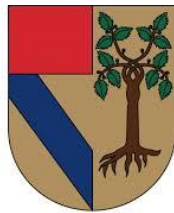


Bilateral Ways of Seeing: Research by Communication Students in Mexico and the United States

A Report by the Thomas Jay Harris Institute for Hispanic & International Communication
College of Media & Communication
Texas Tech University
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Universidad Panamericana-Guadalajara

Course:
*Hispanics/Latin@s in the U.S. -
People, Media & Impact*
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Introduction

This document, developed by the Thomas Jay Harris Institute for Hispanic & International Communication at Texas Tech University, reports the results of interviews conducted by undergraduate communication students enrolled at the Universidad Panamericana in Guadalajara, Mexico, and Texas Tech University in 2019. The assignment's goal was for students to gain experience in conducting interview research while deepening their understanding of how news reporting and media representations can influence public opinion and collective social perceptions of another society. As Mexico and the United States have a long, often difficult history of bilateral relations, and immigration was a salient issue in both countries when students conducted their research, this topic represents a fertile—if at times fraught—relationship for exploring how media influences our ways of seeing the other.

Background

The close affiliation between Texas Tech University's College of Media & Communication (CoMC) and the Escuela de Comunicación at the Universidad Panamericana in Guadalajara (UP) began in 2014-2015. That year Dr. María Elena Gutiérrez Rentería of the UP was a visiting professor in the Thomas Jay Harris Institute for Hispanic & International Communication (HIHIC) at TTU. Since then, nearly a dozen CoMC faculty have offered short courses in Guadalajara, UP. Additionally, administrators, faculty, and students have visited TTU, and faculty at both institutions have collaborated on research projects and conference panels, including the World Media Economics and Management Conference and the 7th Hispanic/Latino Media & Marketing

Conference. This report focuses on a particularly fruitful collaboration among students at both institutions during 2019.

The Ways of Seeing Concept

Since he began teaching international communication, Kent Wilkinson, director of the HIHIC, has assigned a reading focused on how U.S. network television news encourages viewers to see the world in terms of bipolar opposites such as rich/poor, developed/underdeveloped, just/unjust, etc. (Dahlgren & Chakarapani, 1982). The authors base their 'ways of seeing the other' concept in prior work by Berger (1973), who developed the idea to analyze the female form in art and advertising, as well as early framing research in journalism studies. While Wilkinson was teaching at the Instituto Tecnológico de Monterrey (TEC), Campus Monterrey, early in his career, he had students apply the bipolar opposites model--borrowed from the structural anthropologist Claude Lévi-Strauss (1963)--to ways that Mexican news media positioned its audiences to differentiate that society from the U.S. The exercise proved an effective springboard to discussions among students about the media's power to influence audience perceptions about life in a different society.

Study Origin and Design

During a teaching visit in March 2019, Wilkinson assigned UP students to conduct brief interviews with two citizens or residents of Mexico. The students sought respondents in four age ranges in order to compare similarities and differences across generations: 15-30, 31-45, 46-60, and 61-75 years old. Appendix A presents the questionnaire they applied. The students collated data and identified underlying trends, then discussed their primary

findings. A group of five UP students presented the survey's findings in a class visit to Wilkinson's Hispanic Media course during a campus visit to Texas Tech in November 2019. A second class at the UP taught by Prof. María Elena Gutiérrez Rentería applied the same survey in fall 2019. This report integrates the two data sets in its analysis of the Mexican respondents.¹

Students enrolled in the Hispanic Media class at TTU applied a similar questionnaire (Appendix B) to citizens and residents of the U.S. in the same age categories identified above. For their final project in the course, four students volunteered to manage the collection, organization, and basic analysis of the U.S. data, which they presented during the class visit by UP students.

We should note that differences among the populations surveyed required minor modifications in the two questionnaires:

- Each respondent in Mexico was asked to provide three adjectives to describe Hispanic/Latino² and non-Hispanic/Latino populations in the U.S. In contrast, U.S. respondents provided adjectives describing typical Hispanic/Latino Americans living in the U.S. and typical Mexican citizens living in Mexico.
- In addition to identifying how many days, weeks, months, or years they had spent in Mexico, U.S. respondents were asked how much of this time was spent in areas other than along the U.S.-Mexico border or tourist/resort areas.
- A question regarding respondents' race/ethnicity was included in the U.S. questionnaire, but not the Mexican one. Appendix C presents the U.S. respondents' demographic information—

note that 68% are Hispanic/Latino and 25% Caucasian.

Results

Time spent in the other country

An open-ended question asked participants to estimate the number of days, months, or years they have spent visiting or living in the other country in order to differentiate respondents according to their first-hand experience in the other country. We classified the results in five groups: those who have never visited; those who spent less than seven days in the other country; more than one week but less than a month; more than a month but less than a year, and those who have lived there for more than one year. Among Mexican respondents, most had spent more than a week and less than a month visiting the United States; likewise, the majority of U.S. participants had visited Mexico for more than one week and less than a month (Figure 7). Table 1 provides comparative data for the two countries across the four respondent age groups. Note that all Mexican respondents 15-30 years old reported having visited the U.S. whereas 41% of U.S. respondents had never been to Mexico.

Adjectives describing the other

These open-ended questions asked respondents to provide adjectives that would describe a particular population in the other society. Mexican respondents' most frequent descriptors for the U.S. Hispanic/Latino population were hardworking, friendly, dreamer, and family-oriented (Figure 1). For the non-Hispanic/Latino population in the U.S., Mexican respondents' top descriptors were patriotic, racist, organized, and materialistic (Figure 2). Survey respondents in the U.S.

used the adjectives hardworking, family-oriented, religious, and determined (Figure 3) most often to describe the typical Hispanic/Latino American living in the U.S., and hardworking, poor, family-oriented, and traditional (Figure 4) to portray the ordinary Mexican citizen living in Mexico.

The most important issues facing U.S. Hispanics/Latinos

Because the courses at both Universidad Panamericana and Texas Tech focused on the U.S. Hispanic/Latino population, respondents were asked to identify the two most important issues facing the group at the time of the survey. The Mexican respondents cited discrimination, racism, immigration policies, and work as the top issues, and U.S. respondents similarly pointed to immigration, immigration policies, discrimination, and racism (Figures 5 and 6).

Language and cultural ties

Because Mexicans' perceptions of Mexican Americans' identity and authenticity are often tied to language use and cultural attributes, both surveys asked how much Mexican Americans try to maintain their Spanish language and cultural ties to Mexico. On a scale of 0-4, the most frequent response for respondents living in Mexico was 2, and, in the U.S., it was 3 (Figure 8). A closer analysis according to respondents' age and time they spent in the other country reveals that in the Mexican case, participants from 15-30 years old who have spent more than a week and less than a month in the United States ranked the efforts higher. Among U.S. respondents, more high rankings were selected by the 31-45 age range and those who have never visited Mexico. Table 2a provides comparative data for the two countries across the four

respondent age groups. Table 2b offers comparative data according to time spent in the other country.

Influence of media over people's perceptions

An important area of media effects research examines people's attribution of media influence over others' perceptions (Gunther, 1991). The sensitivities surrounding this issue date back to Mexico's opening Texas to U.S. settlers in the 1820s and the subsequent War of Texas Independence (1835-1836). Cyclical emphases on immigration and border control in the U.S., and for Mexico treatment of its citizens in the U.S. and the importation of contraband, have kept this issue relevant at a time when traditional and digital media alike have expanded in reach, message quantity, and usage in both countries. Respondents were asked to identify the level of each country's media over audiences' perceptions of the other country on a scale of 0-4.

The Mexican respondents' most frequent answer was 3 ("quite a bit") in ranking Mexican media's influence over its audiences' perceptions of the U.S. (Figure 9). Perceptions of such influence were particularly high among respondents 15-30 years old or who had visited the U.S. for more than a month but less than a year. Mexican participants scored U.S. media's influence over U.S. perceptions of Mexico significantly higher than their own media, with 69% choosing option 4 ("a lot"). The respondents who ranked this highest were 46-60 years old or have spent more than one week but less than one month in the United States. Tables 3a and 3b present results according to age group and time spent in the U.S.

Most U.S. respondents also estimated significant influence of U.S. media over public perceptions of Mexico, with 65% selecting option 4 (“a lot”) (Figure 10). This response was most prevalent among participants 15-30 years old or who visited the country for more than one week and less than a month. U.S. respondents perceived Mexican media’s sway over the Mexican public’s assessments of the U.S. lower, with the 30% selecting 3 (“quite a bit”) but many also choosing “somewhat” (2) and “a lot” (4). The most frequent responses in this range were from participants 46 -60 and 61-78 years old, or who visited the country for more than one week and less than a month, or never traveled there. Table 4a reports results according to age groups, and Table 4b the data related to time spent in Mexico.

Effects of expanding new media

Because much space in media, discussion in classrooms, and scholarly attention have been devoted to the growth and effects of new media, we included a question regarding impacts of the growing use of digital media like the internet, mobile phones, and social media. A closed-ended question about consequences to U.S.-Mexico relations offered three options: improving understanding, not having much effect, and worsening understanding among U.S. and Mexican citizens. For respondents in Mexico, the most common response was improving understanding (Figure 11). Interestingly, respondents 15-30 years old or who traveled to the U.S. more than a month and less than a year, were most likely to believe that new media is worsening understanding between the two countries (Table 5a). Results for U.S. respondents were similar, with the highest number seeing improved understanding (Figure 12), but with some generational differences as most participants 31-45 and 61-78 years old felt

that digital media use worsens knowledge between the societies (Table 5b).

Student Reflections on the Assignment

This component of the project encouraged students to reflect on: their experience in administering the survey, the relevance of their (individual) findings, and potential connections with their own development as communication professionals. Students responded to five questions. The following excerpts taken from select students’ responses highlight similarities and differences across the two countries.

What challenges did you encounter in conducting the interviews and/or recording the responses, if any?

UP Students:

- The people I interviewed didn't really expect those kinds of questions; hence they really needed to give it some thought and really evaluate their mind before answering.
- At the beginning, the interviewees were afraid to answer because of the fear of being judged for their answers. I had to assure them that the interview was anonymous in order to get trustable answers.
- People were a little bit confused as to what the difference between Hispanics and Latinos was.
- It was hard to not influence [] their answer.
- There were some questions that are simple to answer, like the problems in the U.S. and racism against Latinos in [the]

United States. But it was harder to know the influence of the media in both cultures.

- Before the interview, [the interviewee] asked me “What should I say?” like it was a test. I explained that it is just like a survey; there are no right or wrong answers.

TTU Students:

- Finding respondents in older age categories to interview.
- Respondents had trouble coming up with [3] adjectives.
- One interviewee was hesitant to respond because the student interviewer is Hispanic.
- Interviewees had discomfort with making broad generalizations or stereotyping.
- Respondents were surprised at the nature of the questions.
- Translating adjectives given in Spanish into English.

What new insights did you gain from conducting the interviews and/or recording the responses, if any?

UP Students:

- I thought that the stereotypes of Latin Americans/Hispanics in the United States were only rooted in White Americans, but the people I interviewed (Mexicans) think the same way.
- It also surprised me that [] the adjectives to describe common Americans were mainly focused on the negative

stereotype, and those of the typical Hispanic/Latino were mostly positive.

- It shows how deep resentment against current U.S.-Mexican relations goes, since it would appear we struggle to see the other in a more optimistic light.

TTU Students:

- Respondents recognize the need for change in media representations of Latinx [people].
- Recurrence of the adjective “hard-working” counters the old stereotype of Mexicans as lazy.
- Many assumptions about Mexico were based on media portrayals, not direct experience.
- People who had spent more time in Mexico saw less influence from the media.
- *Researchers’ Note:* A few students said responses were similar across age groups, but most others said they were different: younger interviewees were more positive, older ones more negative.

Is there any additional information you would like to know related to this topic?

UP Students:

- I would like to know the facts and data about the influence of media in both Mexico and the U.S., so I can really get to know the [real] impact it has and not [] mere speculations.
- I would like to know why people in the United States do not take the time to

investigate well [given] that we are the majority of Latinos.

- It would be interesting to see the point of view of the Americans, on these questions and compare them with the Mexicans.
- I would like to dig in[to] the school ambience [] that young Hispanic men and women go through. Whether [there's] racism, any type of bullying and even segregation.

TTU Students:

- How does [] people's past experiences with discrimination affect their perception on [] their ethnic group's representation in the media?
- How does this information compare to people's races or ethnicities?
- How do different people from different races or ethnicities think about Hispanics?
- More information on specifically *why* the interviewee believes that Hispanic/Latinx populations are underprivileged.
- Know how familiar each interviewee was with social media and the internet to better understand correlations with their responses to the question about new media influences.

Did doing this assignment teach you anything new about intercultural communication within [Mexico/U.S.], or about Mexico-U.S. relations?

UP Students:

- The fact that I had two very different people's answers gave me the opportunity to analyze the situation from two very different angles, which really helped me to understand what people usually think about this subject.
- It made clear to me the impact of social media in politics and country-related problems. I definitely think that there must be a way to be in peace and stop judging each other because of annoying problems like the place you were born.
- Discrimination does not come only from Americans; [] Hispanics practice it too.
- These simple answers are solid proof of centuries of problems between the United States and Mexico and exemplify our need to compensate for years of discrimination, segregation and ideological disparities on both ends.
- It taught me that even though we know the stereotypes about these cultures we still believe them because it's part of how we were raised.
- Right now, the relationship between the two countries isn't the best. Despite the fact Mexicans used to look up to Americans, now it's almost the opposite.

TTU Students:

- It strengthened the idea that no matter how much interaction there is between Mexico and the U.S., people will turn to the media to learn about the other country.
- It gave me insight into how disconnected Mexican-U.S. relations are, so moving forward, I would like to shine a different

and broader light on Mexicans living in the United States.

- It taught me how aware Hispanic/Latinx citizens are of what is going on in both the United States and Mexico. I also realized how different views are of people who have lived [in]/visited Mexico for a longer period of time.
- Most Americans are accepting and friendly with Mexican people but need more information in order to intelligently discuss Mexican issues.
- I learned that most older participants from a Hispanic background don't think media has that big of an impact on a person's way of seeing another ethnic group.
- It validated the notion that different groups obtain and consume their information from different avenues of "news."
- It taught me a little about how connected we can be and yet not know exactly how a certain country is portraying yours.

How do you see this assignment connecting with your broader development as a communication professional, if at all?

UP Students:

- If I want to be the one in charge of delivering and communicating information, I must be aware of the impact—or lack of it—that my profession has on the viewers, readers or any other recipients of these messages.
- Communication students, ironically, are not exempt from media influence and manipulation. We might look at

information more analytically from now on, but the stereotypes and predispositions we grew up with when we were more susceptible to manipulation are elements that stay with us and are extremely difficult to alter. Never has it been more imperative for us communicators and for people in general to truly understand other cultures, to comprehend why people act the way they do.

- As communicators we must know how to acquire information from different sources, this includes, of course, the interviews, which I think are a very useful tool to understand how consumers think and what they want, and then through communication make positive influence on them.
- I believe that intercultural communication is essential for any communicator because of the globalization era we are part of. Research and results should be analyzed using opinions from all over the world in order to have a more accurate representation of whatever subject you are working in.
- Not to generalize stuff because as a communication professional, I have [a] certain power over how people will receive the messages about how you speak of the country where you are, and other countries.

TTU Students:

- Journalists and media professionals, such as myself, must continue to report the facts and eliminate any biases in order to accurately portray a person or nation, so viewers have a clear idea of how to perceive someone.

- We have all experienced and seen different things according to our race/ethnicity and age and that is important when you talk about knowing your audience.
- Doing this has allowed me to develop research skills as well as develop an open-minded mind set. In order for this to be an ethical interview assignment, I had to put away my own thoughts and opinions on the questions in order not to sway the answers of my participants.
- This assignment connects with my broader development because it is a group effort with students from another country and also has helped me understand that there is a lot I also don't understand about people who are my friends and neighbors.
- Every person has their own experience and story to tell, so it is important that we take the time to not only listen to those perspectives but that we take the time to venture out of our comfort zones in order to grow our understanding of society as a whole.

Conclusion

Some of the study's key findings merit a brief review before discussing the broader value of collaborative projects like this one. We must stress from the outset that a convenience sample was employed, so the findings are not generalizable.

Mexican respondents have a more favorable perception of the U.S. Hispanic/Latino population than do the U.S. respondents (68% of whom identified as Hispanic/Latino). Although Mexicans identify non-Hispanic/Latinos Americans as patriotic overall, there is also a prevalence of

negative adjectives such as racist, materialistic, selfish, rude, and arrogant. Similarly, U.S. respondents conveyed a more favorable perception of the U.S. Hispanic/Latino population than of Mexicans, whom they were more likely to consider poor, oppressed, and criminals. We should emphasize that hardworking and family oriented are the top adjectives U.S. respondents used to describe both Mexicans and U.S. Hispanics/Latinos.

Respondents from both countries consider immigration policies a vital problem facing U.S. Hispanic/Latino populations. This result should come as little surprise given Donald Trump's emphasis on immigration and building a border wall between the countries from the moment he announced his candidacy for U.S. President in June 2015 through the time the surveys were administered. It is worth noting that Mexican respondents consider discrimination and racism the key issues challenging U.S. Hispanic/Latinos, whereas, for U.S. respondents, these two issues are secondary to immigration. For instance, for U.S. Hispanic/Latinx respondents, immigration and government policies are more salient than discrimination and racism that appear in third and fourth place, respectively.

The data revealed disparities in the time respondents spent in the other country. Most of the Mexican participants (95%) had traveled to the U.S. for vacation or even lived there for extended periods. In contrast, nearly half of the U.S. respondents had never visited Mexico. This fact may be due in part to sampling bias—we did not collect socioeconomic data from respondents—but other possible factors include differences in economic opportunity available in the two countries, lower interest in international travel among Americans, and consistent

representation of Mexico as underdeveloped and/or dangerous in U.S. media. In any case, having little or no direct experience in the other country increases the potential influence of media representations over one's social perceptions. (We should stress that the perception of 'the other' as threatening is not a one-way phenomenon; a couple of the UP students who visited Texas Tech were warned by friends and family to be very careful in the wake of the mass shooting at an El Paso Wal-Mart that occurred only three months earlier.)

Respondents in both countries concur that the U.S. media has a stronger influence over its domestic audiences' perceptions of Mexico than the Mexican media's power to shape audience perceptions about the U.S. This result is intriguing given both countries' long histories of powerful commercial media industries and the substantial presence of media in people's daily lives in both societies. The finding may also reflect respondents' recognition of the broader power imbalance between the countries and U.S. media's considerable international influence, including in Mexico.

Finally, nearly identical percentages of respondents shared the positive belief that digital media is improving understanding between the countries: 43% in Mexico and 41% in the U.S., We must stress, however, that those who believe digital media is worsening understanding are not far behind at 32% in Mexico and 35% in the U.S. This split brings to mind the much-discussed double-edged nature of technology and deserves further attention by researchers of media technology and intercultural communication alike. Perhaps one or more of the students who gathered data for this study will address it in the future....

As with any study, this one has limitations. We noted above that the survey is based on a convenience sample, which forbids generalization of the results. Moreover, the professor had limited control over who participated; interviewer familiarity with the respondent and reported age ranges are factors that may have been impacted. Interviewer training was limited to a discussion of best practices in class. Students in Mexico were instructed and produced their assignments in English, in accordance with intercultural learning goals at the Universidad Panamericana. Although most of the UP students have strong English skills, it is the first language for few of them and some error likely entered as a result. For example, students did their own translation into Spanish of the questionnaire provided in English; several noted that they had to read or explain questions to respondents more than once. We should also note that the Student Reflections were drawn from students at both institutions who engaged that element of the assignment most attentively—thus, the reflections are not representative of all students enrolled in the three classes.

The survey data and student observations reported here underscore such exercises' value for reinforcing key goals and principles in the courses, and in pursuing collaborative relationships between universities located in neighboring, interdependent societies. Value is added for students when faculty can integrate conceptual learning, such as 'ways of seeing the other,' with applied assignments like conducting surveys. Getting students together in the same room (or virtually) leverages potential benefits as students often discover commonalities and are encouraged to consider issues from standpoints other than their own.

As suggested in the background section of this report, the partner institutions in this project are making sustained efforts to internationalize. Texas Tech's Quality Enhancement Plan, a guiding vision for the institution, was "communicating in global society" when this project was undertaken. The Universidad Panamericana is dedicating considerable time, energy, and resources to offering its students intercultural experiences through study abroad programs, other international travel, and frequent campus visits and course offerings by international faculty. Although the broader need for collaborations like this one transcend such institutional objectives, it is indisputable that the two universities' encouragement and steady support for intercultural learning and exchanges enabled this project's realization.

Acknowledgement

In addition to the students and faculty who have worked hard and thoughtfully to develop and sustain the relationship between the communication programs at UP and TTU, we must recognize the efforts of dedicated staff at both institutions who have provided various forms of essential support. The relationship could not have started or flourished without the steady commitment of Dean Rafael Santana Villegas of the Escuela de Comunicación at Universidad Panamericana Campus Guadalajara and Dean David Perlmutter of the College of Media & Communication at Texas Tech University.

Figures

Figure 1. Mexican respondents' descriptors for the U.S. Hispanic/Latino population



Note: In the word clouds appearing in Figures 1 through 6, larger descriptor size indicates a higher word frequency among respondents. In contrast, a small font size suggests a lower prevalence of the descriptor among respondents.

Figure 2. Mexican respondents' descriptors for the U.S. non-Hispanic/Latino population



Figure 3. U.S. respondents' descriptors for the U.S. Hispanic/Latino population



Figure 4. U.S. respondents' descriptors for the Mexican population living in Mexico

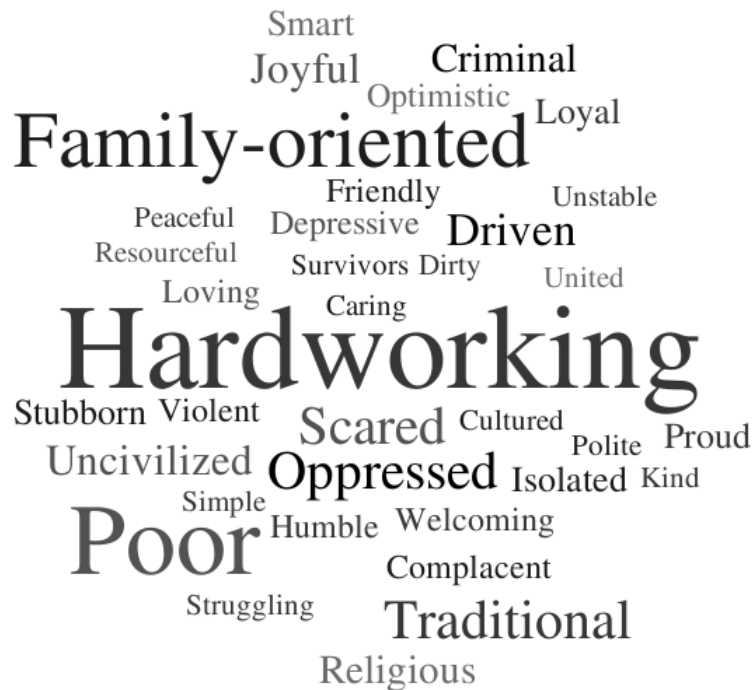


Figure 5. Most important issues faced by U.S. Hispanic/Latino population according to Mexican respondents

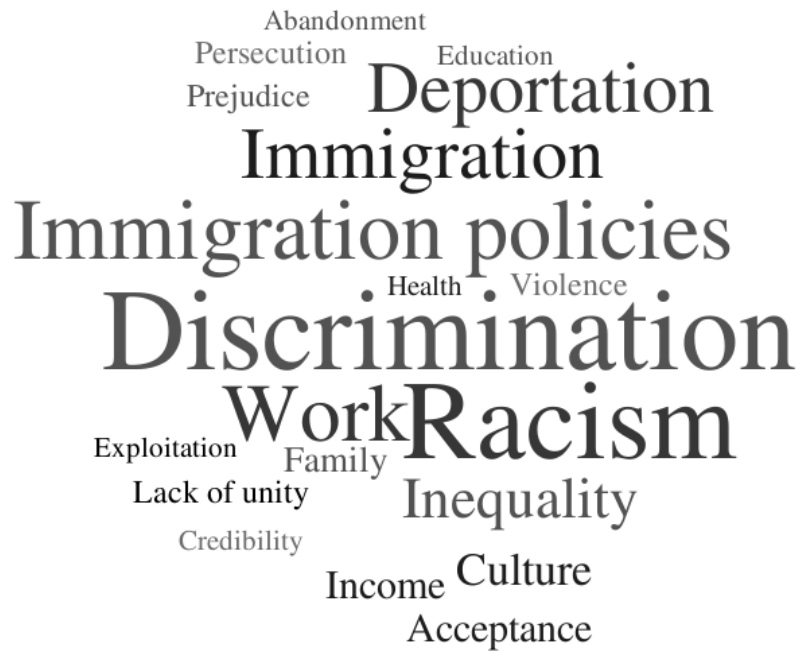


Figure 6. Most important issues faced by U.S. Hispanic/Latino population according to U.S. respondents



Tables

Table 1. Respondents' time spent visiting the other country, by age range

Age Range	Time spent by Mexican respondents visiting the United States ³				
	Less than 7 days	More than one week to one month	More than one month to one year	More than one year	Never
15-30	1	15	9	12	0
31-45	0	9	8	1	2
46-60	3	13	8	9	1
61-78	1	6	5	4	3
Total	5	43	30	26	6
Time spent by U.S. respondents visiting Mexico					
15-30	3	7	1	2	9
31-45	3	4	4	5	4
46-60	4	3	3	6	3
61-78	2	7	4	3	4
Total	12	21	12	16	20

Figure 7. Time spent visiting the other country

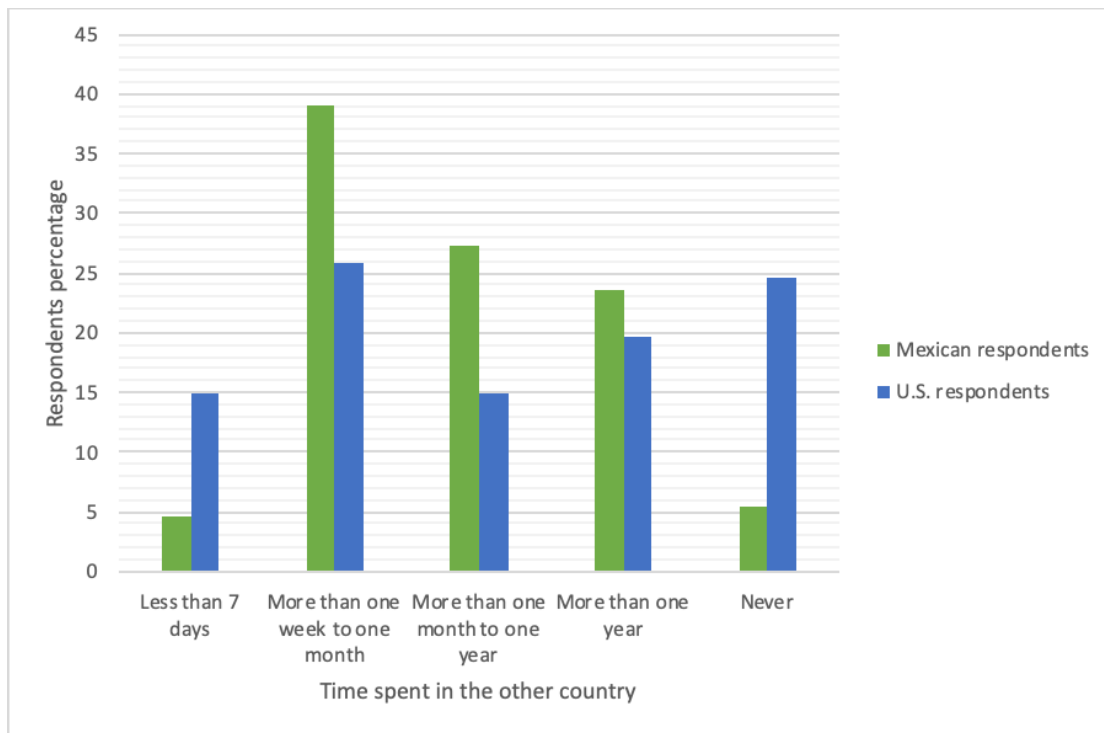


Table 2a. Perceptions of Mexican Americans' ties to the Spanish language and Mexican culture according to age

Age Range	Mexican respondents: How much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?					U.S. respondents: How much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?									
	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>			
15-30	0	2	13	13	11	0	5	6	8	3	0	5	6	8	3
31-45	1	3	9	4	6	0	2	3	12	3	0	2	3	12	3
46-60	0	5	13	10	8	0	2	5	4	8	0	2	5	4	8
61-78	1	2	8	4	5	0	4	6	6	4	0	4	6	6	4
Total	2	12	43	31	30	0	13	20	30	18	0	13	20	30	18

Table 2b. Perceptions of Mexican Americans' ties to the Spanish language and Mexican culture according to time spent in the other country

Time spent in the other country	Mexican respondents: How much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?					U.S. respondents: How much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?									
	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>	<i>Not at all</i>	<i>Somewhat</i>	<i>A lot</i>			
None	0	0	2	3	1	0	7	4	8	1	0	7	4	8	1
Less than 7 days	0	1	8	1	4	0	0	3	4	5	0	0	3	4	5
1 week – less than 1 month	1	5	14	8	14	0	3	7	7	4	0	3	7	7	4
1 month – less than 1 year	0	3	8	7	3	0	2	2	7	1	0	2	2	7	1
More than 1 year	0	2	9	10	6	0	1	4	4	7	0	1	4	4	7
Total	1	11	41	29	28	0	13	20	30	18	0	13	20	30	18

Figure 8. Perceptions of Mexican Americans' ties to the Spanish language and Mexican culture

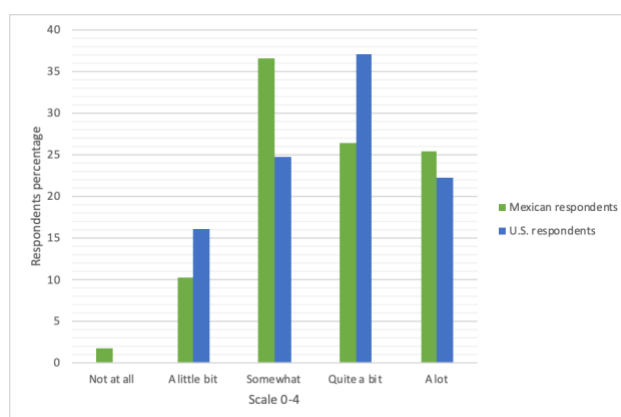


Table 3a. Influence of country's media over audiences' perception of the other country according to Mexican respondents, by age range

Age Range	Influence of Mexico's media on Mexican citizens' opinions of the U.S. and its people					Influence of U.S. media on American citizens' opinions of Mexico and its people				
	None	Some	A lot	None	Some	A lot	None	Some	A lot	
15-30	1	3	9	16	10	1	1	2	12	23
31-45	1	2	5	6	9	0	1	1	4	17
46-60	0	3	9	10	14	3	1	3	8	21
61-78	1	1	3	11	4	0	0	4	4	12
Total	3	9	26	43	37	4	3	10	28	73

Table 3b. Influence of country's media over audiences' perception of the other country according to Mexican respondents' time spent in the U.S.

Time spent in the U.S.	Influence of Mexico's media on Mexican citizens' opinions of the U.S. and its people					Influence of U.S. media on American citizens' opinions of Mexico and its people				
	None	Some	A lot	None	Some	A lot	None	Some	A lot	
None	0	0	2	3	1	0	0	3	1	2
Less than 7 days	0	0	1	1	3	0	0	0	2	3
1 week – less than 1 month	0	6	11	13	13	2	2	3	10	26
1 month – less than 1 year	1	2	4	14	9	2	0	1	10	17
More than 1 year	2	1	7	8	8	1	0	3	3	19
Total	3	9	25	39	34	5	2	10	26	67

Figure 9. Influence of country's media over audiences' perception of the other country according to Mexican respondents

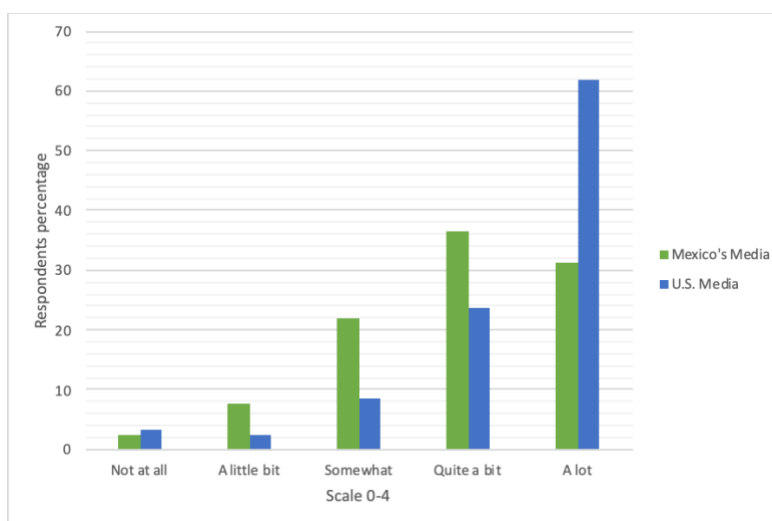


Table 4a. Influence of country's media over audiences' perception of the other country according to U.S. respondents, by age range

Age Range	Influence of U.S. media on American citizens' opinions of Mexico and its people.					Influence of Mexico's media on Mexican citizens' opinions of the U.S. and its people.				
	None	Some	A lot	None	Some	A lot	None	Some	A lot	
15-30	0	0	0	5	17	2	2	7	5	6
31-45	0	0	1	8	11	0	2	4	6	8
46-60	0	0	1	3	15	2	2	4	7	4
61-78	1	1	4	4	10	1	0	7	7	5
Total	1	1	6	20	53	5	6	22	25	23

Table 4b. Influence of country's media over audiences' perception of the other country according to U.S. respondents' time spent in Mexico

Time spent in Mexico	Influence of U.S. media on American citizens' opinions of Mexico and its people.					Influence of Mexico's media on Mexican citizens' opinions of the U.S. and its people.				
	None	Some	A lot	None	Some	A lot	None	Some	A lot	
None	0	0	2	5	13	0	1	6	6	7
Less than 7 days	0	0	1	1	10	1	1	2	4	4
1 week – less than 1 month	1	1	0	6	13	3	0	5	9	4
1 month – less than 1 year	0	0	1	5	6	0	2	4	4	2
More than 1 year	0	0	2	3	11	1	2	5	2	6
Total	1	1	6	20	53	5	6	22	25	23

Figure 10. Influence of country's media over audiences' perception of the other country according to U.S. respondents

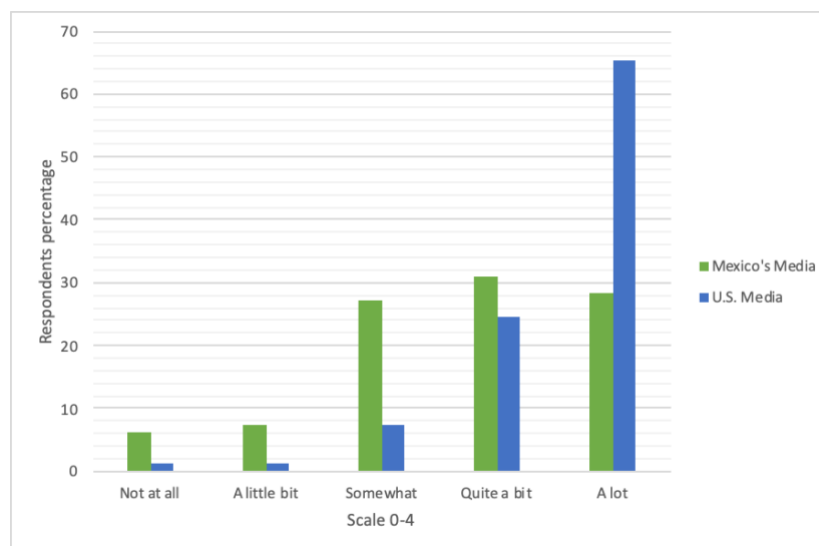


Table 5a. Impact of the growing use of digital media such as the internet, mobile phones and social media in the U.S.-Mexico relations according to Mexican respondents

<i>According to age</i>				
Age Range	Worsen understanding	Not much effect	Improve understanding	N/A
15-30	17	9	12	1
31-45	4	7	12	0
46-60	13	7	14	2
61-78	8	2	10	0
Total	42	25	48	3
<i>According to time spent in the U.S.</i>				
	Worsen understanding	Not much effect	Improve understanding	N/A
None	0	2	4	0
Less than 7 days	3	1	1	0
More than a week and less than a month	13	11	19	0
More than a month less than a year	11	7	10	2
More than 1 year	9	3	13	1
Total	36	24	47	3

Figure 11. Mexican respondents' views of digital media impacts on U.S.-Mexico relations

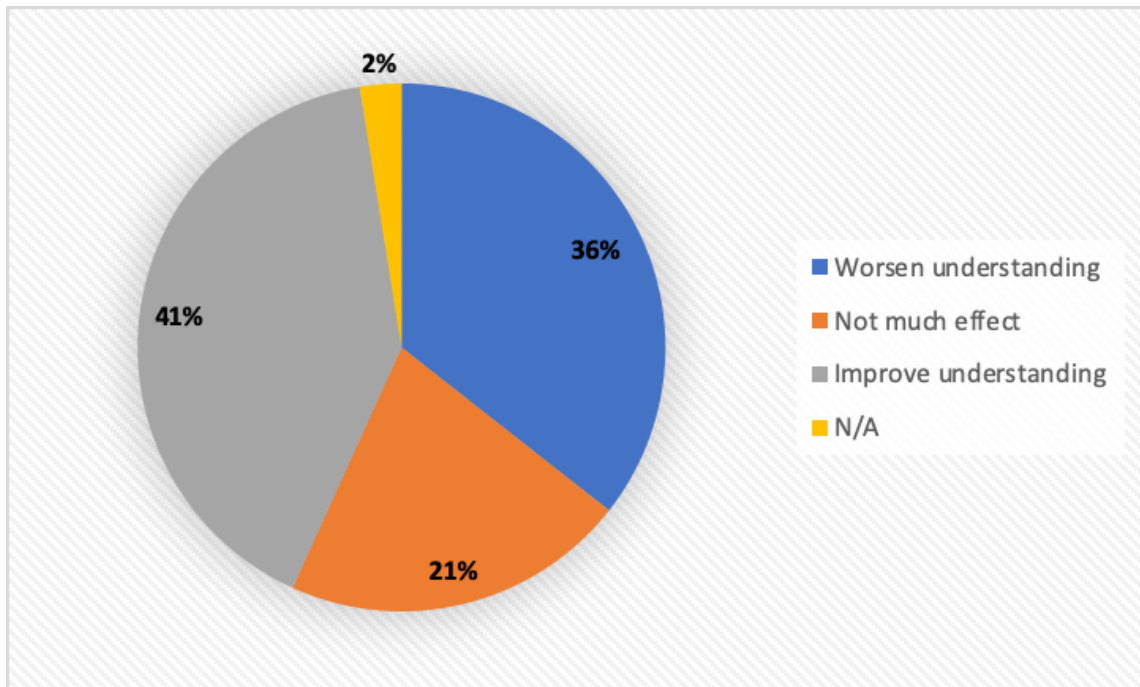
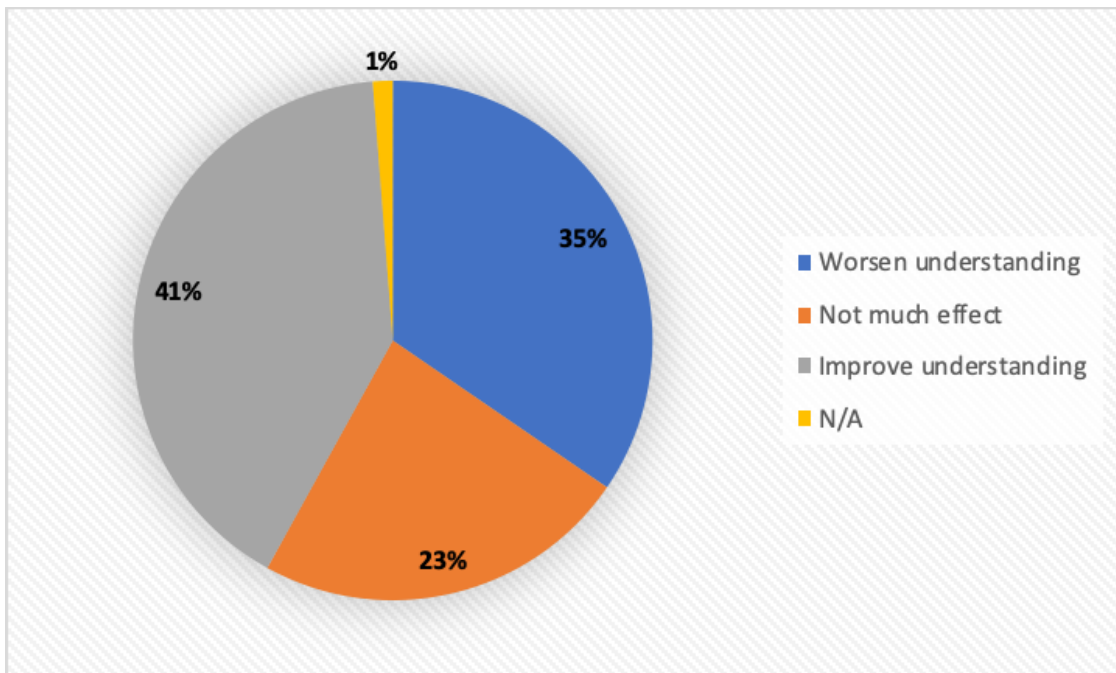


Table 5b. Impact of the growing use of digital media such as the internet, mobile phones and social media in the U.S.-Mexico relations according to U.S. respondents

<i>According to age</i>				
Age Range	Worsen understanding	Not much effect	Improve understanding	N/A
15-30	4	6	12	0
31-45	9	3	8	0
46-60	7	6	6	0
61-78	8	4	7	1
Total	28	19	33	1
<i>According to time spent in Mexico</i>				
	Worsen understanding	Not much effect	Improve understanding	N/A
None	7	4	9	0
Less than 7 days	3	5	4	0
More than a week and less than a month	7	4	10	0
More than a month less than a year	5	4	3	0
More than 1 year	5	3	7	1
Total	27	20	33	1

Figure 12. U.S. respondents' views of digital media impacts on U.S.-Mexico relations



Appendices

Appendix A. Questionnaire applied by Universidad Panamericana students

1. What is your current age?
2. Have you ever visited the United States? If yes, about how many days, months or years have you spent in the United States?
3. What three adjectives (words) would you use to describe the typical non-Hispanic/Latino American?
4. What three adjectives (words) would you use to describe the typical Hispanic/Latino American?
5. What do you think are the two most important issues facing Hispanics/Latinos in the U.S. right now?
6. On a scale of 0-4, how much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

7. On a scale of 0-4, how much do you think Mexican media influence Mexican citizens' opinions of the United States and its people?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

8. On a scale of 0-4, how much do you think U.S. media influence American citizens' opinions of Mexico and its people?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

9. Do you think that the expanding use of digital media like the internet, mobile phones and social media are:

◇ Improving understanding between citizens of U.S. and Mexico	◇ Not having much effect on understanding between citizens of U.S. and Mexico	◇ Worsening understanding between citizens of U.S. and Mexico
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Appendix B. Questionnaire applied by Texas Tech University students

1. What is your current age?

2. What three adjectives (descriptive words) would you use to describe the typical Hispanic/Latino American living in the U.S.?

3. What do you think are the two most important issues facing Hispanics/Latinos in the U.S. right now?

4. What three adjectives (words) would you use to describe the typical Mexican citizen living in Mexico?

5. Have you ever visited Mexico? If yes:

5a. About how many days, weeks, months or years have you spent in Mexico?

5b. About how much of this time was spent in areas other than along the U.S./Mexico border or in tourist/resort areas?

6. On a scale of 0-4, how much do you think Mexican Americans try to maintain their Spanish language and cultural ties to Mexico?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

7. On a scale of 0-4, how much do you think Mexican media influence Mexican citizens' opinions of the United States and its people?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

8. On a scale of 0-4, how much do you think U.S. media influence American citizens' opinions of Mexico and its people?

0	1	2	3	4
Not at all	A little bit	Somewhat	Quite a bit	A lot

9. Do you think that growing use of digital media like the internet, mobile phones and social media are:

◇ Improving understanding between citizens of U.S. and Mexico

◇ Not having much effect on understanding between citizens of U.S. and Mexico

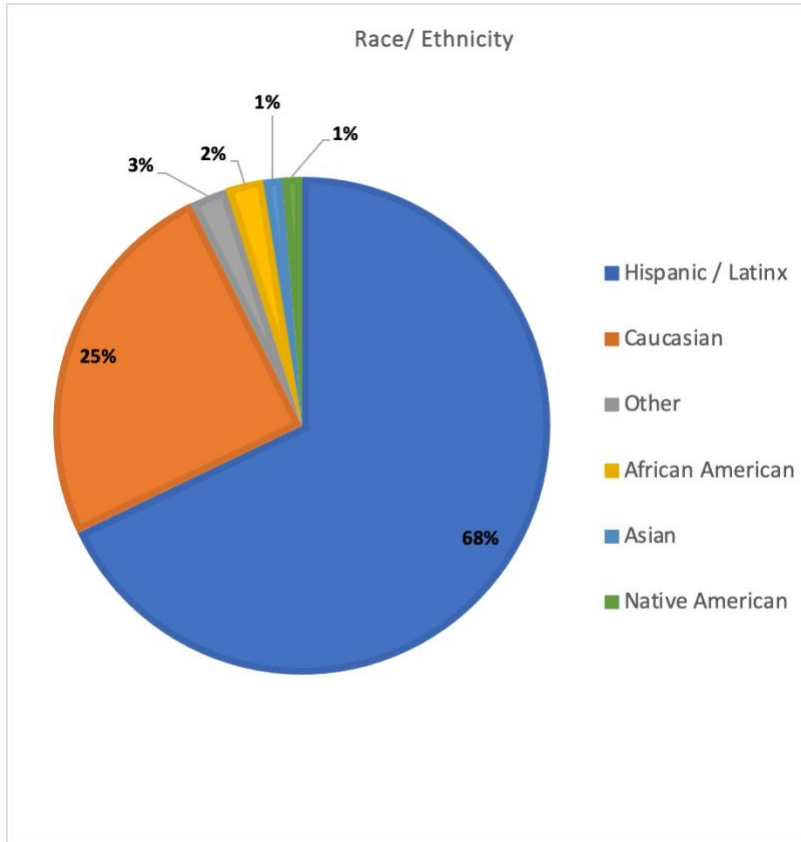
◇ Worsening understanding between citizens of U.S. and Mexico

10. Which do you consider your main race or ethnicity? (choose one)

- Hispanic/Latina/o
- Black/African American
- Caucasian/Anglo
- Native American
- Asian/Asian American/Pacific Islander
- Other - please specify

Appendix C. U.S. respondents' demographics

U.S. Respondents' Race/Ethnicity



U.S. Respondents' race/ethnicity according to age

<i>Respondent Race/Ethnicity</i>						
Age Range	Hispanic	Caucasian	African American	Asian	Native American	Other
15-30	27%	20%	50%	100%	0	50%
31-45	29%	20%	0	0	0	0
46-60	22%	25%	50%	0	100%	0
61-78	22%	35%	0	0	0	50%

U.S. Respondents' race/ethnicity according to time spent in Mexico

<i>Respondent Race/Ethnicity</i>						
Time spent in Mexico	Hispanic	Caucasian	African American	Asian	Native American	Other
None	16%	35%	50%	100%	100%	50%
Less than 7 days	9%	15%	0%	0%	0%	0%
More than a week and less than a month	33%	15%	0%	0%	0%	0%
More than a month less than a year	13%	35%	50%	0%	0%	50%
More than 1 year	29%	0%	0%	0%	0%	0%

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¹ For both Mexico and the U.S., incomplete or otherwise problematic data was removed from the dataset.

² Regarding terms and labels, “Latino” was used in both questionnaires for the familiarity of reference among respondents. In the courses, “Hispanic/Latinx” was employed to reflect current usage and to acquaint students with contemporary gender identity and influence issues.

³ We did not consider the answers of eight participants in the Mexican group because their response to this question was missing. Hence, the data analysis regarding time spent in the other country has a discrepancy of eight respondents compared to the examination according to age groups.