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JOUR 498, Fall 2015  
Tuesdays 17:00–17:50  
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### **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 for the student website: El Nuevo Sol (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* 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: audio, video, visualized data, maps, interactive charts, aggregated story builder (Storify), 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. Reviews may be published in English or Spanish.

**Feature stories:** Each student will write and produce one feature story (with a multimedia element) for *El Nuevo Sol*. The stories must be about borders in the larger sense of the word: national borders, class borders, racial borders, immigration-status borders, religious borders, health-borders. Students are encouraged to use their knowledge of different media formats (audio, video, photos, maps, etc.) to write/produce their stories using tablets 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 readings in either language: English or Spanish**

Martínez, Óscar. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*.

New York: Verso, 2013, print or ebook:

<https://www.worldcat.org/profiles/jlbenavides/lists/2380982>

or Martínez, Óscar. *Los migrantes que no importan: en el camino con los*

*indocumentados centroamericanos en México*. Barcelona: Icaria Editorial, 2010.

Truax, Eileen. *Dreamers: An Immigrant Generation's Fight for Their American Dream*.

Boston: Beacon Press, 2015. (Journalism Department common reading book)

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

Océano, 2013.

<https://www.worldcat.org/profiles/jlbenavides/lists/2380982>

**Suggested additional readings:**

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

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.

Nazario, Sonia. *Enrique's Journey*. New York: Random House, 2006, print or ebook.

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.

**Tentative course outline**

<b>Week 1</b>	<b>8/25</b>	<b>Introduction</b>
<b>Week 2</b>	<b>9/1</b>	<b>Ciudad Juárez as 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>9/8</b>	<b>We are all Dreamers</b>
<b>Reading:</b>	<i>Dreamers</i> , Introduction to Chapter 2.	
<b>Project:</b>	Research and identification of potential sources, 5%	

- Week 4**      **9/15**      **From CSUN back to a strange world**  
**Reading:** *Dreamers*, Chapters 3–5.  
**Project:** Budget paragraph, no more than 200 words: 5%
- Week 5**      **9/22**      **Dying for a dream**  
**Reading:** *Dreamers*, Chapters 6–8  
**Project:** Reframing story idea: 5%
- Week 6**      **9/29**      **Undocuqueers & #BringThemHome**  
**Reading:** *Dreamers*, Chapters 9–10 & Epilogue  
**Project:** Storyboarding a multimedia element: 5%
- Week 7**      **10/6**      **Book reviews 1**  
**Assignment:** Book reviews due. 30%
- Week 8**      **10/13**      **The exodus. Reasons and gender differences**  
**Reading:** *The Beast*, Prologue to Chapter 3.  
**Resource:** “The Children Will Keep Coming. At the Root of the Border Crisis is a Wave of Violence the U.S. Helped to Create,” by Óscar Martínez. *The Nation*, August 18–25, 2014, pp. 12–16.  
**Project:** First Draft: 5%.
- Week 9**      **10/20**      **The journey. Slavery and kidnappings**  
**Reading:** *The Beast*, Chapters 4–7.
- Week 10**      **10/27**      **The border. Not welcomed on both sides**  
**Reading:** *The Beast*, Chapters 8–11  
**Project:** Second draft and multimedia element draft: 5%
- Week 11**      **11/3**      **The border. Death and high risk**  
**Reading:** *The Beast*, Chapters 12–14
- Week 12**      **11/10**      **Book Review 2**  
**Assignment:** Book reviews due. 30%
- Week 13**      **11/17**      **Final submission planning**  
**Assignment:** Full report of the status of your story.
- Week 14**      **11/24**      **Final story**  
**Project:** Final Draft: 5%
- Week 15**      **12/1**      **Projects**  
**Project:** Multimedia element.
- Week 16**      **12/8**      **Full final projects due**

**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 section on Academic Dishonesty of the 2015–2016 CSUN catalog:  
<http://www.csun.edu/catalog/policies/academic-dishonesty/>

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.