UCLA
Chicana/o Studies 88S : The Portrayal of Undocumented Immigrants in Mass Media Discourse
*Spring 2018*

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Meeting Time and Location: TBD
Office Hours: [Day & time] at [location], or by appointment

**Course Description**

The dehumanization and criminalization of undocumented immigrants has been a reoccurring theme in the history of the United States. However, during the last quarter of the 20th century and the beginning of the 21st century, opponents of immigration reform have supported the passage of several policies which have deprived the rights of the undocumented immigrant community. In addition, the expansion of mass media has been critical to the framing of the immigration debate as mass media outlets are able to influence public and political opinion.

The purpose of this seminar is to enlighten students and inform them about why mass media discourse is critical in the portrayal of undocumented immigrants. The required readings, videos and discussions we will engage in are explicitly meant to expand your understanding of the conflicting ideographs and frames being used by mass media outlets in the portrayal of the undocumented immigrant population. In addition, we will also explore how anti and pro immigrant groups are now using the platform of social media to support or denounce the depiction of undocumented immigrants.

Completion of this seminar, will equip you with skills to dismantle false narratives that dehumanize and criminalize the undocumented population. Understanding how to identify the ideographs and frames being used in portrayal of undocumented immigrants is critical as it will give you the ability to determine...
whether an article or news video is published in a pro-immigrant, anti-immigrant, or neutral position.

**Learning Objectives:** After completion of the course students will be have a general understanding of the following:

- **Mass Media Discourse and Critical Discourse Analysis:** *The significance of mass media discourse in influencing the perception of undocumented immigrants. Critical Discourse Analysis (CDA) a method that can be applied to identify the discriminatory terms used to identify undocumented immigrants.*

- **Ideographs:** *Students will be able to apply CDA and identify ideographs used by the mass media in the representation of undocumented immigrants.*

- **Framing Undocumented Immigrants:** *From a Macro perspective, students will understand how ideographs frame the status of undocumented immigrants in mass media discourse.*

- **Social Media:** *Students will understand how social media can serve as a platform for the Perpetuation or Resistance against ideographs and frames by pro-immigrant and anti-immigrants advocates.*

**Course Policies**

1. **Inclusive environment:** In order to have a successful learning environment, we must ensure that during discussion we: (1) respect each others opinions, (2) address individuals by their name, and (3) their preferred pronoun.

2. **Participation:** Please try your best to engage in class during discussion. Do hesitate to ask questions or critique the class readings. This is not a lecture, your opinion matters!

3. **Late work & Make up Policy:** Assignments should tentatively be submitted to the CCLE website and emailed to me by the posted due date. If you are not able to turn in the assignment on time, please have valid documentation for reason being. Late assignments are not eligible for a 100 percent grade.
4. **Emails**: When contacting me by email, please make sure to include your last name and “CS-88S” on the subject line. I will typically reply to your emails within 24 hours. However, I cannot assure you a 24-hour response period during the weekend. If the email if is urgent, please include “URGENT” in the subject line.

**Assignments**

- **Reading responses (20%)**: Each student will be responsible for completing 4, one page reading responses for any of the required readings listed in the course outline. At least once response must be submitted every two weeks.

- **Critical Discourse Analysis (40%)**: Each student will be required to choose an article, radio podcast, or news video by a mass media outlet. After selecting their media source, the student will be responsible for the completion of a critical discourse analysis (CDA) of their respective media source. In this assignment, students will be able to apply the concepts and content from the required class readings and relate them to the selected media source.

- **Peer-review session (20%)**: In order to ensure that your findings from your CDA are accurate, you will be required to meet with a classmate and review each other CDA’s. Make sure to come to a consensus agreement on your findings.

**Grade Breakdown:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Discourse Analysis (Own)</td>
<td>40%</td>
</tr>
<tr>
<td>CDA (Peer-review session)</td>
<td>20%</td>
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<tr>
<td>Passing grade</td>
<td>72%</td>
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Required Readings

- All required readings including the sections from *Brown tide rising* will be posted on the CCLE site.

Course outline: The following is the 10-week schedule for our seminar. Please make sure to arrive to class on time and be ready to engage in discussion.

*COURSE SYLLABUS IS TENTATIVE, IS SUBJECT TO UNEXPECTED CHANGE*

Week 1: Introductions, establish class rules, go over syllabus. Discuss current status of undocumented immigrant population in the U.S.

Assigned readings: (20 total pages of reading for the week)


Learning objective #1: Mass Media Discourse and Critical Discourse Analysis

Week 2: Discuss the demographics and contributions of undocumented immigrants to the U.S. economy. Allow students to speculate why are undocumented immigrants criminalized and dehumanized by society.

Assigned readings: (29 Total pages of reading for the week)


Week 3: As a class we will discuss the following: How does mass media discourse shapes public opinion?
Assigned readings: (12 total pages of reading for this week)

Section 1 “Critical Discourse Analysis” (pages 16-17) and Section 2 “Discourse” (pages 17-20) from Chapter 2 in Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse. (5 pages)

(1) Section 6 “Mass media” (pages 49-56), from Chapter 2 in Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse (7 pages)

Learning objective #2: Ideographs

Week 4: We will discuss the significance of ideographs. How do these terms represent ideologies. In addition, we will also discuss the power of mass media and how do we obtain our news.

Assigned reading: (16 total pages of reading for this week)


Week 5: How do these ideographs frame the immigration debate?

Assigned reading: (18 total pages of reading for this week)


Learning objective #3: Framing Undocumented immigrants

Week 6: We will Review the frames used by the authors from weeks 4 & 5 readings and discuss how they portray undocumented immigrants. Furthermore, we will compare these ideographs to the deported veterans we will be discussing this week. Also students will select an article, video, or radio podcast dealing with the issue of immigration.

Watch the video: Numbers USA-Immigration by the numbers

Assigned readings: (26 total pages of reading for this week)
Week 7: As a class we go over professor Santa Ana’s Export report on the Senators intent. This will provide a blueprint on how to complete a successful CDA.
*Students must submit their CDA by the next seminar session.

Assigned readings: (20 total pages of reading for this week)


**Learning objective: Social Media’s impact a platform**

Week 8: As a class, we will discuss the ideographs and frames that each student identified in their CDA.
*Students will be required to complete a review draft of their CDA with a classmate. Must be submitted by next session.

Assigned readings: (26 total pages of reading for this week)


Watch: [The Life of an Undocumented migrant in Los Angeles](#)

Week 9: Students will present their CDA findings to the class. Try to be creative, do a poem, song, video, not a simple power point.

Assigned reading: (short LA times article with 2 minute video clip)
(1) Black Panther actor comes out as undocumented: "We just can't be scared anymore"

Week 10: We Will finish presentations of CDA’s. Furthermore, we will have the opportunity to listen to our guest speaker Justino Mora, the CEO of Undocumedia, and a fellow UCLA alumni. He will discuss on how founding Undocumedia has served as a platform to dismantle the dehumanization and stereotypes of undocumented immigrants.

Plagiarism
Plagiarism is unethical and inhibits your ability to develop your growth as a scholar, please cite all your sources. For more information, see UCLA’s paragraph on academic integrity for clarification: http://www.deanofstudents.ucla.edu/Academic-Integrity

On Campus Resources

Counseling and Psychological Services (CAPS)
“Counseling and Psychological Services (CAPS) is a multidisciplinary student mental health center for the UCLA campus. CAPS supports the academic and student development missions of the University and the Division of Student Affairs. We're here to support your mental health needs as you pursue your academic goals. Our services are designed to foster the development of healthy well-being necessary for success in a complex global environment.”

Center for Accessible Education (CAE)
“The UCLA Center for Accessible Education (CAE) facilitates academic accommodations for regularly enrolled, matriculating students with documented permanent and temporary disabilities. Accommodations are designed to promote successful engagement in the UCLA academic experience. The CAE is committed to ensuring all UCLA students can participate fully in the numerous educational opportunities on our campus.”

UCLA Undergraduate Writing Center (UWC)
“The Undergraduate Writing Center is a free service for all UCLA students. We provide one-on-one appointments at our 3 locations: A61 Humanities, Rieber Hall 115 and Powell 228. For hours and locations, please go to Hours & Locations.
We are happy to work with you on course papers, capstone projects, senior thesis papers or application materials (resumes, CVs, statements of purpose or cover letters).”

**Undocumented Student Program (USP)**
“The Undocumented Student Program (USP), within the UCLA Bruin Resource Center (BRC), supports undocumented students by providing caring, personalized services and resources that enable students to reach their highest potential. Through a variety of programs, workshops, and partnerships with students, campus allies, and community stakeholders, USP strives to support all members of the UndocuBruin community. By advocating for educational equity, empowering students, and fostering a campus environment, USP celebrates the unique contributions of all its members.”

**Chicano Studies Research Center (CSRC)**
“The CSRC strives to balance interdisciplinary and applied research in ways that can impact traditional academic departments and disciplines. Through all of these efforts, the CSRC exemplifies UCLA’s institutional priorities – academic excellence, civic engagement, and diversity – and remains committed to research that makes a difference.”

**LGBTQ Resource Center**
“The UCLA LGBT Campus Resource Center has proudly been serving the UCLA community for 20 years. We provide a comprehensive range of education and advocacy services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment for UCLA’s LGBTQ community. The LGBTCRC affirms folks of all sexual and gender identities and serves the entire UCLA community – undergraduate students, graduate students, faculty, staff, and alumni. We welcome you to engage with us by stopping by the Center, attending our programming, utilizing our services, or becoming a UCLA Ally.”