This course examines the production, representations and cultural meaning of Latino Media in the U.S. In particular, this course focuses on the culture of production of television, radio, film, advertising, newspapers and magazines. This course will provide a general survey of Latino media in the U.S. based on a critical investigation of theories of production, representation and popular culture. We will examine media organizations and their participants in their role in shaping popular culture. We will also reflect on the impact of Latino media production on identity formation as a mode of revealing and reproducing ideology and political struggle. This is an upper-level inter-disciplinary course that draws on readings in cultural economy, political economy, cultural studies, history and sociology. Reading and writing requirements for this course are demanding. You will also be asked to watch films and/or videos outside of class in addition to the readings.

**Articles:**

Required readings will be available on the Class site.

**Video materials:**

There will be required A/V materials for you to listen to/watch prior to coming to class. These will be made available on the web or through the class site, when possible; or they will require that you to listen/to watch them in the Avery Fisher Center at the Bobst Library.

**EXPECTATIONS & GRADING**

- **Leading class discussions 10%**
  You will be asked to lead a class discussion twice during the semester. Your guidance will be based on reading responses and the questions posted in the class forum. Print them and bring them to class and start a vivid discussion with your peers about the central ideas of the readings. Clarifying the main argument, its theoretical contribution as well as its possible weakness will be part of the task.

- **Class Participation = 10%**
  You are expected to complete the assigned reading before each class and to participate actively in all class discussions. Your participation grade is based on presence, punctuality, quantity and quality of in-class participation. You are expected to come to class prepared and to discuss the readings critically.

- **Written responses = 20%**
  - You are expected to write a critical response to the readings assigned for the class. At the end of the semester you should have written a total of ten responses for the reading assigned on ten different class days. You can choose freely which classes you are interested
in writing a response to; however the due date of the submission will be the very day on which the class is given. You must turn in your response before we discuss the text in class.

3 Short Papers = 30%

- You will be required to write three short papers on the separate sections of the course (identity, production and representations). These three papers will be guided critiques on Latino media institutions and their participants and the kind of representations that they produce. In these papers you should show an in-depth involvement with the issues addressed, and the capacity for building your reflections upon the readings.
- Papers should be typed, double-spaced, stapled and 4-6 pages in length.
- If you want to email me your papers, you need to do it before 1:00 pm on the day they are due.
- Due Dates:
  - Paper 1: February 20th
  - Paper 2: March 20th
  - Paper 3: April 25th

Final Paper/Project = 30%

- The final paper will be a case of study of a Latino media institution or organization.
- I need to approve your final project, and for that reason you need to make an appointment to talk about it with me before April 24, 2013
- The final papers should be typed, double-space, stapled and 12-15 pages long.
- Due date: May 17, 2013
- I recommend that you purchase at least one style manual which will help to improve the organization and composition of your written work, and help ensure proper citation of sources. There is a handy edition that you can carry by Hacker, D. (2009). A pocket style manual (5th Ed.). Boston, New York: Bedford/ St. Martin’s.

Students with disabilities

- Students with special needs, either with physical and/or learning disabilities, should register with the Moses Center for Students with Disabilities at 212-998=4980, 240 Greene street, www.nyu.edu/csd.

Religious observances

- Students with religious observances that may interfere with the class schedule need to see me at the beginning of the semester to talk about your schedule.

Academic dishonesty and plagiarism

- “Academic integrity is the guiding principle for all that you do […] you violate the principle when you: cheat on an exam; submit the same work for two different courses without prior permission from your professors; receive help on a take home courses without prior permission from your professors; or plagiarize. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, article, or others media, download documents from the Internet; purchase documents; paraphrase or restate someone else’s facts, analysis, and/or conclusions” (See School of Education Bulletin, 2004-6, p. 174)
• Cheating or plagiarism will not be tolerated under any circumstance and will result in a failure of the assignment and possible failure of this class

Grading
• Late papers and assignments will be graded down 5 points for every day late. Papers and assignments will not be accepted once they are more than 5 days late and will automatically result in a grade of F (0%).
• Participation in class is required, based on the completion of readings / video assignments before class. Your grade will decrease by a full point for every two classes you miss (i.e., from B to B-). You must notify me in advance if you are going to miss a class or a deadline, and you will need a legitimate excuse.

SCHEDULE

About changes in schedule, reading or assignments
This syllabus is a guide but it is not a fixed document. Changes in the schedule, readings or assignments may occur along the way given the specific needs of this semester’s class and students. These changes may be inevitable, but you will be properly notified in advance in case any changes are necessary.

WEEK I.
Mon. Jan. 28: Introduction

Wed. Jan. 30: Latino racial formation
Ch. 1: George Sanchez. “Y tú, ¿qué?” (Y2K): Latino history in the new millennium (45-58)
Movie: Latin Beat

Recommended:
Ch. 2: Juan Flores. Island enclaves: Caribbean Latinos in historical perspective. (59-74)
Ch. 3: Alex Stepick & Carol Dutton Stepick. Power and identity: Miami Cubans. (75-92)

WEEK II.
Mon. Feb. 4: Identity and the politics of labeling (1)
**Wed. Feb. 6: Defining Latinidad (2)**

**WEEK III.**

**Mon. Feb. 11: Hispanic market (1)**
Introduction (1-22).
Ch. 1: Don’t panic I am Hispanic. (23-55).

**Wed. Feb. 13: Hispanic market (2)**
Ch. 2: Knowledges: facts and fictions of people as a market. (56-87).
Movie: *The salt of the earth*

**WEEK IV.**

**Mon. Feb. 18 President’s day**

**Wed. Feb. 20: Spanish language newspapers**
Ch. 1: U.S. Spanish language newspapers. (13-25).
Ch. 6: Local Latino News: Miami and Los Angeles (107-130)
Episode: *Noticiero Univision, Telemundo and Azteca America*

*First short paper “Defining Latinidad and the Hispanic market” due: February 20, 2013*

**WEEK V.**

**Mon. Feb. 25: Spanish language Radio**
Ch. 6: The origins of Latino Radio in the United States: The brokerage system. (129-147)

*Recommended:*

**Wed. Feb. 27: Spanish language TV**
Ch. 4: Commercial ethnicity. (46-71)
Ch. 5 “Nationhood, nationalism and ethnicity in the making of U.S. Latino news” (75-106).
WEEK VI.

Mon. March. 4: Telenovelas I

The centrality of telenovelas in Latin America’s everyday life: Past tendencies, current knowledge and future research. Global Media. 5, 359

Wed. March. 6: Telenovelas II
✓ Episode: Telenovela

WEEK VII.

Mon. March. 11: Media and the surge of the Chicano movement

Video: I am Joaquin/ The sell outs/Los vendidos

Wed. March. 13: Chico and the Man: is this Chicano television?

Episode: Chico and the man

WEEK VIII.

Mon. March. 18: Spring Break

Wed. March. 20: Spring Break

WEEK IX.

Mon. March. 25: Popular Culture: Music (1)

Movie: Selena

Wed. March. 27: Popular culture: Music (2)

Second Short Paper due: Spanish-language media institutions March. 27, 2013

WEEK X.
Mon. April 1: Representations in Classical Hollywood Cinema
  Ch. 2: Stereotypes in Film (38-65)
  Ch. 3: A crash course on Hollywood’s Latino imagery (66-86)
  Movie: The Bronze screen


WEEK XI.
Mon. April 8: Representations in Latino film 1
  Movies: El Norte and Zoot Suit

Wed. April 10: Representations in Latino film 2: Narratives of family
  Movies: My family/Mi familia

WEEK XII.
Mon. April 15: Representations in Latino film 3: The feminine figure

Wed. April 17: Representations in Latino film 4: Latinidad femenista (2)
  Movie: Real women have curves and Girlfight

WEEK XIII.
Mon. April 22: Latinos in mainstream U.S. television (1)

Recommended
National Hispanic Media Coalition (TV Networks Reports Cards).
http://www.nhmc.org/tvnetworkreportcards

Wed. April 24: Latinos in mainstream U.S. television (2)
Beltran, M. (2010). What’s at stake in claims of “post-racial” media? Flow, 12 (1)

Third short paper due: Latino narratives and representations April. 24, 2013

WEEK XIV.

Mon. April 29: Latinos in mainstream television (3)
Ch. 4. Ugly America Dreams the American Dream.

Recommended:
Episode: Ugly Betty

Wed. May. 1: Latinos and language diversity in cable television (4)
Ch. 2 The Latina/o youth market

Recommended:
Ch. 5: Language and culture in the media battlefront. (153-180).


**WEEK XV.**

**Mon. May. 6: TV reception**


*Recommended*

Ch. DeSipio et al., Talking back to television (59-98).

**Wed. May. 8: The press and the ad industry**


Ch. 3: Producing images for the market. (88-125)

*Recommended:*


**WEEK XVI.**

**Mon. May. 13: Projects presentations**

Students present their final projects on Latino Media

*Final Paper due*