a. This is reserved for outstanding pins.
- 5) 100% participation is achieved after earning **100** points.
- 6) To guarantee that you will keep a track of your participation, you have a maximum of **25** points per week and a minimum of 4 weeks to reach 100% of participation. This is primarily to discourage you from trying to earn all the points right at the beginning of the semester or waiting until the end. Students can participate as much as they like, but they only earn points to the weekly maximum in a given week.

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