

José Luis Benavides, Ph.D.  
Office: MZ 331 (818) 677-7242  
Office hours: 18:00–19:00 T, 14:00–16:00 W

JOUR 498, Fall 2013  
Tuesdays 17:00–17:50  
email: [jose.benavides@csun.edu](mailto:jose.benavides@csun.edu)

### **Tutorial JOUR 498: Border Journalism**

**Course objective:** *Survey of contemporary journalistic works on issues related to the U.S.-Mexico border region and production of a book review and a feature story with a multimedia element using ipad as a reporting tool for the websites: Border Journalism Network ([borderjnetwork.com](http://borderjnetwork.com)) and El Nuevo Sol ([www.elnuevosol.net](http://www.elnuevosol.net)).*

#### **Journalism Department Mission and Student Learning Outcomes**

The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals. The Department will help students to achieve the following objectives by the end of their program of study:

#### **Departmental Student Learning Outcomes**

1. Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
2. Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques, such as interviewing, observation, and researching primary and secondary sources.
3. Students will be able to think critically, creatively and independently.
4. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
5. Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.
6. Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for local to global publics.

**Grading:** Class participation and facilitation: 20%; book review: 30%; *El Nuevo Sol*–Border Journalism Network story: 50%

**Class participation and facilitation:** Students will be assigned to groups, and each group will lead the discussion on an assigned book. Based on the reading and their own research, students will formulate questions to guide class discussions. Class participation and attendance are very important and will be registered daily. Three absences will lower your grade one letter. All students are expected to answer specific questions about the assigned reading during each class, not just when assigned to lead the discussion.

**Book review:** Each student will write a book review of the book they facilitate as if intended for a general, well-educated public. The book review must include a multimedia element, using an iPad: audio, video, visualized data, maps, interactive charts, etc. You can aggregate content to your review (as long as the copyright holder allows it), but you still must produce your own multimedia element using an iPad. Reviews may be published in English or Spanish.

**Feature stories:** Using an iPad as a reporting tool, each student will write and produce one feature story (with a multimedia component) for *El Nuevo Sol* and *Border Journalism Network*. The stories must be about borders in the larger sense of the word: national borders, class borders, racial borders, immigration-status borders, religious borders. Students are encouraged to use their knowledge of different media formats (audio, video, photos, maps, etc.) to write/produce their stories using iPads as reporting tools. All topics must be approved by the instructor. Stories must conform to the editorial criteria of *El Nuevo Sol*. Stories may be published in English or Spanish.

**Required Technology:**

Students are required, at minimum, to have an iPad running iOS 6 and with at least 32 GB of space. Devices may include an iPad Mini, iPad 2 (though not recommended) or iPad with Retina Display, or any subsequent iPad model.

Students are responsible for assuring that their device is charged, properly set up, and connected to the wireless network prior to the start of each class.

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during class.

**Required readings in either language: English or Spanish**

Bowden, Charles, and Julián Cardona. *Murder City: Ciudad Juárez and the Global Economy's New Killing Fields*. New York: Nation Books, 2010, print or ebook: <https://www.worldcat.org/profiles/jlbenavides/lists/2380982>

or Bowden, Charles, and Julián Cardona. *La ciudad del crimen: Ciudad Juárez y los nuevos campos de exterminio de la economía global*. Nueva York: Vintage Español, 2011.

Nazario, Sonia. *Enrique's Journey*. New York: Random House, 2006, print or ebook: <https://www.worldcat.org/profiles/jlbenavides/lists/2380982>

or Nazario, Sonia. *La travesía de Enrique: La arriesgada odisea de un niño en busca de su madre*. New York: Random House Trade Paperbacks, 2006.

**Suggested additional readings:**

Bowden, Charles, and Julián Cardona. *Exodus = Éxodo*. Austin: University of Texas Press, 2008.

Rodríguez Nieto, Sandra. *La fábrica del crimen*. México, D.F.: Temas de Hoy, 2012.

Vulliamy, Ed. *Amexica: War Along the Borderline*. New York, N.Y.: Picador, 2011. Print.

Truax, Eileen. *La lucha de una generación por su sueño americano*. México, D.F.: Océano, 2013.

## Tentative course outline

<b>Week 1</b>	<b>8/27</b>	<b>Introduction</b>
<b>Week 2</b>	<b>9/3</b>	<b>Ciudad Juárez: the Laboratory of Globalization</b>
<b>Reading:</b>	Vulliamy: “Urban Frankenstein” Chapter 4, <i>Amexica</i> . (available on Moodle)	
<b>Project:</b>	General story idea: no more than 100 words, 5%	
<b>Week 3</b>	<b>9/10</b>	<b>Ciudad Juárez and the Global Economy 1</b>
<b>Reading:</b>	<i>Murder City</i> , Prologue to Chapter 3: Murder Artist.	
<b>Project:</b>	Research and identification of potential sources, 5%	
<b>Week 4</b>	<b>9/17</b>	<b>Ciudad Juárez and the Global Economy 2</b>
<b>Reading:</b>	<i>Murder City</i> , Chapter 4: Miss Sinaloa to Chapter 6: Miss Sinaloa.	
<b>Project:</b>	Budget paragraph, no more than 200 words: 5%	
<b>Week 5</b>	<b>9/24</b>	<b>Ciudad Juárez and the Global Economy 3</b>
<b>Reading:</b>	<i>Murder City</i> , Chapter 7: Murder Artist to Chapter 9: Murder Artist.	
<b>Project:</b>	Reframing story ideas: 5%	
<b>Week 6</b>	<b>10/1</b>	<b>Ciudad Juárez and the Global Economy 4</b>
<b>Reading:</b>	<i>Murder City</i> , Chapter 10: Dead Reporter Driving to Chapter 13: After that Year.	
<b>Project:</b>	Storyboarding a multimedia element: 5%	
<b>Week 7</b>	<b>10/8</b>	<b>Book reviews 1</b>
<b>Assignment:</b>	Book reviews due.	
<b>Week 8</b>	<b>10/15</b>	<b>Fragmented Families 1</b>
<b>Reading:</b>	<i>Enrique’s Journey</i> , Chapters 1–2	
<b>Project:</b>	First Draft: 5%.	
<b>Week 9</b>	<b>10/22</b>	<b>Fragmented Families 2</b>
<b>Reading:</b>	<i>Enrique’s Journey</i> , Chapters 3–4	
<b>Week 10</b>	<b>10/29</b>	<b>Fragmented Families 3</b>
<b>Reading:</b>	<i>Enrique’s Journey</i> , Chapters 5–6	
<b>Project:</b>	Second Draft and multimedia element draft: 5%	
<b>Week 11</b>	<b>11/5</b>	<b>Fragmented Families 4</b>
<b>Reading:</b>	<i>Enrique’s Journey</i> , Chapters 7 and Afterword	
<b>Week 12</b>	<b>11/12</b>	<b>Book Reviews 2</b>
<b>Assignment:</b>	Book reviews due.	

**Week 13**      **11/19**      **Final Draft**

**Project:**      Final Draft: 5%

**Week 14**      **11/26**      **Project**

**Project:**      Planning final submission of multimedia element

**Week 15**      **12/3**      **Final**

**Project:**      Multimedia element due: 10%

**Policy on plagiarism:**

The Journalism Department is committed to the highest standards of academic excellence and integrity. Plagiarism and other forms of cheating will not be tolerated. Anyone caught cheating will receive a failing grade in the class and will be reported to the University for possible further disciplinary action. For a further explanation of the behavior defined as cheating, and a more detailed discussion of disciplinary procedures, consult pages 647–648 of the 2012–2014 CSUN catalog.

Please also remember that much of the information posted on the Internet is protected by U.S. copyright laws. Passing this information off as your own is a violation of CSUN’s plagiarism policy and carries the penalty outlined above.

**Cultural Diversity:**

Students in this course are strongly encouraged to broaden their journalistic experiences, with the instructor’s help, by including in their work people and subjects such as ethnic, racial, and religious minorities; the elderly, disabled, and poor; gay men and lesbians; and other similar groups. The intent is to ensure that student work reflects the diversity of the community.