

Diversity In Hispanic Media And Pop Culture

JU Course Code:	MART 376
SIS Course Code:	MART 376
Subject areas:	Media Arts, Communication, Diversity Studies, Cultural Studies, Ethnic Studies, LGBTQ+ Studies, Social Justice, Religious Studies, Urban Studies
Language of instruction:	English
Contact hours:	45.00
U.S. semester credits:	3
Appears in JU transcript as:	<i>Special Topics in Media Arts: Diversity in Hispanic Media and Pop Culture</i>

COURSE DESCRIPTION

In this course students will learn about current issues linked to justice, equity, diversity, and inclusion aspects in Spain through the analysis of contemporary Spanish pop culture and media: TV, journalism, advertising, music, and social media. Some of the topics to be covered will be: migration and migrants descendants, ethnic diversity/POC in Spain, LGBTQI+ community, socio-economic disparity, urban and housing exclusion, religious diversity, and accessibility and inclusion.

Divided into six units, students will be exposed to different current media and popular culture models that are currently consumed by the Spanish population, and will reflect on the presence and representation of diversity in the media. Through a combination of screenings, readings, discussions, and outdoor activities, students will reflect on the modern reality of this diverse country, and will be able to interpret and understand their experience around diversity in Spain.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Understand the variety of mass media systems in Spain
- Get to know different mass media consumption models currently active in the country
- Analyze and critically think about different mediatic and popular Spanish cultural products and the impact they have on the Spanish population
- Reflect and debate on the presence and representation of Spanish diversity in the media
- Generate written and oral texts reflecting on diversity in Spain

TEACHING METHODOLOGY

This course employs a blended teaching methodology to ensure student learning.



This course will use a combination of guided lectures (flipped classroom), in-class debates and discussions, student presentations, outdoor activities, and company visits in order to merge first-hand experience, academic learning and critical thinking to better understand and reflect on the topic.

COURSE EVALUATION

The evaluation of this course is based on continuous assessment, and students are provided with different assignments throughout the course to ensure constant learning. The breakdown of the final grade is as follows:

Class participation	20%
Guiding class discussion	x%
Oral presentation	x%
Group project	x%
Mid-term paper	x%

Class participation (20%): Class participation in this course involves a positive and respectful attitude, active engagement in discussions, asking questions, contributing ideas, collaborating with peers, and demonstrating preparedness through reading and assignments. It reflects a student's commitment to learning and enhances understanding by integrating diverse perspectives within the classroom environment. Class participation will be evaluated based on these five (5) skills: attitude, engagement, preparedness, and frequency and quality of contributions. *Please see the participation rubric below.*

Guiding class discussion: With the support of the professor, students will be asked to guide and moderate one of the in-class debates or discussions, by briefly presenting a critical analysis of one of the materials to their classmates, encouraging discussion and raising relevant and thoughtful questions to help create a welcoming environment for reflection.

Mid-term paper: Students will write a mid-term paper (around 2000 words), an academic essay, analyzing and reflecting on diverse representation of a Spanish mass media or cultural product based on what they are learning in the course.

Group project: In small groups, students will create a short cultural or media project aligned to the ones studied in class (podcast, commercial, song, social media post...), that could add or reflect to the diversity and inclusion of Spanish society.

Presentations: Students will present their projects to their classmates explaining the process of analysis, critical thinking, and creation that guide to the final product.

EXPERIENTIAL LEARNING AT SIS: FIELD STUDIES AND GUEST LECTURES

Field studies at SIS are crucial as they provide immersive, hands-on learning experiences. They enhance cultural understanding, bridge theory with real-world practice, and foster global perspectives. This experiential learning deepens subject knowledge, develops critical thinking, and enriches personal and academic growth, making education more impactful and memorable. The following field study trips will be organized during this course:



	Field Study Site	Description of activity on site
Field Study Visit 1	Visit to a LGBT center or association in order to understand the current institutional support to LGBTQI+ community in the city	
Field Study Visit 2	Visit to Raval neighbourhood in order to understand the impact of migrant population and their integration with the city	
Field Study Visit 3	Guest speaker from a local community association	
Field Study Visit 4	Visit to a local community association (impairment, accessibility or special needs population)	
Field Study Visit 5	Guest speaker from a communication agency	
Field Study Visit 6	Visit to one TV/radio/audiovisual producer	

N.B.: Field study trips may be subject to modification based on the semester, the number of participants, and/or the availability of the activity.

ATTENDANCE POLICY

As a member of the BSAE community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, **attendance is required** for all your SIS classes, including sessions with field studies. Students should immediately notify their instructor and the Academics Team of any past or future absences, and any accommodations for missed classes, if any, will be determined by the course instructor and the Academics Team. **If a student misses more than 3 classes in any course without justification, 3 percentage points (a third of a letter grade) will be deducted from the final grade for every subsequent absence. If a student reaches 6 absences, this will result in a failing grade.** Students may apply to excuse absences due to hospitalizations, religious observance or family emergencies using this form. [Please see the Academic Student Manual for more information.](#)

LATE-WORK SUBMISSIONS

Students are expected to submit all due assignments in a timely manner to ensure fairness to all students and faculty. Assignments submitted after the deadline may incur a penalty of 10% per day late, up to a maximum of three days. After three days, late work may not be accepted and could result in a grade of zero. Exceptions can be made for



documented emergencies or significant personal circumstances, but students must communicate with the instructor as soon as possible. This policy aims to promote good time management skills, accountability, and consistent academic performance while accommodating unforeseen challenges.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity – such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance – may result in an automatic “F” or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

DEFINITIONS OF ACADEMIC DISHONESTY

Use of AI without permission or acknowledgment: A growing concern is the use of artificial intelligence (AI) chatbots to write entire essays and articles. While students may use AI tools to enhance learning, such as for research, study aids, or improving writing skills, please be aware that when this AI-generated information is copied directly to academic assignments, it is considered a form of plagiarism. At SIS, the use of AI to complete assignments, exams, or any form of assessment is strictly prohibited unless explicitly allowed by the instructor. This policy aims to balance the benefits of AI with maintaining academic standards.

Students using AI should be transparent about their use and make sure it aligns with academic integrity. They must disclose any AI assistance used in their work and ensure it complies with course guidelines. Passing off any AI generated content as their own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of SIS Academic Integrity and will result in disciplinary actions.

It is important to note that tools that check writing are okay to use. Examples can include the autocorrect feature in Google Docs and the app Grammarly. These tools, which scan pieces of writing for errors and/or make suggestions for edits, are very different from AI programs that write entire papers. The key difference is that it is the student's own writing that is being scanned for possible mistakes versus AI doing all the writing.

If plagiarism is suspected, a faculty member may need to speak with the student and may ask them to defend their work and/or ask them to complete an alternative assignment to verify the content of your assignment is their own.

Cheating: the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means:

- Copying, in part or as a whole, from another's test or other evaluation instrument
- Submitting work previously graded in another course or simultaneously presented in two or more courses
- Using or consulting sources, tools, or materials prohibited by the instructor prior to or during an examination

Plagiarism: Using someone else's words, art, data, or ideas and passing them off as one's own. Cutting and pasting is so easy that many people plagiarize without meaning to. A student may be plagiarizing if they:



- Submit someone else's work as their own.
- Buy a paper from a papermill, website, or other source.
- Cut and paste together phrases, ideas, and sentences from a variety of sources to write an essay
- Copy words, art, or data from someone else's work--published or unpublished--without giving the original author credit.
- Use an artificial intelligence (AI) chatbot to write their paper for them.

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's Academic Integrity and Code of Conduct. You are expected to read and understand the JU terms and regulations of Academic Misconduct.

FINAL GRADES REVIEW AND GRADE APPEAL

It is understood that students may have questions about their grades. Most can easily be answered through consultation with the instructor. In the event that a student feels they have been treated unfairly, in that an instructor has deviated from their prescribed formula for grading in an arbitrary or punitive manner, the student may appeal the final course grade. For more information, please consult the [Student Academic Manual](#).

Please note, **grade appeals are not intended as a means for students to improve or negotiate their grades**. They are reserved solely for cases involving administrative errors, calculation mistakes, or grading that is inconsistent with the stated course policies or criteria. Appeals must be based on evidence of such errors and not on dissatisfaction with the outcome or a desire for a higher grade.

DIVERSITY & INCLUSION

Within the School for International Studies (SIS), students, faculty, and staff are committed to working together to create and maintain an inclusive and equitable learning environment. This environment – which may be understood as both in the classroom and associated class excursions/field studies, as well as online course activities – is one in which the diversity of identities, lived experiences, and backgrounds of all learners are treated with dignity and respect at all times (including but not limited to: sex, gender, gender identity, race, ethnicity, genetics, language, religion, political affiliation, mental or/and physical disability, age, and sexual orientation).



Furthermore, an inclusive and equitable learning environment recognizes the need for resources and reasonable accommodations for all learners to fully participate and be positioned for academic success. As such, the following are available to students at SIS:

- Academic accommodations
- Mental health: mentors + professional services
- Bias reporting form

Participants are encouraged to complete this [bias form](#) to report any incidents they witness, and will be guided through support options.

TENTATIVE COURSE CONTENT OUTLINE

N.B. Course schedule and field studies are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

COURSE SESSIONS AND CONTENT		
SESSION	CONTENT	READINGS / ACTIVITIES
1	A brief introduction to media and pop culture in Spain: Now and then	Class presentation and short lecture
2	Identity and diversity: Is Spain a plural country?	Reading: Folkart and Moreno-Luzón In class discussion
3	Spanish TV: Products and consumption	Short lecture In-class assignment
4	Ethnic diversity in Spanish TV	Watch: <i>Adú</i> In-class discussion
5	Outdoors: Visit to Raval	
6	Journalism in Spain: The future of TV, radio, and digital papers	Reading: Cárdenas In-class discussion
7	Outdoors: visit to one digital or printed journal/producer	
8	Socioeconomic disparity in the news	Listen: El País. S04E05 Assignment: find news In-class discussion
9	We are all equal but some are more equal than others	Watch: Techo y comida/5 metros cuadrados In-class discussion
10	Guest speaker from a local community association	
11	Who tells us what to buy?: Social media and advertising in Spain	Reading: Dachollom Datiri, Willem and Tortajada In-class discussion



12	Diversity and social media	In-class assignment
13	Guest speaker from a communication agency	Mid-term paper due
14	Inclusion and accessibility in Spain	Short lecture Watch: León y olvido In-class discussion
15	Visit to a local community association	
16	Popular culture in Spain: music and sport	Read: Quiroga and González de Garay
17	LGBTQI+ community in Spain	Watch: Merlí. Sapere Aude
18	Outdoors: Visit to a LGBTQI+ center or association	
19	Guest speaker: LGBTQI+ in music or sport	Final projects due
20	Presentations of final project 3	
21	Presentations of final project 2	
22	Presentations of final project 3	
23		
24		
25		

BIBLIOGRAPHY

Required Readings:

- Bermúdez, Xavier, director. León y olvido. Xamalú Filmes, El Paso P.C.
- Calvo, Salvador, director. Adú. Ikiru Films, La Terraza Films, Telecinco Cinema, ICAA, Mediaset España, Mogambo, Netflix.
- Cárdenas, Lourdes, et al. "To Tweet for Solidarity or Just Report the News? Comparing Social Media Strategies of Spanish- and English-Language TV Networks." Television & New Media, vol. 22, no. 5, SAGE Publications, 2021, pp. 546–69, <https://doi.org/10.1177/1527476419893792>.
- Castells, Manuel, and Sasha Costanza-Chock. Out of the Shadows, Into the Streets! : Transmedia Organizing



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- Dachollom Datiri, Blessing. "Online Activism Against Gender-Based Violence: How African Feminism Is Using Twitter for Progress." *Debats* (Valencia, Spain), no. 5, 2020, pp. 271–86.
- Del Castillo, Juan Miguel, director. *Techo y comida*. Diversa Audiovisual.
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- El País. "S03E7: Pre-election debate and the #MeToo movement in Spain". *¿Qué?*, 2019, <https://omny.fm/shows/qu-the-spanish-news-podcast/s03e7-pre-election-debate-and-the-metoo-movement-i>
- El País. "S04E05: Poverty In Spain And The 33-Year Pension Scam". *¿Qué?*, 2020, <https://omny.fm/shows/qu-the-spanish-news-podcast/s04e05-poverty-in-spain-and-the-33-year-pension-sc>.
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- Quiroga, Alejandro. "Narratives of Success and Portraits of Misery: Football, National Identities, and Economic Crisis in Spain (2008-2012)." *Romance Quarterly*, vol. 64, no. 3, Routledge, 2017, pp. 126–34, <https://doi.org/10.1080/08831157.2017.1321342>.
- Willem, Cilia, and Iolanda Tortajada. "Gender, Voice and Online Space: Expressions of Feminism on Social Media in Spain." *Media and Communication* (Lisboa), vol. 9, no. 2, Cogitatio Press, 2021, pp. 62–71, <https://doi.org/10.17645/mac.v9i2.3851>.

Recommended Readings:

- Araüna, Núria, et al. "Feminist Reggaeton in Spain: Young Women Subverting Machismo Through 'Perreo.'" *Young* (Stockholm, Sweden), vol. 28, no. 1, SAGE Publications, 2020, pp. 32–49, <https://doi.org/10.1177/1103308819831473>.



- Bernabo, Laurena. "Whitewashing Diverse Voices: (de)constructing Race and Ethnicity in Spanish-Language Television Dubbing." *Media, Culture & Society*, vol. 43, no. 7, SAGE Publications, 2021, pp. 1297–310, <https://doi.org/10.1177/0163443721999932>.
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