

LATINO MEDIA USE IN ATHENS, GEORGIA: AN OPINION SURVEY AND ANALYSIS

by

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(Under the Direction of William F. Griswold)

ABSTRACT

This thesis uses a quantitative research design to investigate patterns of media use, including print, television and radio, among the Latino community in Athens-Clarke County, Georgia. A random sample of 129 adult Latinos living in the county indicates that Spanish- and English-language media use among this community is in many ways similar to that of Latinos throughout the United States, especially concerning the importance of radio as the medium most often listened to for news about the Athens area. In Athens, Latinos report also greater use of print media over television and English over Spanish for local news information, although the use of Spanish-language print media is restricted by their limited availability. Survey respondents indicated that they would like to see more Spanish-language reporting of local news, immigration news, employment opportunities and cultural information of relevance to the Latino community.

INDEX WORDS: Latino media use, Athens-Clarke County, opinion polling

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CHAPTER 1

INTRODUCTION

*“We imported labor, we got people” - European aphorism
-DeWind & Kasinitz (1997, p. 1096)*

*“‘What kind of media do we use?’ is really another way of asking,
‘What kind of people do we wish to become?’”
-Mackay (1985, p. 144)*

*“What better strategy could there be for ensuring minority survival than the development by
minorities of their own media conveying their own point of view in their own language?
If minority media did not contribute to ethnic cohesion and cultural maintenance to some extent,
there would be little justification for their existence except as a marketing tool [or] an
instrument of social control”
-Riggins (1992, p. 3)*

Purpose of this Research

This investigation explores patterns of media use -- including print, television and radio media -- among the Latino population living and working in Athens-Clarke County, Georgia, in 2006. Because this is the first time that the Latino population in this community has been surveyed about their media use, this project comprises several research aims, ranging from the general pattern of media use among Latinos in the county to the idea of using “ethnic” or Spanish-language media for assimilation or differentiation purposes.

Media use among Latino populations throughout the United States has been the subject of analysis since the 1970s when researchers -- primarily Latinos themselves -- were interested in seeing how, or whether, the media habits of Latinos in the United States differed from that of other “ethnic” groups, including Caucasians. Much of this research looked explicitly at various social, economic and cultural variables to assess their potential impact on media use, often

finding significant differences between, for example, Latinos and African Americans (Albarran and Umphrey, 1993, 1994) or Latinos and Chinese-Americans (Browning, Shafer, Rogers, and DeFever, 2003), as well as differences among Latinos by country of origin (i.e. Mexican, Cuban, Puerto Rican, etc.) which revealed distinct patterns of media use (Duran, 1977). Others analyzed demographic variables among Latinos and found significant differences by, for example, age, sex, level of education, income, language abilities and length of residency in the United States (Dunn, 1975; Greenberg et al., 1983; Korzeny et al., 1983; Subervi-Velez, 1984; Rios, 1993, Rios and Gaines, 1998).

This investigation incorporates three areas of interest: first, it will explore the general pattern of media use among the Latino population in the county, including the amount of time devoted to Spanish- and English-language print, television and radio use for news information. In doing so, this investigation will try to assess the degree to which the Latino population is adequately informed by the Spanish- and English-language media in Athens about political, economic, social or cultural affairs in the city.

The second area of interest addressed in this project is the idea that the Latino population in Athens uses the Spanish- and English-language media for purposes of either assimilation into the dominant society or differentiation from the dominant society based on the analysis of assimilation and differentiation perspectives outlined in Chapter 2.

Finally, the third aim of this project is to examine the process of polling among “international” or non-English-speaking populations. While technically not an international study, this investigation will address some of the problems typically encountered when surveying on an international scale, such as language barriers, access to populations and sampling procedures.

Structure of this Thesis

The remainder of Chapter 1 comprises two parts: the first part looks at some of the demographic, social, economic, and geographic patterns of the population under study, namely the Latino population in Athens-Clarke County. Chapter 1 concludes with an overview of the Spanish-language media available in the Athens community, including print, television and radio media.

Chapter 2 consists of three parts, beginning with a discussion of what actually constitutes “ethnic media” and their audiences. The next section analyzes the literature on Latino media use, followed by a section that addresses some of the ethical considerations that must be considered when using terms such as “ethnicity” and “assimilation” in the context of studying a minority population in the United States. The conclusion of Chapter 2 states the research questions addressed in this investigation, as well as my hypotheses.

Chapter 3 also is split into multiple parts, beginning with an explanation of the research design and methodology of this investigation as it was carried out in Athens. After discussing sampling issues, survey design, and concept definitions and their operationalizations, I conclude Chapter 3 with a general discussion on the topic of “international” or cross-cultural surveying. While most of the problems encountered in international surveys are methodological, there are also ethical and theoretical considerations which suggest that international polling should be approached cautiously and the results interpreted conservatively.

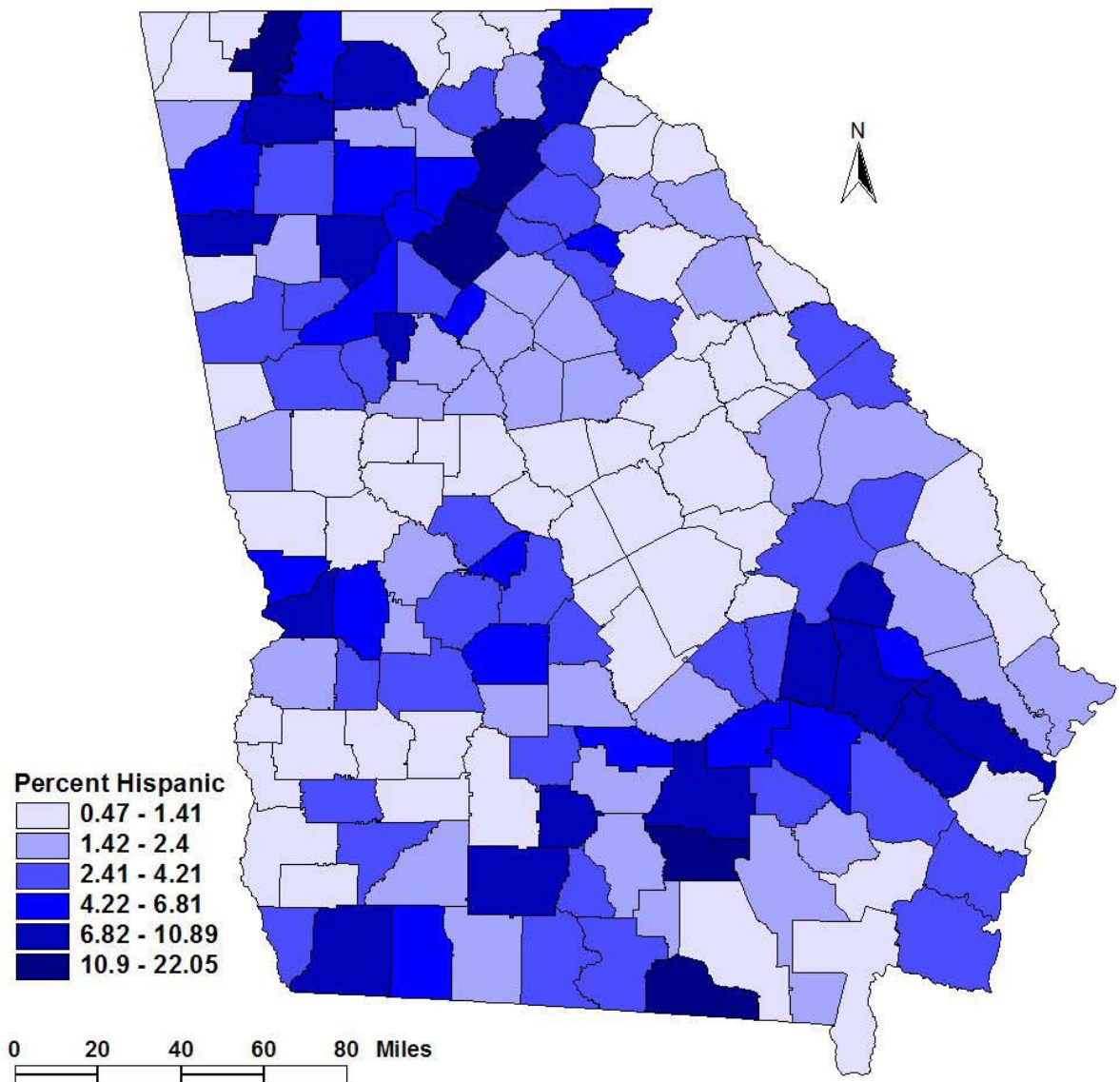
Chapter 4 contains the analysis and discussion about media use among the Latino population in Athens -- the primary justification for this research. I conclude in Chapter 5 by revisiting the major findings of this research, followed by a discussion about some of the limitations of this project. I finish by offering some suggestions for future research of media use

among Latino populations, whether in Athens-Clarke County or any another city. Before proceeding to Chapter 2 to analyze the existing literature, the remainder of this chapter is devoted to examining the Latino population in Athens-Clarke County, along with the Spanish-language media that are available to them.

The Study Population: Latino Demographic Characteristics

According to U.S. Census Bureau figures, in the census year 2000 there were 6,436 Latinos in Athens-Clarke County, accounting for 6.4 percent of the total population of 101,489 residents. The census figure represents an increase of about 400 percent over the 1990 figure of 1,491 Latinos in the county, but undercounts are known to be a significant problem in census counts (Duran, 1977). Unofficial estimates of the county's Latinos population puts the figure at about 12,000 people, according to Doug Bachtel, a professor in the College of Family and Consumer Sciences at the University of Georgia and Catholic Social Services of Athens, a non-profit organization that assists the area's Latino population with English-language classes and job training. Other sources with close contact with the Latino community also estimate the county's Latino population higher than the census figure (Latino Media & Market Source, 2005).

At 6.4 percent, the percentage of Latino population in Athens-Clarke County is slightly higher than the average for the entire state of Georgia, at 5.3 percent, but lower than the national average of 12.5 percent (Guzmán, 2001). Figure 1.1 shows the distribution of Latinos within the state of Georgia, which ranges from less than 0.5 percent in Glascock County to just over 22 percent in Whitfield County. Although the densest concentrations of Latinos are in the greater Atlanta metropolitan area, there is evidence too of higher concentrations of Latinos living in Georgia's rural southern counties.



Projection: Equal-Area Cylindrical
Data Source: U.S. Census Bureau
Created by: Maria Tucker, April 20, 2006 for
"Latino Media Use in Athens, Georgia: An opinion survey and analysis"

Figure1.1: Georgia's Latino Population by County, 2000

Tables 1.1 and 1.2 show the concentration of Athens-Clarke County’s Latino population from 1990 to 2000, sorted from highest to lowest by census tract divisions. Although changes to the county’s census tract boundaries during this time preclude a strict one-to-one comparison, the overall change in Latino concentrations between 1990 and 2000 is noticeable.

In 1990, Latinos living in the county accounted for about 1.7 percent of the total population of about 87,600 people (Table 1.1). During this time, there were five census tracts with Latino populations greater than 2 percent, while under the 1990 census delineations, 11 tracts had between 1 and 2 percent Latino population. The remaining three tracts had less than 1 percent Latino population within their boundaries.

Table 1.1: Athens-Clarke County’s Latino Population by Census Tract, 1990

<i>Census Tract</i>	<i>Total Pop.</i>	<i>Latino Pop.</i>	<i>Percent Latino</i>
13.98	6956	165	2.37
15.01	11685	259	2.22
7	3513	75	2.13
13.02	7104	151	2.13
11	4941	100	2.02
8	3349	65	1.94
15.02	7788	143	1.84
4	3225	59	1.83
1	921	16	1.74
2	1864	30	1.61
5	4326	66	1.53
14.01	5554	83	1.49
9	3646	50	1.37
10	3707	50	1.35
12	2550	30	1.18
6	3563	41	1.15
3	6119	54	0.88
14.02	6756	54	0.80
16.98	27	0	0.0
<i>Total Population</i>	<i>87,594</i>	<i>1,491</i>	<i>1.70 %</i>

In contrast to the 1990 figures, by the year 2000 Latinos accounted for more than 10 percent of the population in at least five census tracts, and more than 20 percent in two tracts (Table 1.2). While the overall increase in Latino population from 1990 to 2000 may appear high in percentage terms, 431 percent, which is considerably more than the 16 percent increase in the general population of the county, in absolute terms it was an increase of less than 5,000 Latinos.

Table 1.2: Athens-Clarke County's Latino Population by Census Tract, 2000

<i>Census Tract</i>	<i>Total Pop.</i>	<i>Latino Pop.</i>	<i>Percent Latino</i>
1303	4205	1316	31.30%
1404	3241	826	25.49%
301	3478	533	15.32%
18	2767	381	13.77%
1405	2153	224	10.40%
1403	4236	349	8.24%
1306	4597	364	7.92%
1305	2541	175	6.89%
19	3080	206	6.69%
17	1885	126	6.68%
9	3594	223	6.20%
1307	3770	167	4.43%
1506	2768	100	3.61%
1406	4451	159	3.57%
1505	4029	137	3.40%
1509	3276	99	3.02%
4	8209	236	2.87%
1508	4825	137	2.84%
1304	4066	114	2.80%
1507	5539	150	2.71%
1	819	22	2.69%
12	2348	59	2.51%
22	2067	43	2.08%
20	1738	34	1.96%
1504	4252	75	1.76%
6	2178	33	1.52%
1503	3033	46	1.52%
21	4027	52	1.29%
302	4317	50	1.16%
<i>Total Population</i>	<i>101,489</i>	<i>6,436</i>	<i>6.34 %</i>

To get a visual sense of the changes in the Latino population over the decade, Figure 1.2 maps the highest concentration of Latinos within the county in 1990 -- 2.37 percent -- along with four other census tracts with a Latino population greater than 2 percent, including two tracts on the western border and two tracts centrally located just slightly west of the downtown area.

The census tracts along the northern and southern limit of the county had between 1.37 and 1.94 percent Latino population, respectively, while the eastern-most portion of the county, comprising Census Tract 14.02, had less than 1 percent Latino population.

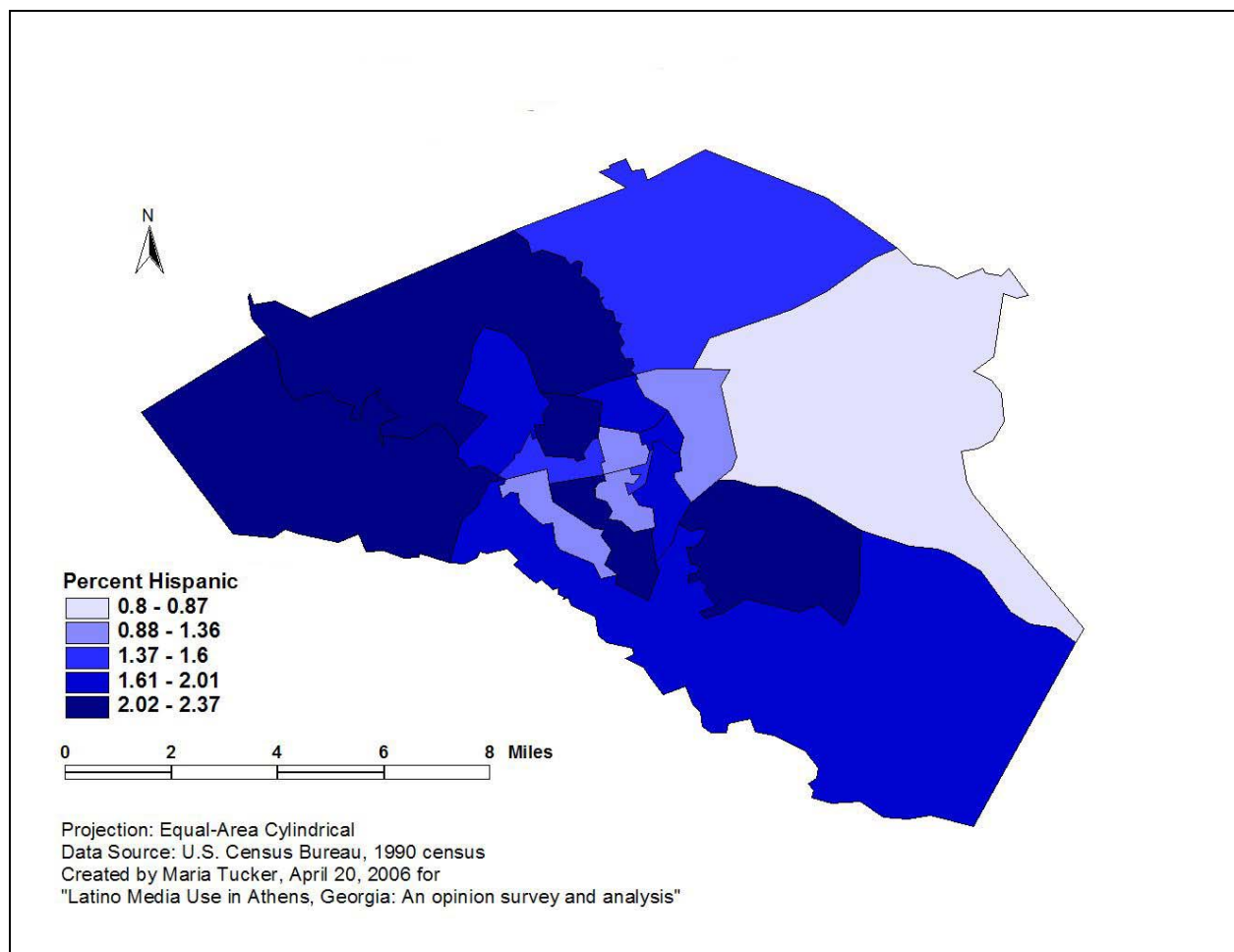


Figure1.2: Athens-Clarke County's Latino Population by Census Tract, 1990

By 2000, the Latino population ranged from slightly more than 1 percent to over 30 percent (Figure 1.3). At the same time, the concentration of Latinos shifted from the western portion of the county to the northern portion, where census tracts averaged between 10.4 percent and 31.3 percent Latino, an increase of between eight percentage points to 28 percentage points. In the eastern portion of the county, Latino populations grew only by about three percentage points, while along the southern border concentrations hovered close to the 1990 figure of 1 to 2 percent. The downtown regions also saw little change from 1990, increasing from 1 to 2 percent to about 2 to 4 percent, depending on which tract is under consideration.

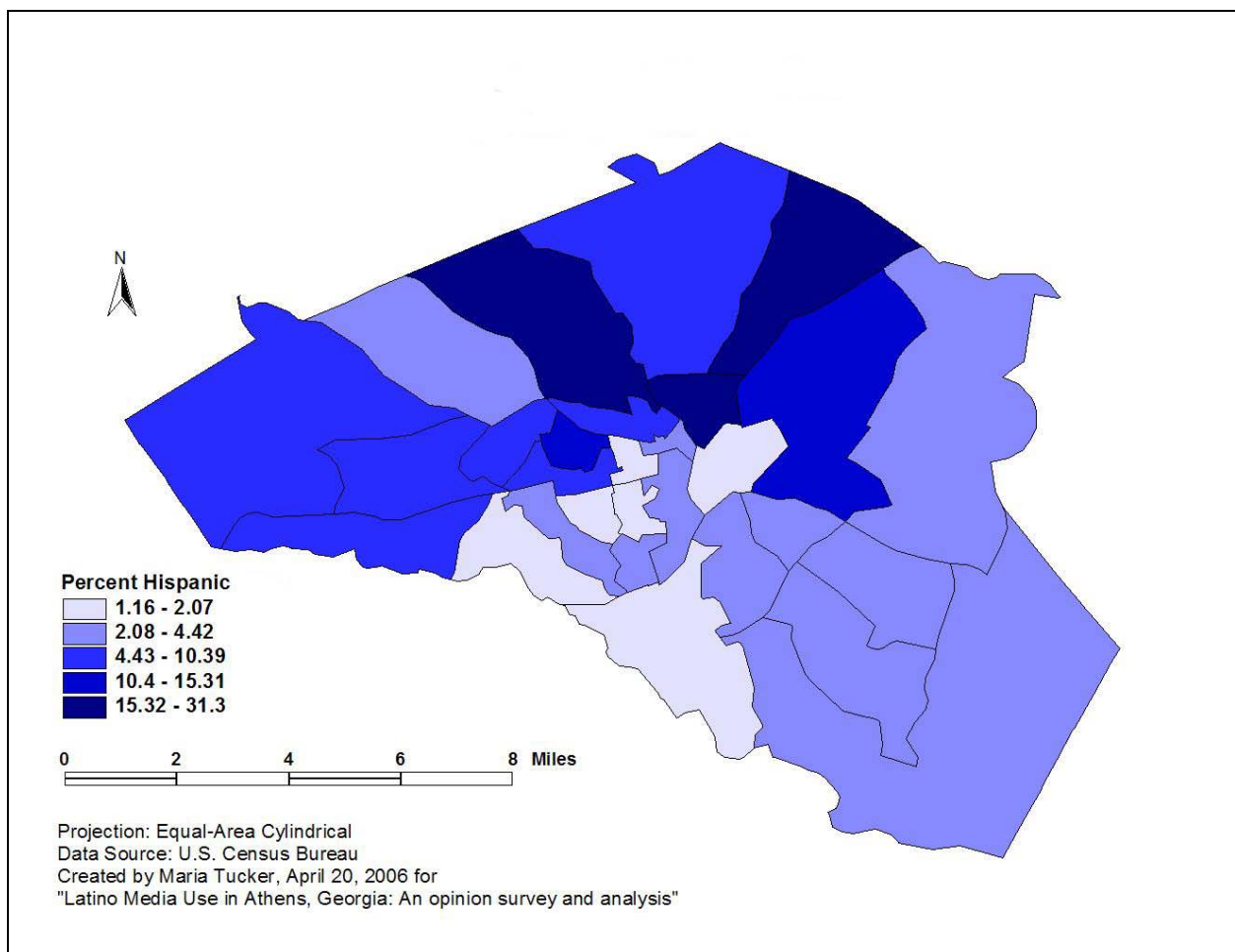


Figure 1.3: Athens-Clarke County's Latino Population by Census Tract, 2000

The increase in Athens-Clarke County's Latino population is entirely consistent with the increase in Latino populations that has been occurring at the regional and national levels throughout the United States since 1990. The national level changes are shown in Table 1.3. Between 1990 and 2000, the total population for Mexicans, Central Americans, and South Americans increased by 30 to 53 percent each (Guzmán, 2001; U.S. Census Bureau, 2000).

Table 1.3: National Level Latino Population Changes, 1990 to 2000

<i>Country or Continent of Origin</i>	<i>1990</i>	<i>2000</i>	<i>Percent change</i>	<i>Percentage of Total 2000 Latino Pop.</i>
<i>Mexican</i>	13.5 million	20.6 million	52.9	58.5
<i>Central American</i>	1.3 million	1.7 million	30.8	4.8
<i>South American</i>	1.0 million	1.4 million	40.0	3.8
<i>Latino Total</i>	<i>21.9 million</i>	<i>35.3 million</i>	<i>61.2</i>	<i>--</i>

At the regional level, the highest concentration of Latinos in 2000 was in the Western Region,¹ accounting for 43.5 percent of the total Latino population. The second largest percentage was found in the Southern Region,² where Latinos accounted for 32.8 percent of the total population. Other regional compositions are shown in Table 1.4.

Table 1.4: Latino Population by U.S. Census Bureau Region, 2000

<i>Region</i>	<i>Percent of Total Latino Pop.</i>	<i>Latinos as a Percentage of Total Pop.</i>
<i>West</i>	43.5	24.3
<i>South</i>	32.8	11.6
<i>Northeast</i>	14.9	9.8
<i>Midwest</i>	8.9	4.9

¹ Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming.

² Alabama, Arkansas, Delaware, district of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Demographic characteristics of the Latino population in Athens-Clarke County in 2000 are shown in Table 1.5, where two of the most noticeable aspects of the population are the sex imbalance and the youthfulness of the population.

Among Latinos in Athens, men outnumber women by nearly a 3:2 ratio, a trend which is not apparent in Athens's general population, where women outnumber men slightly. The median age of the Latino population is about 23 years, more than two years younger than the median age of the overall population in Athens. Moreover, youthfulness is a consistent trait of the county's Latino population in general: nearly 11 percent of the Latino population is under 5 years of age, compared to 5.2 percent for other Athenians, while less than 2 percent of Latinos are over 65 years of age, compared to 8 percent for the overall population in Athens.

Table 1.5: Demographics of Athens-Clarke County's Latino Population, 2000

<i>Category</i>	<i>Latino Pop.</i>	<i>Total Athens-Clarke Pop.</i>
<i>Total Population</i>	6,436	101,489
<i>Male</i>	58.2%	48.8%
<i>Female</i>	41.8%	51.2%
<i>Median age</i>	23 yrs	25.3 yrs
<i>Under 5 yrs</i>	10.7%	5.2%
<i>Over 65 yrs</i>	1.9%	8.0%
<i>High school graduate or higher</i>	49.8%	81.0%
<i>Bachelor's degree or higher</i>	21.2%	40.0%
<i>Per capita income</i>	\$11,139	\$17,103
<i>Median household income</i>	\$31,817	\$28,118
<i>Owner-occupied housing units</i>	25.3%	41.5%
<i>Renter-occupied housing units</i>	74.7%	58.5%
<i>Median home value</i>	\$121,400	\$112,000
<i>Average family size</i>	4	2.95
<i>Individuals below poverty level</i>	28.0%	28.6%

Educational benchmarks set by the U.S. Census Bureau show that Latinos living in Athens have lesser amounts of higher education compared to the general Athens population, yet

still show nearly 50 percent having a high school degree or higher, with more than 20 percent of those people have a Bachelor's degree or higher.

Per capita income for Latinos in Athens lags behind that of the general population: Latinos earned on average \$11,139 per person, while the average for the county was \$17,103. Researchers that have examined Latino income nationwide contend that Latinos typically earn less per capita because, historically, Latinos have been concentrated into a limited number of low-wage industries (Pedraza, 2000; Hagan, 2004; Melendez, 1993; Massey, 1993; Smith and Edmonston, 1997), with Latino men gravitating to agriculture and small business “ethnic enterprises” (Cobas and Duany, 1997), and Latinas gravitating to the garment industry and domestic service (Pedraza, 1991; Romero, 1992). Although pockets of high-paying professional jobs do exist for Latinos (Hagan, 2004; Smith and Edmonston, 1997), very few of these exist in Athens-Clarke County outside of the University of Georgia setting.

Lower per capita income for Latinos stands in contrast to higher median household income, which could be an indication that many Latino households have two or more wage earners. Latino households reported about \$3,700 more annually than did the general Athens population. Moreover, the median value of a single-family home for Latinos is higher than that of the general population, despite that fact that Latinos in Athens have a lower rate of home ownership than the general population, 25 percent versus 41 percent respectively, and a higher rate for renting.

In the United States, rates of home ownership for Latinos are among the lowest of any ethnic group (Coulson, 1999), and are especially pronounced between immigrant Latino (36.1 percent) and nonimmigrant Latinos (48.9 percent). Coulson (1999) attributes much of the gap to the differences in resources required to buy a home, although Massey and Denton (1989)

consider residential segregation and discrimination to be largely responsible for the lower rates, a claim supported also by Arce, Murguia, and Frisbie (1987) and Toussaint-Comeau and Rhine (2004).

The average family size for Latinos in Athens is about four people, slightly higher than the average of 2.5 for the general population, while the poverty rate is essentially the same for both – around 28 percent – although this figure is considerably higher than the 14 percent average poverty rate for the entire state of Georgia.

Although the comparison between Latinos as a group versus the greater Athens population might imply that there is a certain amount of homogeneity among Latinos in Athens, a closer look at three major categories of origin shows that differences exist within the Latino population, too. Table 1.6 shows how the Latino community compares when disaggregated by geographical area of origin.

Table1.6: Latino Demographics by Area of Origin in 2000

<i>Category</i>	<i>Mexican</i>	<i>Central American</i>	<i>South American</i>
<i>Total Population</i>	4,091	483	530
<i>Male</i>	61.3 %	59.2 %	49.2 %
<i>Female</i>	38.7 %	40.8 %	50.8 %
<i>Median age</i>	23 yrs	27 yrs	27 yrs
<i>Under 5 yrs</i>	11.9 %	9.0 %	4.9 %
<i>Over 65 yrs</i>	1.1 %	1.2 %	4.9 %
<i>High school graduate or higher</i>	38.5 %	31.6 %	90.3 %
<i>Bachelor's degree or higher</i>	11.8 %	8.4 %	61.1 %
<i>Per capita income</i>	\$8,459	\$10,107	\$27,483
<i>Owner-occupied housing units</i>	21.5 %	29.6 %	34.2 %
<i>Renter-occupied housing units</i>	78.5 %	70.4 %	65.8 %
<i>Median home value</i>	\$107,800	\$65,000	\$155,200
<i>Median household income</i>	\$30,880	\$21,719	\$35,893
<i>Average family size</i>	4	4	3
<i>Individuals below poverty level</i>	30.2 %	41.2 %	19.2 %

When compared across categories, it is apparent that people of Mexican origin make up by far the largest proportion of Latinos in the county, while Central and South Americans account for 7.5 percent and 8.3 percent, respectively, of Athens-Clarke County's Latino population.

Mexicans and Central American have virtually identical sex ratios, but the imbalance is actually reversed for South Americans, with more women than men currently residing in Athens. The median age also shows some interesting patterns when looked at in a disaggregated form: Central and South Americans, on average, are four years older than their Mexican counterparts and two years older than non-Latinos in Athens.

In fact, South Americans in general seem to be the most differentiated from their Latino counterparts. They have lower rates of children under 5 years old, higher rates of people over the age of 65, higher rates of high school and college education than other Latinos and non-Latinos in Athens, higher incomes, higher rates of home ownership, higher median house values and household incomes. The average family size for South Americans is virtually equal to that of the general population, 3 versus 2.95, respectively, while the poverty rate for South Americans is considerably lower than for the remainder of the Latino population or the general Athens population.

Spanish-language Media in Athens-Clarke County

The remainder of this chapter discusses the Spanish-language media that are available to Athens-Clarke County's Spanish-speaking population, including print, television and radio. The chapter will conclude with a brief discussion of why media producers in Athens and elsewhere are increasingly interested in the "Latino market" as consumers and advertisers.

Print Media

Athens-Clarke County's Spanish-language print media audience is served primarily by *Eco Latino*, the only free, bilingual news magazine. *Eco Latino* is published monthly in the city of Athens by the Athens Banner-Herald, part of Morris Communications, Inc. *Eco Latino* began circulating in 2003, guided by the mission "to inform, educate and serve the Latino community as well as people who speak English and take interest in our rich culture and Spanish language" (*Eco Latino* Media Kit, n.d.). *Eco Latino* currently distributes 15,000 copies in nine Northeast Georgia counties including Clarke, Gwinnett, Hall, Oconee, Jackson, Madison, Barrow, Walton, Franklin and Banks. According to *Eco Latino*'s media kit, 32 percent of its readership earns more than \$50,000 a year.

Another Spanish-language newspaper available in Athens-Clarke County is *La Visión*, published in Norcross, Georgia, since 2000. According to the newspaper's media kit, *La Visión* is the "first and only daily bilingual newspaper in Georgia [that is] 100% owned and managed by Latinos" (*La Visión* Media Kit, n.d.). Serving both the Atlanta and Athens markets, and points in between, *La Visión* distributes a total of 60,200 copies daily, 3,600 of which go to Athens-Clarke County. Technically, *La Visión* is not a free newspaper, costing \$.50 each, but free copies are available in Athens, especially in high traffic areas such as grocery stores and Laundromats. According to the newspaper's media kit, 50 percent of *La Visión*'s readership is between 25 and 44 years old, 62 percent of readership is female, 38 percent is male, and 55 percent earn \$50,000 or more annually.

In addition to these, there are three other notable Spanish-language print media which are available in both the Atlanta and Athens-Clarke County Spanish-language markets. *Mundo Hispánico* was founded in 1979, making it "Georgia's oldest Spanish language newspaper"

(*Mundo Hispánico* Media Kit, n.d.). Published in Atlanta, *MundoHispánico* is bilingual and distributed free every Thursday to about 50,700 people in order to “engage, educate and entertain” its Latino readers. *MundoHispánico* reports that 53 percent of its readership is between the ages of 18 and 34 years, 52 percent are married, 68 percent have children in their households, 69 percent are Mexican, 65 percent have lived in Georgia for less than 10 years and 90 percent were born abroad. The median income of its readers is \$41,250 (*Mundo Hispánico* Media Kit, n.d.).

Atlanta Latino is a bilingual, weekly newspaper published in Norcross, Georgia, since 2002. *Atlanta Latino* circulates about 30,000 free copies every Thursday in 13 metro Atlanta counties (but not Athens-Clarke) to a readership that is primarily between the ages of 18 and 49 years (*Atlanta Latino* Media Kit, 2006). *Atlanta Latino* reports that 40 percent of their readership is Mexican or Chicano heritage, 25 percent are South American and 9 percent are Central American. Fifty-five percent of readers earn \$50,000 or more annually (*Atlanta Latino* Media Kit, 2006).

Finally, *Impacto Latino* is an independently-owned Spanish-only newspaper published in Norcross, Georgia, since 2003. *Impacto Latino* distributes 20,000 free copies every Friday, but no other information about their readership was available.

Television

There is only one non-cable and non-satellite television channel broadcasting exclusively in Spanish in the Athens area. WUVG-TV (Channel 34) is part of the Univision Network and has operated in the Athens area since 2002.

There are numerous cable and satellite options available to Spanish-language audiences. In addition to the Univision Network based in Miami, Florida, Galavision (New York, New York), mun2 (Hialeah, Florida), and Sorpresa (Ft. Worth, Texas) transmit Spanish-only programs tailored to Latino audiences on a subscription basis (Latino Media & Market Source, 2005).

Radio

As of 2006, there were eight radio stations operating on a Spanish-language format and playing a variety of Mexican and Spanish regional music to Athens-area residents. Table 1.7 lists the transmissions available in Athens-Clarke County, most of which did not begin until the late 1980s or early 1990s, along with information about their targeted audiences.

Table 1.7: Spanish-language Radio in Athens, Georgia, 2006. (Source: SRDS, 2005)

<i>Call Letters</i>	<i>Musical Genre</i>	<i>Target Audience</i>	<i>Year of First Transmission</i>
WAOS-AM	Spanish regional	18 to 34	1988
WAZX-AM	Mexican regional	21 and over	1993
WAZX-FM	Mexican regional	12 and over	Not listed
WLBA-AM	Spanish variety	18 to 49	Not listed
WPLO-AM	Mexican regional	25 to 54	1996
WWVA-FM	Spanish contemporary	18 to 34	2004
WWWE-AM	Spanish-language Christian	Men 18 to 49	1998
WXEM-AM	Spanish regional	18 to 34	1988

National Trends in Spanish-language Audiences and the “Latino Market”

A common theme apparent in almost all descriptions of Athens area Spanish-language print, television and radio media is that they are mostly of recent origin, having started in the

very late 1980s or 1990s. Media are, of course, commercial enterprises, so it is not surprising that media corporations capitalized on the growing Latino population -- and by extension the Latino market -- in the area. Thus, I would like to conclude this chapter by exploring in greater detail some of the characteristics of the Latino population that media producers find increasingly attractive. While many of these characteristics may apply to Latinos in Athens-Clarke County, the remainder of the analysis in this chapter is not necessarily limited to them.

The projected demographic profile of the Latino population in the United States is not unlike the current demographic profile: a relatively youthful population with moderate but increasing amounts of discretionary income, low but growing rates of home ownership, and family sizes higher than the U.S. average (Arbitron, 2004; Arbitron, 2005).

The estimated buying power of the Latino population in 2004 was \$686 billion, which was an increase of about 8 percent over 1990 figures and almost double the growth rate of buying power for non-Latinos (4.9 percent); this too is a trend expected to continue (Arbitron, 2005). Advertisers spent \$1.1 billion on national and local Spanish-language print ads in 2003 (Chura, 2005), with every sign that advertising spending will continue to increase (Arbitron, 2004). Ad revenue in Latino magazines increased 23.7 percent in 2003 from the year before (Deeken and Granatstein, 2004). Procter & Gamble, General Motors and Ford Motor Co. are the three biggest advertisers in Latino print media in 2003 (Deeken and Granatstein, 2004).

Media producers have begun already to devise strategies for luring more Latino readers to their product, and these too seem likely to continue as the population increases. Strategies among print media producers include continuing to distribute their newspapers for free, as they do in Athens, especially in areas of high Latino concentrations, along with more reporting of news designed to attract younger readers, such as job notices, car advertisements, real estate, and

news from Mexico, Central and South America (Chura, 2005; Raeymaeckers, 2004). Some print media will continue to print Spanish-language versions of English newspapers (Morton, 1999), although it is questionable whether this tactic actually qualifies as “ethnic media,” which will be addressed in greater detail in the next chapter. Finally, radio is expected to continue to play an important role among Latino media users, too, along with an increase in radio ad revenue (Carlson, 1997; Arbitron, 2005).

Chapter Summary

This chapter was designed to familiarize readers to some of the demographic, social and economic characteristics of the Latino population living in Athens-Clarke County as of 2006. According to U.S. Census Bureau figures, the county’s Latino population has increased substantially since 1990, but the increase is not unprecedented in either the Southeast or the United States as a whole. Although some Latinos in Athens may be slightly younger and slightly less educated than the general population, their higher median household income suggests that many belong to dual-wage earning households. Moreover, above average household income and family size among Latinos has caught the attention of many media producers interested in capturing the “Latino market” as a new source of revenue.

Enrique Carrión, editor of *Eco Latino* in Athens, reiterated this sentiment in an interview conducted for this investigation: “*Eco Latino* wants to target the Spanish market [because they] want to make money,” Carrión said. Although Carrión said also that attracting advertisers has been “more difficult than expected” in Athens, spending in Latino magazines and other “ethnic media” has increased exponentially nationwide, a trend that shows every sign of continuing.

CHAPTER 2

ASSIMILATION AND DIFFERENTIATION AMONG “ETHNIC MEDIA” AUDIENCES

What Constitutes “Ethnic Media” and Their Audiences?

Despite the copious amount of research that has been done on “ethnic media,” there is still some criticism that ethnic media have not been studied enough (Miller, 1987), nor accorded their rightful place in the history of the American press (Hirsch, 1988). Due in part to what Hardt (1989) calls the “one-dimensional approach to the history of the American press...[which] glosses over cultural differences and therefore avoids areas of foreign or minority cultures” (p. 117-118), some say ethnic media get less attention, and perhaps less respect, than their English-language counterparts (Hirsch, 1988).

However, before I discuss the ethnic media and their possible role in assimilation or differentiation among minority populations, it is necessary first to define explicitly what is meant by the phrase “ethnic media.” Despite the now ubiquitous use of the term, there is no clear definition of what exactly constitutes “ethnic media” among Latino media consumers, a point made by Latina journalist Ana Veciana-Suarez (1990):

Just as English-language media cannot be generalized, neither can Spanish-language newspapers, radio stations, and television networks be lumped together as one conglomerate with a single mind or purpose. Each has its own character, complete with virtues, faults, and a unique market. (Veciana-Suarez, 1990, p. vii)

From the literature reviewed for this research, it is apparent that there are at least three different ways of identifying “ethnic media.” The first way is that media can simply self-identify as serving an ethnic audience, in this case a Latino or Hispanic audience. *Atlanta Latino*, for

example, asserts that it is “Georgia’s #1 bilingual Latino newspaper” (*Atlanta Latino Media Kit*, 2006), with the implicit assumption that serving the Latino market constitutes its “ethnicity.”

A second way to identify “ethnic media” is by using a language-only criterion, wherein the use of any language other than English may be considered “ethnic.” There is historical evidence for classifying ethnic media using language as the core criterion; Zubrzycki (1958), for example, argues that the newspapers of early immigrant groups “almost from their inception were essentially American newspapers printed in the foreign language” (p. 77), suggesting that the use of a “foreign” (i.e., not English) language was all that was necessary to satisfy “ethnic” audiences, thus qualify as “ethnic media.” Howell (1992) argues that the use of native languages by “ethnic media” is more than just an issue of comprehension; native languages are an expression of cultural identity and heritage as well. Thus, the use of the native language is by no means trivial, but is in fact a legitimate criterion to be taken into consideration, as Meadows (1992) did when describing the use of the native Inuit language in Alaskan news media:

When you hear your own language and what’s being spoken, you take a lot more notice.... [P]eople are more aware of what politics is about because we can interpret what the people are saying exactly. And we can let the community know what people are saying. (Meadows, 1992, p. 93)

The third method of classifying ethnic media is through an assessment of both the language and content of the media under investigation, where ethnic media are differentiated from their English-language counterparts not only by the language of communication, but also according to which topics get reported, which point(s) of view are included, and which sources are used. Zubrzycki (1958) argues that there is historical evidence too for ethnic media meeting these requirements: among the topics covered in early ethnic media in the United States, the typical foreign-language newspaper allotted space among five major divisions including “news

of the country of settlement, world news, home-country news, group life and interests, and editorial features” (Zubrzycki, 1958, p. 76) -- not all of which were not found in the English-language counterparts of that era. The issue of media content is a particular point of contention for those who believe that “ethnic media” not only can be, but *should* be, distinct from English-language media -- a point made by Riggins (1992) in the third epigraph at the start of this thesis:

What better strategy could there be for ensuring *minority* survival than the development by *minorities* of *their own media* conveying *their own point of view* in *their own language*? (Riggins, 1992, p.3, emphasis added)

Although Riggins’s question is rhetorical, the implications are manifold: “ethnic media” in his view are created by and for a particular “ethnic” niche, and should encompass not just the native language, but also include “ethnic” points of view. One drawback to this approach is that too much emphasis on the “ethnic” perspective can lead to charges of bias, a problem already experienced by some Latino journalists (Veciana-Suarez, 1990).

For this purposes of this investigation, the identification of “ethnic media” by content would have required a full-scale content analysis in order to make definitive claims that the content of Spanish-language media in Athens truly differs from that of English-language media, which was beyond the scope of this work. Instead, in this research I opt for the less stringent definition of “ethnic media” as those which have self-identified as serving the Latino community.

One final comment about “ethnic media” is that the definition must confront the issue of what constitutes “ethnicity” itself. While this subject too is beyond the scope of my project, this investigation is based on the notion of ethnicity “not as an unalterable fact of life determined at birth” (Riggins, 1992, p. 2), but rather as a social construction and a matter of negotiated self-identity, or what Anderson (1983) calls the “imagined community” (p. 15; also Isajiw, 1974; Shoemaker, 1985). As an investigator, my assumption is that:

[e]thnicity is not a constant or uniform social experience either for individuals or groups. Rather, it is a variant, processual, and emergent phenomenon and will therefore reveal itself in different forms and with varying degrees of intensity in different social settings. (Marger & Obermiller, 1987, p. 2)

The Assimilationist Perspective

According to Merriam-Webster's dictionary, assimilation is defined as "the process of receiving new facts or of responding to new situations in conformity with what is already available to consciousness" (Merriam-Webster Online, 2006). The notion that immigrants experienced a process of assimilation into the "American" way of life, while at the same time shunning their "old ways" after they reached the shores of the United States, has been discussed virtually ever since immigrants have been coming to the United States (Park and Burgess, 1922; Smith, 1939; Gordon, 1964; Garland, 1994; Gozdzia and Martin, 2005; Feliciano, 2006). Many books are devoted to exploring the purported assimilation of, for example, "early" waves of American immigrants such as the Irish (Handlin, 1959), the Jewish diasporas (Weber, 2005), Italians (Perlmann, 2005), and the Dutch (Krabbendam and Wagenaar, 2000), just to name a few. There are as well later investigations of more recent arrivals, including Asians (Park, 2005), Indians (Khandelwal, 2002; Kalita, 2003), the Hmong (Faderman, 1998), and, of course, people of Latino or Hispanic descent (Romero, Hondagneu-Sotelo, and Ortiz, 1997; Maciel and Herrera-Sobek, 1998; Ochoa and Ochoa, 2005).

Although descriptions of assimilation suggest that it transforms immigrants completely in a "process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons or groups" (Park and Burgess, 1921, p. 735), Gordon (1964) argued against the idea of assimilation as all-encompassing, or even inevitable, for immigrants. Instead, Gordon (1964) identified at least seven distinct forms of assimilation that

he says may occur in stops and starts, as a “matter of degree” (p. 72), depending on a variety of social, economic, cultural and religious factors that the immigrant brings with him or her (p. 70-72):

1. cultural or behavior assimilation, which involves changing cultural patterns to those of the host country;
2. structural assimilation, which involves large-scale entrance into cliques, clubs, and institutions of host society, on primary group level;
3. marital assimilation or “amalgamation” through large-scale intermarriage;
4. identificational assimilation, which involves the development of sense of “peoplehood” based exclusively on host society;
5. attitude receptional assimilation or the absence of prejudice by the immigrant against his or her new surroundings;
6. behavioral receptional assimilation, or the absence of discrimination against the immigrant; and
7. civic assimilation, the absence of “value and power conflict.”

Moreover, Gordon (1964) differentiated also between the possible outcomes of assimilation: “Anglo-conformity” versus the “melting pot” metaphor. In Anglo-conformity, the central assumption is the desirability of “maintaining English institutions (as modified by the American Revolution), the English language, and English-oriented cultural patterns” (Gordon, 1964, p. 88). For example, Gordon (1964) argues that the “Americanization” movement circa World War I was “a consciously articulated movement to strip the immigrant of his native culture and attachments and make him over into an American along Anglo-Saxon lines” (p. 99). Conversely, the less extreme outcome of assimilation was the “melting pot” metaphor, a phrase made popular as the title of Israel Zangwill’s 1908 play of the same name, which culminated in a totally new blend, “culturally and biologically” (Gordon, 1964, p. 115), in which the “stocks and folkways of Europe were... indiscriminately mixed in the political pot of the emerging nation and melted together by the fires of American influences and interaction into a distinctly new type” (Gordon, 1964, p. 115).

The media's role in assimilation is defined by the idea that the primary functions of "ethnic media" are to prepare immigrants for productive lives in the country to which they migrated. *The Immigrant Press and its Control* by Robert Park (1922) was one of the earliest and most complete assessments of the explicit role of the media in the process, which took as its central theme the idea that:

[n]ews is a kind of urgent information that men use in making adjustments to a new environment, in changing old habits, and informing new opinions.... [W]hat the foreign-language press actually does, whether or not the editors desire it, is to facilitate the adjustment of the foreign born to the American environment, an adjustment that results in something that is not American, at least according to the standards of an earlier period, but that is not foreign either. (Park, 1922, pp. 9-49)

After Park's (1922) tome, the idea that "ethnic media" played an explicit, if not the most important, role in the assimilation process became the central theme in research of the purported assimilation of immigrants including German-Americans (Hawgood, 1940; Wittke, 1957), Japanese-Americans (De Fleur and Cho, 1957), Korean-Americans (Chang, 1972; Yum, 1982), Chinese-Canadians (Lam, 1980), and Latino- or Hispanic-Americans (Subervi-Velez, 1984, 1986; Rios, 1993; Rios and Gaines, 1998). There are as well numerous other theoretical works by Spindler and Goldschmidt (1952), Hunter (1960), Gordon (1964), Graves (1967), Richmond (1967), Goldlust and Richmond (1974), Lee (1984), Kim (1977, 1982, 1984), Rhodes (n.d.) and Riggins (1992), which attempt to get beyond individual "ethnic" tags and understand the broader socio-psychological role of media in assimilation.

The body of literature that is relevant to this investigation -- that of examining the role of media in the lives of Latinos in Athens -- dates primarily from the 1970s and 1980s, when Latino immigration to the United States began to increase in substantial numbers. There are notable works supporting the assimilationist tendencies among Latinos through use of both Spanish- and

English-language media by Eiselein (1973), Lopez and Enos (1974), Pasqua (1975), Williams and Lindsay (1971), Dunn (1975), Duran (1977), Greenberg, et al. (1983), Korzenny, et al. (1983), Subervi-Velez (1984, 1986), Rios (1993), and Rios and Gaines (1998).

First, there is evidence for high rates of exposure to both Spanish- and English-language media in general among Latino immigrants living in the United States (Eiselein, 1973; Lopez and Enos, 1974; Pasqua, 1975).

Williams and Lindsay (1971) found that higher education levels among Latinos were generally associated with greater exposure to English-language media. Dunn (1975) found that the rate of radio use among Latinos in the San Antonio area outstripped use of print and television media, while Duran's (1977) study in the Chicago area among Mexican, Cuban, and Puerto Rican residents found that Latinos had lower rates of exposure to print media than their non-Latino counterparts. Dunn (1977) found also a preference for English-language media use among younger Latinos and greater use of English-language media among Latinos with greater ability to read and write in English.

Greenberg, et al. (1983) and Korzenny, et al. (1983) conducted their media use survey among Anglo and Latino participants in seven southwestern cities in California, New Mexico, Arizona and Texas. They found lower rates of newspaper use, higher rates of television use, and equal amounts of radio use between the Anglo and Latino samples.

Subervi-Velez (1984, 1986) found evidence for assimilation in terms of increasing English-language reading ability, greater exposure to English-language media, and diminishing exposure to Spanish-language media correlated to the length of residency in the United States. In fact, he found that "proportion of years in the United States and language abilities were among

the principal variables” influencing Spanish- and English-language media use patterns for this group (Subervi-Velez, 1986, p. 80).

Rios (1993) was interested in the ways that Mexican Americans in Texas use Spanish- and English-language media for assimilationist tendencies, as well as for cultural maintenance. She found “a high regard [for language in general,] with Spanish having special cultural value and English being valued as a language to know in order to do well in Anglo American society” (Rios, 1993, p. 131). In a later analysis conducted in New Mexico, Rios and Gaines (1998) gave a more nuanced explanation of Spanish- and English-language media use that depended on the participant’s level of “Latino heritage” (p. 746), finding that “bicultural heritage individuals [i.e. Latino-Americans] were exposed to Spanish-language newspapers and all general market media, whereas predominant [i.e. high Latino] heritage individuals indicated Spanish-language broadcast media to be especially useful” (p. 755).

The Differentiation or Pluralist Perspective

If assimilation is about “the disappearance of the ethnic group as a separate entity and the evaporation of its distinctive values” (Gordon, 1964, p. 81), then differentiation or pluralism should be considered its polar opposite. Differentiation requires the maintenance of:

enough societal separation to guarantee the continuance of the ethnic cultural tradition and the existence of the group, without at the same time interfering with the carrying out of standard responsibilities to the general American civic life. (Gordon, 1964, p. 158)

There is historical evidence that many immigrants in fact did reject the pressure to assimilate in favor of maintaining their ethnic and cultural traditions, especially through the communal maintenance of their native language. Hawgood (1940) argues, for example, that German immigrants used their language as:

a weapon to ward off Americanization and assimilation, and used every social milieu, the home, the church, the school, *the press*, in the fight to preserve the German language, even among their children and grandchildren. (Hawgood, 1940, p. 39, emphasis added)

Likewise, Handlin (1959) wrote of the Irish that they:

felt obliged to erect a society within a society, to act together in their own way. In every contact...the group, acting apart from other sections of the community, became intensely aware of its peculiar and exclusive identity. (Handlin, 1959, p. 176)

Gordon (1964) envisioned differentiation or pluralism functioning as “a kind of decompression chamber” (p. 106) in which early immigrants of European decent were not forced to assimilate, but instead could celebrate their ethnic heritage and not suffer alienation or discrimination from the surrounding populations. Moreover, Viswanath and Arora (2000) suggest that the decline in immigrants from Europe and Asia in the nineteenth century and the concomitant rise in immigrants from Central and South America in the twentieth and twenty-first is strengthening the trend toward cultural differentiation or pluralism because these new groups show a distinct predisposition to preserve their ethnic heritage (Viswanath & Arora, 2000, Glazer & Moynihan, 1970, Hirschman, 1983).

The media’s role in differentiation is defined by the idea that “ethnic media” serve explicitly as “shields against some of the external pressures of acculturation” (Subervi-Velez, 1986, p. 73), although the underlying mechanisms for doing so are not well delineated and rely mainly on correlations between various uses of “ethnic media” (as they are operationalized for each study) and various measures of “ethnic identification.” Breton (1964) and Fathi (1973), for example, both found the simultaneous presence of ethnic media along with positive indications of ethnic identity, thus claimed differentiation was evident among the population. Lam (1980) was more specific, finding that among Chinese immigrants in Canada:

immigrants who rely for their information upon ethnic media to the exclusion of Canadian newspapers are likely to be less thoroughly acculturated even after both education level and length of residence are held constant. (p. 77)

Jeffres (1983), Jeffres and Hur (1981, 1980, 1979), and Hur and Jeffres (1980) are the only other notable works that approach media use and ethnicity from the differentiation or pluralist perspective, arguing that “mass...communication variables fill mediating positions between social status and ethnic cultural behaviors” (Jeffres, 1982, p. 17), and that “clearly, ethnic media use is directly linked to maintenance or strengthening of ethnic identification” (Jeffres, 1983, p. 11-12).

Research to analyze Spanish-language media use among Latinos using the differentiation perspective is not as abundant as that which invokes the assimilationist perspective. However, there are notable works by Bundy (1973), who found that older and lower income Latinos are more likely to use Spanish-language media, and Korzeny et al. (1983), who found that the preference for Spanish in the home is associated with greater use of Spanish-language media. Rios and Gaines (1998) found that, despite assimilationist tendencies among “low Latino heritage” individuals, people of “high Latino heritage” expressed “strong identification with Latinos as a cultural group and high exposure to radio and Spanish-language television, though not necessarily newspapers or [English-language] television” (p. 754), a finding previously confirmed by Gallup (1979) and Korman and Valenzuela (1973).

One theoretical addition to the differentiation perspective is the incorporation of uses and gratifications theory to try to explain the rationale for these observed patterns. Uses and gratifications theory explains how audience needs and expectations are linked to media use (Blumer and Katz, 1974). Moreover, it views the audience as actively engaged in selecting media to meet their needs; thus, media use is “active and goal directed, rather than a passive and

idiosyncratic” (Rios, 1993, p. 40). For researchers using the differentiation model, this suggests that:

people who want to maintain their ethnic identification [will] use ethnic communication channels for that purpose. The uses and gratifications perspective would say that use of ethnic media for such purposes would lead to the continued or increased usage of the designated channels over time. (Jeffres, 1983, p. 7)

Albarran and Umphrey (1993, 1994) are the only other researchers to apply the uses and gratifications approach to Latino audiences, although not necessarily to Spanish-language media use.

Before concluding this chapter with a few comments on some of the ethical considerations raised by the assimilationist and differentiation perspectives, I would like to finish this section with two additional concerns that are relevant to this study: first, how to operationalize the two concepts in order that they might be studied, and second, to comment on the fact that they are not necessarily mutually exclusive phenomena.

Subervi-Velez (1984) offers the most complete list of distinct or manifest variables that can be reliably measured in survey analysis which are said to signify assimilation may be present (p. 25-27):

1. ownership of a radio or a TV set and exposure to one or more dominant society mass media channels;
2. showing that demographic and socioeconomic status variables are related to both increasing access or exposure to majority society media and concomitant decreasing exposure to ethnic media;
3. using language and residency variables to show increased use of or exposure to majority society media with decreasing exposure to ethnic media; or,
4. comparing exposure to “dominant society” media to the acquisition of “acculturating behaviors or attitudes.”

Increasingly, measures of political participation are used as a component of assimilation, with higher levels of participation indicated by, for example, voting habits (Holbert, 2005; Junn, 1999;

Tan, 1983; Miyares, 1980; de la Garza and Brischetto, 1984; Subervi-Velez, 1984, 1986). In Chapter 3, I will explain in greater detail how my questionnaire addresses each of these components as they are operationalized in this study.

There are multiple ways to measure differentiation as well. One way is simply to count the number of non-English media systems available, where greater numbers of non-English media systems are said to indicate more differentiation among the ethnic audience (Viswanath, Finnegan, Hertog, Pirie and Murray, 1994; Hindman, Littlefield, Preston, & Neumann, 1999). Alternative measures essentially invert the list above by analyzing exposure to and use of “ethnic media,” rather than “dominant society media,” especially for purposes of cultural maintenance. Overall, it is important to keep in mind that these operationalizations are imperfect measures.

Finally, while media use based on the assimilation or differentiation perspectives might seem to be mutually exclusive -- one is designed to erase the indigenous culture of the immigrant while the other is supposed to maintain it -- the truth is that much research finds the two forces acting simultaneously on immigrants who are in contact with both English-language and native-language media on a regular basis, often as a way to secure the best possible information advantage (Gutierrez, 1983) or simply get by. Even Park (1922) admitted the presence of both forces acting through the media on the early immigrant:

[T]he immigrant wants to preserve, as far as possible, his heritages from the old country. These are represented pre-eminently by his language and his religion. At the same time he wants to participate in the common life and find a place in the American community. In these two motives we have at once the problem of the foreign-language press and its solution. (Park, 1922, p. 468)

Thus, this review is not meant to suggest that there can be only one explanation for media use among any population, regardless of their place of origin or language of choice. Likewise, this investigation of media use among the Latino population in Athens is not meant to prove

definitively that the local population is undergoing a process of assimilation or differentiation through their choice of media. Rather, I acknowledge that media use is a complex phenomenon which still is not understood perfectly; thus, this project is exploratory, and its results should be interpreted conservatively.

The Ethical Considerations of Assimilation and Differentiation

Before discussing the variables used in this investigation and how they are operationalized, there are a few additional comments about the ethical considerations of this research that cannot be overlooked, yet which often are not apparent in other research of media use, especially when it concerns purported assimilation tendencies. DeWind and Kasinitz (1997) argue, and I agree, that:

[t]erms like ‘assimilation,’ ‘acculturation,’ [and] ‘melting pot’ are loaded with the historical baggage of questionable assumptions and values. The early twentieth century social scientists...who created this vocabulary wrote in a context in which ‘Americanization’ was as much a political project to be pursued as a process to be studied. Most shared the commonsense...assumption of their day that the structural and cultural assimilation of immigrants into ‘mainstream’ American life was both inevitable and desirable for the nation and for the immigrants. (1997, p. 1097)

Some of the questionable assumptions include the implied upward mobility that supposedly resulted from assimilation. Researchers then, and even now, “tended to assume assimilation and upward mobility were, if not exactly the same thing, [then] intimately linked” (DeWind & Kasinitz, 1997, p. 1097). However, critical researchers have compiled empirical evidence to challenge the assumptions of the purported benefits of assimilation; they are what Rumbaut (1997) calls “assimilation’s discontents” (p. 923) and include the rapid linguistic assimilation among children of immigrants to the detriment of communication with older generations, poor infant and adolescent health due diets high in sugar and processed foods,

higher rates of divorce, and higher rates of “delinquency and risky behavior” (p. 923). Likewise, Foner (1997) reiterates the degree to which family and kinship patterns shift as a result of assimilationist pressures -- usually not for the better.

Overall, it is necessary to keep in mind the consequences of assimilation that, even when unintended, still can produce severe distress in the lives of immigrants; two quotes should make this clear. Gordon (1964) generalizes the problem of assimilation run amok for European immigrants during the early twentieth century:

The semi-hysterical attempt at pressure-cooking assimilation which was the Americanization crusade of World War I...was fundamentally misguided in its demand for a rapid personal transformation and a draconic and abrupt detachment from the cultural patterns and memories of the homeland. Instead of building on the positive values of the immigrant's heritage, emphasizing the common denominator of understandings and aspirations,...it flayed his alienness with thinly veiled contempt, ignored his stabilizing ties to the groups which made him a person in the sociological sense, and widened the gap between himself and his children. (Gordon, 1964, p. 106).

Gallagher (1974) reiterates a very similar perspective from a decidedly modern and personal level, that of assimilating Alaskan natives into “American” culture, often against their will:

The ‘assimilated’ [Alaskan] Native places very little value on himself or his culture. He sees himself as he has been taught to see himself: inferior to the white man. The hostility and hate he may show for white society are as nothing compared to the tortured view he has of his own. The tragedy is not that he has been taught that he is worthless; the tragedy is that he believes it.... From papers, movies, television in the cities, from boarding school and books, he has come to know much about the clean, white, electric comforts of America and of the dirty, poor, muddy, sloppy village in which he was raised and in which he lives and in which he will die. (1974, p. 80)

So, just as I do not aim to prove beyond doubt assimilation or differentiation among Latinos in Athens, I am even more cautious about suggesting that one or the other perspective is better or worse, or that one or the other is a desirable outcome. There are advantages and disadvantage to

both, and this research among Latinos in Athens is meant only to analyze these conditions which may exist.

Research Questions and Hypotheses

The assumptions that underscore this investigation, as they were addressed above, include the fact that I make very few restrictions as to what can constitute “ethnicity,” and by extension I employ a very liberal definition of “ethnic media” as that which are self-identified as serving the Latino or Spanish-language audience in Athens-Clarke County, regardless of their actual audience demographics.

Likewise, my research questions are similarly broad and encompass multiple aims, ranging from the general pattern of media use in the county to the idea of using ethnic or Spanish-language media for assimilation or differentiation purposes. The questions I address include:

1. What is the general pattern of Spanish- and English-language media use among the Latino population in Athens-Clarke County, Georgia as of 2006?
2. What evidence is there, if any, that the Latino population in Athens is adequately informed by the Spanish- and English-language media in Athens about information they need to make informed decisions on political, economic, social or cultural affairs?
3. What evidence is there, if any, that the Latino population in Athens uses the Spanish- and English-language media for purposes of either assimilation into the dominant society or differentiation from the dominant society through specific patterns of media use for cultural maintenance?

As this research is primarily exploratory in nature, I hesitate to make overly specific hypotheses about this audience, especially as I am not a Latina researcher. However, based on research of other Latino audiences in the United States in the literature reviewed, I would expect to see the following trends in Athens:

1. For general media use, a positive, bi-variate relationship between interest in local news events in Athens and local media use for newspapers, television and radio in either Spanish or English.
2. For measures of being adequately informed, a positive, bi-variate relationship between local media use of newspapers, television, and radio in either Spanish or English and level of community involvement, including political involvement, such that Latinos with low levels of community and political involvement will exhibit low levels of media use in any language, while Latinos with high levels of community involvement will exhibit high levels of media use.
3. For measures of intention to remain in Athens, a positive, bi-variate relationship between intention to remain in Athens and local media use of newspapers, television, and radio, such that Latinos with a low intention to remain living in Athens will exhibit low levels of local media use in any language, while Latinos with medium to high levels of intention to remain living in Athens will exhibit medium to high levels of local media use in any language.
4. Possibly a multi-variate relationship between intention to remain in Athens, community involvement in and around Athens, interest in knowing about news in Athens and local media use.

Furthermore, based on the literature, if there is a positive correlation between intention to remain in Athens, interest in local news events, importance placed on access to *English*-language media and levels of *English*-language media use, this might suggest that the Latino community in Athens is experiencing pressure to assimilate into the Athens area (H5).

Alternatively, a positive correlation between intention to remain in Athens, interest in local news events, importance placed on access to *Spanish*-language media and levels of *Spanish*-language media use might suggest that the Latino community displays high levels of differentiation and cultural maintenance through the use of Spanish-language media (H6).

CHAPTER 3

METHODOLOGY

Public opinion polling is a multi-step process that requires careful attention in all phases of design and implementation in order to produce accurate and reliable results. According to the American Association of Public Opinion Research (AAPOR, 2002), the polling process includes selecting samples that represent the population to be studied, using designs that balance costs with errors, matching question wording to the concepts being measured, pretesting to identify problems prior to the survey, training interviewers carefully on interviewing techniques and the subject matter of the survey, conducting post-survey quality control checks, and finally, applying the appropriate statistical methods to the data in order to derive meaningful results. In this chapter, I will explain how each of these components is addressed in my research, and then I will conclude with a general discussion about the process of surveying non-English speaking populations.

Research Design

This investigation uses a quantitative research design to gather and interpret data about media use among Latinos in Athens-Clarke County. Although qualitative designs have been used successfully in Latino media studies in the past (Rios, 1993), time and cost constraints made a quantitative design more realistic, although a very small amount of qualitative research was included on the questionnaire in the form of one open-ended question. The use of human

subjects in this research was approved by the University of Georgia's Institutional Review Board (Project Number 2006-10541-0).

Sample Selection

The sampling procedures used for this project were designed around the fact there is no reliable sampling frame comprising all Latino residents over the age of 18 in Athens-Clarke County. Instead, I employed two separate sampling methods to reach the target Latino population in Athens: snowball sampling and random sampling from a commercially-supplied list of Latino residents in the Athens area.

Snowball sampling is a non-probability sampling method developed by Goodman (1961) thought to be useful for researching "hidden populations" (Browne, 2005) or groups involved in potentially sensitive, illegal or deviant issues, especially when participants would have a great incentive to conceal their activities or identity (Hendricks and Blanken, 1992; Lee, 1993; Faugier and Sargeant, 1997). Research where participants were reluctant to participate but were successfully interviewed using the snowball method include illegal drug use (Eland-Goossensen, et al., 1997), non-heterosexual activity (Browne, 2005) and prostitution (Brown, 2003).

The process of snowball sampling exploits "extensive social contacts" (Eland-Goossensen et al., 1997, p. 320) by asking participants to formally identify those with whom they share certain criteria. A "network map" is constructed which shows the target population and their social networks, from which the best possible initial contacts are selected. After interviewing initial contacts, they are asked to nominate or contact other potential participants that meet the inclusion criteria. The second tier participants that agree to participate are

interviewed, and they are also asked to nominate or contact other potential participants, thus forming the “snowball chain” (Eland-Goossensen et al., 1997, p. 319).

In this investigation, my initial contacts were primarily (self-identified) Latino students at the University of Georgia with whom I have had previous contact over the course of my graduate studies in several departments, including Geography, the School of Social Work, and Journalism. As graduate students, most of these contacts were quite willing to participate in this research by filling out a questionnaire and returning it to me personally. Moreover, many were able to supply a limited number of second-tier contacts, which were usually family members or friends of a similar social and ethnic background.

A limited number of contacts were made by using several religious and non-profit organizations in Athens that serve the Latino community, including Catholic Social Services of Athens, the Latino Concerns Committee, and St. Joseph’s Catholic Church. These groups meet regularly to discuss the economic and social concerns of the Latino community. Although church-based sampling has been shown to be a reliable method for recruiting Latino research participants, especially women (Wasserman, Bender, Kalsbeek, Suchindran and Mouw, 2005), I was able to recruit only a limited number of participants to fill out a questionnaire using this method, likely due to a lack of Spanish-language ability on my part. Although all of the printed information material for this research was provided in Spanish and English, my Spanish-speaking ability is marginal, thus I was unable to communicate personally to potential participants in Spanish (relying instead on a translator), which likely alienated some people.

Because snowball sampling is a non-random sampling method, there are a number of inherent limitations to this method, such as bias (Rapoport, 1957). Because it is a non-random method, samples obtained using the snowball method will not be necessarily representative, and

the results obtained from a snowball sample usually are nongeneralizable to larger populations.

In an attempt to gather a sample that was more representative of, and generalizable to, the Latino population in Athens, I augmented the snowball sample with a random sample generated from a list of names and addresses of Latinos in the Athens area purchased from a commercial marketing firm that specializes in marketing to Latinos. The database, delivered electronically, contained 2,951 names of Latinos which had been gathered from public records in Athens-Clarke County, last updated in September, 2005 (Latino Media & Market Source, 2005).

Compared to the census figures (Chapter 1), it is apparent that the commercially-supplied list does not contain the names of all Latinos residents in Athens, thus should not be confused with a true sampling frame; however, I believe its use is justified by the fact that it gave me access to a greater number of Latinos from a variety of social and economic backgrounds than I otherwise would have had access. A list of randomly selected participants was extracted from this database by using a random-number generator to divide the names into three groups of approximately 1,000 names each, then randomly selecting one of these groups as the sample to which the questionnaire was mailed.

Questionnaire Design and Implementation

Virtually all of the research of media use by Latino audiences employs a bilingual questionnaire and consent form, and my research did as well. Given the centrality of language as a communication tool in this research, bilingual material is not only a way to improve participation rates, it recognizes and respects that many people choose to communicate in Spanish as a form of cultural maintenance and as a way to show pride in their Latino heritage.

There are several bilingual questionnaires available which are designed specifically to assess media use among Latino populations in the United States; for example, Duran (1977), Scales (1978), Greenberg et al. (1983) and Rios (1993) include their questionnaire in the appendices of their publications. I considered adapting one of these questionnaires for use in this study because there are advantages to using the same questions as other Latino survey research: it makes it possible to compare results across time and space and the questions (presumably) will have been field-tested. However, there also are disadvantages to recycling questionnaires, including the fact that they are often quite long, usually 100 or more questions, they may deviate slightly in their overall aim, the concepts may have been operationalized differently, and many of the existing questionnaires are old, without questions to assess the use of the Internet or other alternative media outlets.

Because my research goals are somewhat narrower than those of other Latino media surveys, I chose to write my own question and answer combinations, although I did follow generally the model of Greenberg et al. (1983), whose major concepts include ethnic identity, media use and access, media evaluation, sources of information and demographic characteristics. The result was 37 closed-ended questions, one open-ended question, and three latent variables to which I could assign values after the participants had completed and returned the questionnaire (Appendix A).

After finalizing the questions in English, a translator fluent in Spanish created the Spanish-language counterparts. Using the “back translation” method (Barioux, 1948), a separate translator reverted the questions back into English in order to check for consistency and clarity.

Concept Definitions and Operationalizations

The concepts measured in this research correspond closely with the hypotheses that conclude Chapter 2. The major independent variables are Latino identity, “intention to remain” in Athens, interest in local news events and local civic involvement, along with two broad categories of dependent variables: media use and media evaluation.

Latino Identity

The main inclusion criterion of this investigation is that participants be adult Latinos, Latino-Americans, Hispanic, or Hispanic-Americans. The terms Latino and Hispanic often are used interchangeably and can include a range of subgroups including, but not limited to, Mexican, Puerto Rican, Cuban, Salvadoran, Dominican, or any Central or South American nationality (U.S. Census Bureau, 2001). Given the problematic nature of defining “ethnicity” (Chapter 2), and the fact that I did not want to impose ethnic constraints, participants in this research were asked to self-identify as Latino by answering either “Yes,” “No,” or “Prefer not to answer” to the following question:

- “Do you consider yourself Latino, Latino-American, Hispanic, or Hispanic-American?”

Only the participants who answered “Yes” to this question were included in the subsequent data analysis (Chapter 4).

Intention to Remain in Athens

The amount of time lived in the United States often is linked directly with assimilationist theory, and much of the literature reviewed in Chapter 2 made a linear, positive connection between the length of residency in the United States and amount of media use, and perhaps the

degree of assimilation (Greenberg et al., 1983; Subervi-Velez, 1984). Because length of residency has been shown to be a significant predictor of media use, it was included here in the form of a question asking respondents, “How long have you lived in the Athens area?”

Variables to measure the “intention to remain” in a geographic area of the country are not apparent in the literature to date, but were included in this investigation because they form a central component of the hypotheses in Chapter 2. A total of three questions were used to gauge the level of intention to remain in Athens. The first question asked respondents simply to answer “Yes,” “No,” or “Don’t know” to the following question:

- “Do you intend to remain living or working in the Athens area?”

This was followed by two questions assessing what might be thought of as short-term confidence versus medium- to long-term confidence of remaining in the Athens area:

- “How confident are you that you will be living in Athens one year from now?”
- “How confident are you that you will be living in Athens five years from now?”

Both of these questions allowed as answers “Very confident,” “Somewhat confident,” “Not very confident,” or “Not at all confident.”

Local Civic Involvement

Just as length of residency has been hypothesized to positively influence media use, so to has the idea that civic involvement will positively impact media use (Verba and Nie, 1972; Duran, 1977). “Local civic involvement” can include a range of activities, some of them overtly political, such as voting patterns (Subervi-Velez, 1984), but can include also broader definitions, such as the amount of public library usage (Duran, 1977). My research limited the concept of “local civic involvement” to being involved in the community through volunteer work or

children's school activities and being registered to vote in Athens-Clarke County. The questions were phrased:

- "In general, how involved are you in the Athens community, including volunteer work or assisting with school activities for you children? ("Very involved," "Somewhat involved," "Not very involved," or "Not at all involved" were the available answers).
- "Are you registered to vote in Athens-Clarke County?" ("Yes," "No," or "Prefer not to answer").

Media Use

Media use includes the amount of time devoted to reading, watching or listening to the local media -- in Spanish or English -- that are readily available in the Athens area. I included on the survey separate questions for print, television, radio, and Internet use. To assess print media use, participants were asked the following questions:

- "Do you subscribe to a newspaper?" ("Yes" or "No").
- "In general, how many days a week do you read a newspaper or magazine with current news about the Athens area?" (0 through 7 days a week allowed as responses).
- "Please circle all the newspapers or magazines that you read on a regular basis, and write in the names of any newspaper or magazine not listed."

The list of print media included *Eco-Latino*, *Athens Banner-Herald*, *Flagpole*, *La Visión*, *Athens Magazine*, *Atlanta Journal-Constitution*, *The Red & Black* (UGA), or Other. This question generated two latent variables: the number of newspapers read (counting the number of titles circled) and language of newspapers read, coded as Spanish only, English only, or Both Spanish and English.

Television use was measured by asking respondents how many days per week they watched television programs about current news events in Athens, followed by a request to list the programs they liked to watch for information about current news in Athens, starting with the most frequently watched program. Likewise, radio use was measured by asking how many days a week they listened to newscasts about the Athens area on the radio, followed by a request to list the radio stations they preferred to listen to. Internet use was limited to a question asking respondents whether they had a computer with Internet access in their home.

Sources of Information

Purely for exploratory purposes, I included four questions designed to assess where respondents preferred to get certain types of information. Respondents were asked to rank their top three choices among “Newspaper or magazine,” “Radio,” “Television,” “Internet” or “Other” for the following topics: current news events in Athens, employment opportunities in Athens, current sports and entertainment in Athens, and current news in Mexico, Central America or South America.

Media Evaluation

Seven questions asked respondents to evaluate the Spanish- and English-language media currently available in Athens. All response categories used a four-point Likert scale of “Very,” “Somewhat,” “Not very” or “Not at all” to the following questions:

- In your opinion, how interested are you in knowing about local news events as they occur in the Athens area?”

- “In your opinion, how important is it for you to have access to news about Athens in Spanish on a regular basis?”
- “In your opinion, how important is it for you to have access to news about Athens in English on a regular basis?”
- “In your opinion, how well does the Spanish-language media in Athens report on the Latino community?”
- “In your opinion, how well does the English-language media in Athens report on the Latino community?”
- “How satisfied are you with the Spanish-language media that is available in Athens?”
- “How satisfied are you with the English-language media that is available in Athens?”

Two questions asked respondents to indicate their level of trust in the media by type and by language to report news about the Latino community in an “objective and fair manner.” The two questions were:

- “In your opinion, which type of media do you most trust to report news about the Latino community in an objective and fair manner?” (Respondents were asked to choose from “Newspaper or magazine,” “Radio,” “Television,” “Internet,” or “Other”).
- “In your opinion, which language of media do you most trust to report news about the Latino community in Athens in an objective and fair manner?” (Possible answers were “Spanish-language media,” “English-language media,” or “Don’t know”).

The sole open-ended question on the questionnaire was part of the “media evaluation” section. Respondents were asked: “What information or local news topics would you like to see covered more often in Athens’s media? Please indicate as many topics as you like and attach a

separate sheet if you need more space.” Respondents were given about 4 inches of column space to write answers in the language of their choice.

Demographic variables

In addition to the question of ethnic identity, four demographic measures typically found in survey research were collected for this analysis, including age, sex, education, and income. Additionally, respondents were asked to indicate if they owned or rented their home and whether they had any children living in their home.

Language Use

The remaining three questions on the questionnaire concerned language ability and preference. Two questions assessed how well the respondent understood spoken and written Spanish and English on a four-point Likert scale from “Very well” to “Not at all well.” One question asked the respondent to indicate which language he or she preferred to speak or that is most often spoken in his or her household; answers options included “Spanish,” “English,” “I am comfortable speaking either Spanish or English,” and “Other language.”

The remaining latent variable coded for this survey was the respondent’s choice of language for response, either Spanish or English.

Analytical Methods

The questionnaire was designed to collect data along multiple scales of measurement in order to be able to use several types of statistical analyses and tests in univariate, bivariate and multivariate forms. Nominal, or categorical, data differentiate by type with “no quantitative

dimension implied [and] no implication that one entity is in any way ‘more’ than another” (Meyers, Gamst and Guarino, 2000, p. 19). In this investigation, “Spanish,” “English,” as well as choices among different types of media, are examples of nominal categories. Dichotomous answers (yes/no) are treated as categorical variables as well.

Ordinal measurement scales ask respondents to rank their responses, usually along a “less than” to “more than” axis. The Likert scale is an example of an ordinal scale, and these were used extensively in this investigation, primarily because they are easily coded and entered as a number into a statistical program such as SPSS. Ratio scales have absolute zero points, thus can be used to calculate ratios. The number of days a persons watches television or listens to the radio are examples of ratio data used in this investigation.

The univariate procedures used to describe the nominal, dichotomous, ordinal and ratio data include frequency distributions, percentages, means, medians, and standard deviations. The bivariate analyses rely primarily on correlation techniques, especially Pearson’s r , considered the “most widely used bivariate correlation statistic” (Meyers, et al., 2006, p. 107), which indexes covariation, or the extent to which a linear relationship exists between two quantitatively measure variables on a scale of -1 to 1. Where appropriate, independent samples t -tests and between-subjects ANOVAs are used to interpret categorical variables.

The multivariate procedures used in this research include multiple regression and logistic regression. Multiple regression is the appropriate method for “composite independent variables...used to predict a quantitatively measured variable,” while logistic regression is suitable when the variable being predicted is measured on a qualitative, categorical, or dichotomous scale (Meyers, et al., 2006, p. 7).

Additional Comments about Surveying Non-English Speaking Populations

Before proceeding to Chapter 4 to discuss the results of this investigation, the remainder of this chapter is dedicated to examining in greater detail some of the issues raised when English-speaking researchers want to conduct a survey or opinion poll among non-English speaking populations, irrespective of whether the target population is within the borders of the United States or located abroad. As noted in the introduction, this research of media use among the Latino population in Athens was undertaken in part because of my interest in international public opinion. Consequently, it draws on previous research of international opinion polling that is not necessarily limited to Spanish-speaking populations, nor is it strictly limited to media use research, but which can inform both by ensuring that cross-cultural polls are methodologically and theoretically sound.

Two of the problems that international researchers are bound to face have already been alluded to at the beginning of this chapter: access to the target population and language barriers. Although I found these hurdles to be relatively minor in Athens, where translators are abundant and access to the Latino population usually can be secured through persistence (and patience), still there are other concerns which the remainder of this chapter will address by looking first at some of the history of public opinion polling, other methodological hurdles and how to interpret the international data once they are collected.

The “American” History of Public Opinion Polling...and Why it Matters

Although the idea that public opinion is a “measurable quantity that [can] be tapped by survey research” -- with results worth publishing -- is perceived mostly as a twentieth century American phenomenon (Peters, 1995, p. 14), intra-national opinion polls were being conducted

in countries other than the United States beginning in the 1930s (Worcester, 1987). Polling occurred mainly in “Westernized” or European countries including Great Britain in 1937, France in 1938, Australia in 1940, Canada in 1941, Denmark in 1943, and Switzerland in 1944 (Worcester, 1987).

During the years of World War II, international (or at least cross-border) polling was conducted by the Allies because it was seen as an inconspicuous way to gather intelligence. In Norway, for example, the U.S. Office of Strategic Services would ask the Norwegians “seemingly innocuous questions on consumer habits or desires” that subsequently provided the framework in which “more significant information of importance to the Allies” could be gathered (Wilson, 1957, p. 175). The French Resistance employed similar tactics in France during the war years as well (Wilson, 1957).

In the immediate post-World War II period of 1945-46, the Netherlands, West Germany, Finland, Norway, and Italy also began polling their citizenry. What was notable about these later polls was that, for the first time, they used “roughly similar” (Worcester, 1987, p. 81) methods and asked some of the same questions so that results could be compared across countries. Meanwhile, the United States government continued to encourage polling in the occupied areas of Germany and Japan. These polls were “set up under the auspices of the occupation authorities... [and designed to measure] opinion about various features of the occupation, attitudes toward the Allies and toward local groups and leaders” (Wilson, 1957, p. 175).

Wilson (1957) argues that immediately after the war, there was interest in polling not only from the governments of the victors, but from the general public as well. The chief reason he cites for the cross-border expansion of polling:

...was the interest of newspapers and periodicals, which reflected the interest of the population concerned in the publication of survey findings.... [This was] led by a greatly

heightened desire to know what people were saying and thinking about important national *and international* issues in the immediate post-war period. (Wilson, 1957, p. 176, emphasis added)

Thus, this association between World War II and what would become known as international opinion polling is no coincidence: the field is basically a post-World War II phenomenon (Radvanyi, 1947, Wilson, 1957; Worcester, 1987, Crespi, 1999), which also happens to coincide with the creation of a number of international bodies designed to “promote international cooperation and to achieve peace and security” such as the United Nations in 1945 (United Nations, 2000). Moreover, the justification for this early manifestation of international opinion polling was very much bound up with the idea that divining public opinion would allow national governments to stave off future global conflict. In 1947, the optimistically titled *International Committee for Public Opinion Research and World Peace* declared that “misunderstanding among the various peoples of the globe can be minimized through accurate, honest and friendly exposure” (1947, p. 111). This opinion was shared by Crespi (1999), a prominent international opinion researcher during the 1950s, who referred to international polling as the “Ear of America” (p. 365):

[International polling] will help dispel mistaken perceptions [and] false stereotypes...that can poison international diplomacy and make it less than fully effective in defusing the tensions that lead to conflict.... Promotion of better understanding among countries of each other’s problems can go a long way toward lessening international tensions. [Even though] no amount of communication to lessen misunderstanding is going to resolve these disputes, the better the communication in such instances the clearer the realization that there are real conflicts of interest. (Crespi, 1999, p. 366)

The post-war style of polling followed the model designed by George Gallup (Wilson, 1957; Worcester, 1987). Gallup believed that securing public expression meant “securing individual expression for a reasonably large number of individuals” (Salmon and Glasser, 1995, p. 443). In other words, it meant the aggregation of the opinion of many individuals; when

enough individuals had been surveyed, the result was something called the “public” opinion. Gallup was known to have “decried pressure groups and powerful interests” (Salmon and Glasser, 1995, p. 440) because they supposedly distorted the will of the public and circumvented the spirit of democracy, but others criticized Gallup for making the value judgment that an interest group’s involvement was “undesirable, indeed, antithesis to...how a democracy should operate” (Salmon and Glasser, 1995, p. 441).

Despite all of the enthusiasm about the possibilities of international polling, early researchers immediately realized that there were hurdles to overcome, particularly related to the methodology of conducting international surveys. The reality was that:

[i]n concrete, practical terms, cross-national sample surveys [were] full of differences at each stage of research, ranging from differences in sample sizes and design details, fielding dates and lengths, to differences in regional versus national coverage. (Harkness, 1999, p. 129)

International researchers knew they would have to create and abide by a standardized methodology, and the American Association of Public Opinion Research formed in 1947 to fill the needs of the new international researchers.

Access and Language: The Recurring Concerns

Perhaps the most difficult problems in international polling are gaining access to the target population and how to sample them once access has been secured. When designing a sampling method, the researcher first must consider how to create a sampling frame and second, how to ensure the randomness of those chosen to participate from that frame. It is important to remember that:

[a] survey's intent is not to describe the particular individuals who, by chance, are part of the sample, but rather to obtain a composite profile of the population. In a *bona fide*

survey, the sample is not selected haphazardly or only from persons who volunteer to participate. It is scientifically chosen so that each person in the population will have a measurable chance of selection. This way, the results can be reliably projected from the sample to the larger population with known levels of certainty/precision. (AAPOR, 2002)

The sampling frame is the list that identifies all the members of a designated population, and the quality of that list is “the dominant feature for ensuring adequate coverage of the target population” (AAPOR, 2002). There is, however, a dearth of information as to how to actually go about constructing such a list on an international scale -- or even, as this investigation showed, how to go about constructing such a list for a medium-sized city in the United States.

One option is to gather demographic data from each country’s national census, assuming there is one, and make decisions about sample size and arrangement from there. Early international researchers such as Radvanyi (1947), Stern and d’Epinay (1947), Hansen, Hurwitz and Pritzker (1953), and later Savage (1982), were quick to point out the lack of quality, accurate census data in many countries around the world. The lack of up-to-date census data remains an unsolved issue still for pollsters in many countries including Latin America (Arretx, 1987), Great Britain and Europe (Thompson, 1995), various African countries (Okolo, 1999), India (Visaria, 1977) and China (Shen, Chu, Zhang, and Zhang, 1999). Another issue is whether to use a stratified sample in countries where “peculiar conditions of a country” (i.e. ethnic stratifications) dictate (Radvanyi, 1947, p. 43; also, Stern and d’Epinay, 1947; Stern, 1948; later, Harwin, 1987), but this requires that the researcher choose the basis for the stratification carefully, and it too is heavily reliant on accurate census data.

Language is the other paramount concern for international opinion pollsters. In order to compare survey answers, it is necessary to ask the same questions of all respondents (American Statistical Association, 1999). One option is to use an “ask-the-same-question” design (Harkness,

1999, p. 128), which involves taking a standard questionnaire and literally translating it directly into the most common language in the country to be polled. Early on, Ervin and Bower (1952) found that language conventions such as homonyms, figurative meanings, languages that require reference to the sex of the speaker or listener and stylistic factors such as endings used for children, both common in the Spanish language, could cause confusion and doubt as to meaning, which made direct translation difficult. In fact, there are many examples in the literature of words or phrases that simply cannot be translated directly (including many that Western researchers want to study) such as “democracy,” “right-to-vote,” “free trade,” “freedom of information,” “death penalty” and “civil rights” (Adamec, 1947; Barioux, 1948; Stern and d’Epinay, 1947; Stern, 1948; Ervin and Bower, 1952; Buchanan and Cantril, 1953; Kumata and Schramm, 1956; Mangen, 1999).

A second option for the international pollster is to prepare questions that capture the same meaning as the English-language counterpart, a process that is preferred over the direct translation method (Radvanyi, 1947; Barioux, 1948; Przeworski and Teune, 1970; Mangen, 1999). Barioux (1948, p. 715-717) was an early proponent of the multi-step “back-translation” procedure, wherein the questionnaire undergoes at least two layers of translation by several independent translators to ensure that it retains the intended meaning of the poll designer. As noted above, Barioux’s method was used to translate the questionnaire used in this project.

Another methodological issue that international polling must address involves interviewers and interviewing. Although self-reported polling is an option, using a trained interviewer seems to be the preferred method for most types of polling (ASA, 1997; AAPOR, 2002), and this is especially so in the international setting (Radvanyi, 1947; Mangen, 1999; Harkness, 1999). However, finding and training interviewers in the international realm can be

problematic. Radvanyi (1947) found that in Mexico, for example, unpaid volunteers were actually more conscientious and reliable than paid interviewers; he also preferred women over men as interviewers. International pollsters must decide also whether to use closed-ended, open-ended, or some version of a “measured free-format” (Harkness, 1999, p. 129) interview. While the closed-ended style may reduce costs, which can run extremely high for international work (Mangen, 1999), open-ended questionnaires allow much more cultural sensitivity and flexibility (Bowler, 1997; Roy, 1989).

Finally, there are cultural considerations to take into account, especially the attitudes that populations of target countries may have towards polling. Rather oddly, these were often attributed to a “lack of democratic traditions” (Radvanyi, 1947; Hyman, 1947), but this may be due to some unacknowledged cultural biases on the part of the researchers themselves, given the era in which they conducted most of their research. The following list contains examples of attitudes compiled by Radvanyi (1947) and Hyman (1947) which were thought to be culturally specific attitudes that eroded the validity of the international poll:

1. Doubt as to the value of individual opinions or their expression.
2. Inability to understand the significance of public opinion surveys.
3. Excessive fear of consequences of expression contrary to those of the government.
4. Custom to consider one’s own opinion as “private” and not to be shared.
5. High degree of apathy in relation to all “public affairs” or “government matters.”
6. Contempt for everything which has to do with public life or the government.
7. Suspicion that survey is made by the government for the purposes of increasing taxes, to cynically influence people for election purposes, or for utilization as an argument in favor of some undesirable government measure.
8. Suspicion that surveys are made by “smart folk” who wish to find an easy way to earn their livelihood by trafficking with the thinking of other people.

Incidentally, Yamada and Synodinos (1994) say some of these attitudes still hindered polling in Japan as late as the 1990s.

Other Factors to Consider: Class, Culture and Gender

Any attempt to analyze the meaning and broader implications of international public opinion data requires “consideration of the relation between the actual subject matter about which the opinion has been formulated and the life of those expressing opinions on it” (Michael, 1951, p. 407; Warwick and Osherson, 1973). In other words, it is necessary to question whether the geographic border of a nation is the most important, or even appropriate, factor to consider in international opinion polling, or whether there are other factors that constitute the “life of those expressing opinions.” I raise this issue simply because most cross-national surveys (almost invariably) continue to present international data in a tabular format which tends to emphasize the role of nationality as an independent variable of sorts (International Social Survey Programme, 1987, 1990, 1991, 1994a, 1994b, 1996, 1998; World Values Survey, 1995; Eurobarometer, 2005). This deferential treatment of nationality often continues right through to the analysis and discussion stages where:

...analysts of cross-national data frequently abandon offering explanations and interpretations in favor of league tables of distributions showing merely ‘gee whiz’ national differences. (Jowell, 1998, p. 168)

So, I will conclude this chapter by focusing on some of the “non-national” factors that play a role in the formation of opinion and explain why they must be taken into consideration in opinion analysis, especially at the international scale of research.

Much of what constitutes the aggregate that is known as “public opinion” is thought to be attributed to the impact of social-psychological factors on individuals (Deutsch and Gerard, 1955; Sherif, 1935, 1936; Asch, 1952; Newcomb, 1937; Turner, 1982, 1985). The social-psychological perspective is:

...driven by an interest in understanding the various social forces that impinge upon individuals as they think about, understand, and express their opinions.... [It] explains, in other words, the various ways in which ideas and opinions are shaped and altered through interaction among people and the social groups they constitute. (Price and Oshagan, 1995, p. 178)

Thus, in this view public opinion is viewed as developing “at the societal level out of a communicative reaction to disagreement or ambiguity,” in spite of the fact that “no single theoretical framework is available for explaining how social influence operates” (Price and Oshagan, 1995, p. 179-195). Yet there is nothing in this literature that explicitly suggests that national borders play a dominant role in opinion formation. Hence, social psychological factors may “dissolve” at the national scale and coalesce instead around the influence of economic class, ethnic, or gender influences.

Researchers have long asked whether “class” could be an important causal determinant or explanatory factor of public opinion (Kornhauser, 1950; Michael, 1951; Scott, 1958; Opinion Roundup, 1987; Himmelstein and McRae, 1988). Kornhauser (1950, p. 334) noted that surveys had shown class differences seem evident “in regard to issues that obviously and directly affect the interests of people at upper, middle, and lower levels differently” (p.1950, p. 334). Class is essentially “a name for a network of social and psychological influences affecting persons” (Kornhauser, 1950, p. 343-4), yet one distinct problem with trying to account for class in public opinion is trying to operationalize it as a variable. Kornhauser (1950) identified at least three ways to understand the term: first, strictly as an objectively measured factor such as income; second, as defined in terms of “social relationships and participation in formal associations” (p. 338); and third, as a “subjective definition of class: a person belongs to a class if he feels himself a member of it” (p. 338). Thus, in order to consider class as a factor in determining opinion, it is necessary to know “what it *means* to a person to be in a higher or lower class and how these

meanings ... enter into the formation of his opinions” (Kornhauser, 1950, p. 339, emphasis in original). However, other than intuitive, but general, suppositions drawn mainly from Marxist theory that upper classes will be expected to be content with things as they are, while lower classes will be expected to indicate dissatisfaction on opinion polls (Kornhauser, 1950; Buchanan and Cantril, 1953), it is still rather difficult to pinpoint “class” effects on opinion.

Culture affects not only a person’s attitude towards polling, but likely affects opinions too. Yet, like class, culture is also abstract and difficult to operationalize. One way to think of culture is as the “collective programming of the mind which distinguishes the members of one group or category of people from another” (Hofstede, 1991, p. 5; also Inkeles and Levison, 1969). Culture likely determines “how common basic problems are dealt with worldwide” (Arrindell, Hatzichristou, Wensink, Rosenberg, Twillert, Stedema, and Meijer, 1997, p. 37) and was early on seen as affecting opinion:

[A]ttitudes and opinions, being at one and the same time aspects of the social whole and particle products of personal activity, tend to fall into patterns whose outlines are now traceable in individuals in social or cultural schema. These individual behavior patterns and social or cultural patterns serve as the chief factor of particular manifestations of public opinion. (Bittner, 1928, p. 100)

Hofstede (1980, 1991) provided a four-dimensional model of “national culture” that reflected degrees of difference in individualism-collectivism, power distance, masculinity-femininity, and uncertainty avoidance, and he eventually was able to measure societal variations along these dimensions (Hofstede, 1980, p. 313), although not without criticism (Newcomb, 1937; Harkness, 1999). Researchers such as Jowell (1998), Kuechler (1998), Dowley and Silver (1999, 2005), Silver and Dowley (2000) and Sidanius, Feshback, Lavin, and Pratto (1997) have now started offering preliminary principles for conducting cross-national surveys that account particularly for cultural influences, but also warn that extending cross-national projects to a large

number of heterogeneous countries is still seen as producing results of “dubious quality” (Kuechler, 1998, p. 178).

If class and culture are some of the most difficult variables to operationalize, then one of the easiest to report is the sex of the participant. Once tabulated, it is then possible to inquire as to whether there are patterns of attitudes that transcend national borders and instead follow sex divisions, which is exactly what some contemporary international opinion researchers are now doing. International surveys that have identified sex as an important factor tend to concentrate exclusively on issues where sex is expected to have an impact, such as marriage and divorce (Hayes, 1994; Kitson and Morgan, 1991; Diedrick, 1991), women working outside the home or in the political sphere (Wilcox, 1991; Glasner, 1992), or the acceptance of genetically modified foods (Moerbeek and Casimir, 2005). What is noteworthy about these studies is that they all rely heavily on gender and feminist theory - rather than public opinion theory - to support their hypotheses, and they have shown the types of cross-national trends which do suggest that sex can transcend rigid national identities at the international level.

Additionally, there have also been a number of intra-national studies which could conceivably be studied cross-nationally and which would illuminate further the role of gender in international opinion, such as the gender divide between attitudes toward homosexual rights (Hayes, 1997) and government spending on child care (Henderson, Monroe, Garand, and Burts, 1995).

Chapter Summary

The methodology of this investigation followed the guidelines of the American Association of Public Opinion Research (AAPOR, 2002), the body established in 1947 to assist

public opinion researchers -- both within the United States and abroad -- in their quest to “gather information that is useful in formulating public policy as well as in understanding the public’s preferences for products and services” (AAPOR, 2002). The procedures they drafted address opinion polling from all angles, including sampling and design to analysis and interpretation -- procedures which were meant to standardize the process and thus reduce the idiosyncrasies which would otherwise render such surveys meaningless.

Although not a true “international” opinion poll as discussed at the conclusion of this chapter, this project, and its methodology, was “quasi-international” in the sense that I purposely chose to investigate a population with an ethnic background different than my own. Once I started, I found that the most significant problems I faced were the same as those that international opinion researchers have encountered since the 1940s: language barriers and access to the target population were a problem then and continue to pose serious challenges to recruiting and interviewing truly random samples.

In Athens, language and access were overcome by the abundance of Spanish-language translators in the city, not to mention the genuine interest on the part of many in the Latino community to participate in local research about the Spanish- and English-language media landscape as it exists in Athens-Clarke County. However, concern for cross-cultural sensitivity in opinion polling does not stop with methodological issues, but must follow through to the analysis and interpretation stages, which constitute the next chapter.

CHAPTER 4

ANALYSIS AND DISCUSSION

This survey of adult Latinos was conducted during April and May, 2006. There were just three inclusion criteria: participants had to be older than 18 years, must self-identify as either Latino, Latino-American, Hispanic, or Hispanic-American and must live in Athens-Clarke County, including Winterville, in one of the following zip codes: 30601, 30603, 30604, 30605, 30606, 30607, 30608, 30612, or 30683.

A 6-page bilingual questionnaire, including the implied consent form and a return envelope with postage, was mailed on April 10, 2006, to 1,000 randomly selected participants chosen from a database of Latino names purchased from a commercial marketing group that specializes in marketing to Latinos in the United States.

The questionnaire (Appendix A) was formatted into two columns: the Spanish-language version of each question was on the left column of every page, while the English counterpart of each question was in the right-hand column. This type of orientation has been used in other ethnic media use studies (Duran, 1977; Scales, 1978; Greenberg et al., 1983; Rios, 1993) and was employed here to encourage respondents to answer in the language with which they were most comfortable.

Respondents were given approximately four weeks, until May 7, 2006, to respond. Of the 1,000 surveys that were mailed, 111 were returned by mail. Additionally, 21 surveys were obtained through the snowball sampling method. Three surveys were unusable because the respondent either did not answer (one respondent) or answered negatively (two respondents) the

“Latino” identification question. After omitting the unusable questionnaires, there were 129 usable questionnaires.

Data from the 37 closed-ended questions, along with the three latent variables, were coded numerically so that they could be entered into SPSS. The coding scheme is included in Appendix B.

A substantial number of questionnaires had at least one missing response, raising the issue of how to deal with missing values. Two options for missing values include pairwise deletion versus listwise deletion: listwise involves deleting from the analysis all cases that have missing data, while in pairwise deletion, which happens also to be the SPSS default, cases with missing values are excluded only when they occur in the variable under investigation (Meyers et al., 2006). Because listwise deletion would have left very few cases for analysis, I chose the less-stringent option of pairwise deletion.

The Athens Sample: Demographics and “Latino Identity”

Even though the ethnic label of Latino or Hispanic identity can be problematic (Chapter 2), the concept nonetheless is central to this research, which aims to explore how and why this population uses the media that are available to them in Athens-Clarke County. Because I did not want to impose ethnic criteria such as place of birth or parentage, the only remaining option was to allow participants to self-identify as Latino or Hispanic, which 129 respondents did, thus forming the sample for this investigation. Additionally, 67.4 percent of respondents chose to answer the questionnaire in Spanish, while 32.6 percent chose English. Given that the percentage of Spanish-language responses in this investigation is higher than in other Latino

media use studies (Rios, 1993), this is one indication that this study did in fact reach the targeted population of predominantly Spanish-speaking Latinos in Athens-Clarke County.

Compared to U.S. Census Bureau figures, Table 4.1 shows that this sample reflects the same male bias as in the greater Latino population in Athens -- about 60 percent male compared to 40 percent female. Although having more male respondents in a survey actually is unusual, no weights were used to “correct” for this bias.

Table 4.1: Sample Statistics Compared to the Athens’s Latino Population

<i>Category</i>	<i>Total Latino Population</i>	<i>Sample Statistic</i>
<i>Population</i>	6,402	129
<i>Male</i>	58.2 %	61.0 %
<i>Female</i>	41.8 %	39.0 %
<i>Median age</i>	23 yrs	34 yrs
<i>Over 65 yrs</i>	1.9 %	0.8 %
<i>High school graduate or higher</i>	49.8 %	83.1 %
<i>Bachelor’s degree or higher</i>	21.2 %	51.7 %

The average age of the sample is considerably older than that of the total Latino population, 34 years to 23 years, respectively, likely due to the fact that people under 18 years were not included in this investigation. Still, the age histogram in Figure 4.1 shows that the sample represents a relatively youthful population, with the most typical ages being just below and just above 30 years.

Education levels in the sample are higher than that of the overall Latino population. Just over 83 percent of the sample reported having a high school degree or higher compared to just fewer than 50 percent for the Latino population. The sample percentage is likely skewed higher by the substantial number of graduate degree recipients responding to the questionnaire, which in turn may be due to the proximity of the University of Georgia.

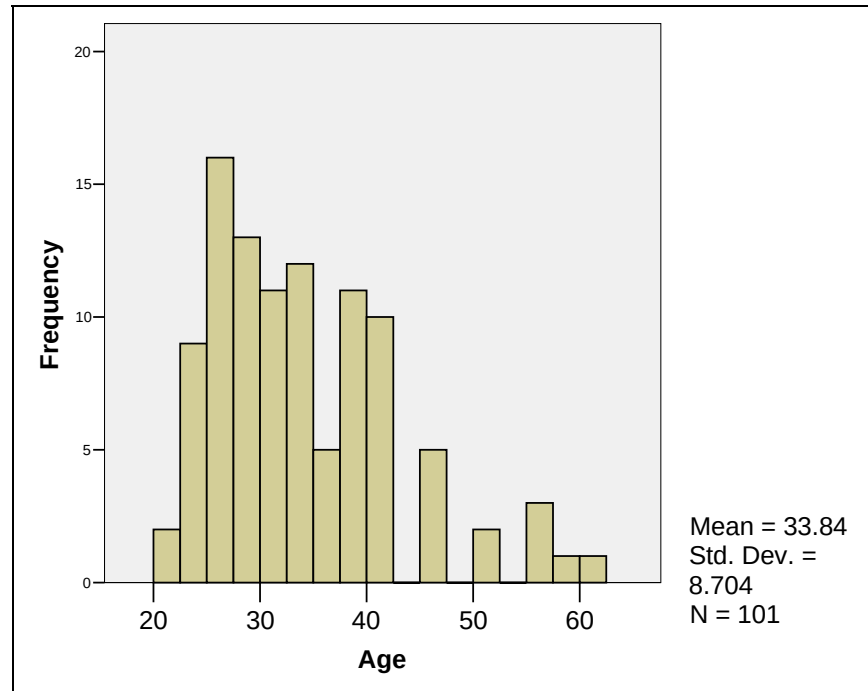


Figure 4.1: Age Histogram of Sample

Income levels of the sample cannot be compared directly to the greater Latino population in the county (which averaged about \$31,000 in median household income) due to the difference in how the data was collected. However, Table 4.2 shows that income among respondents ranges from less than \$15,000 a year -- considered poverty level for a family of three (U.S. Department of Health and Human Services, 2006) -- to more than \$75,000 annually.

Table 4.2: Income Levels of Sample

<i>Annual Income Level</i>	<i>Percentage of Respondents</i>
<i>Less than \$15,000</i>	17.9 %
<i>Between 15,000 and 30,000</i>	31.3 %
<i>Between 30,000 and 50,000</i>	23.2 %
<i>Between 50,000 and 75,000</i>	4.5 %
<i>More than \$75,000</i>	23.2 %

Overall, it appears that the sample obtained in this investigation is slightly older and more educated than the general Latino population in Athens, but otherwise there are no anomalies that would suggest that the sample under investigation is not reflective of Latinos in Athens.

Residency and Intention to Remain in Athens

Length of residency in Athens ranges from less than one year to 28 years, with the average length of residency being 7.6 years. The histogram in Figure 4.2 shows that the most typical length of residency is about 8 years or less, but there is a small group of Latinos who have lived in Athens more than 20 years.

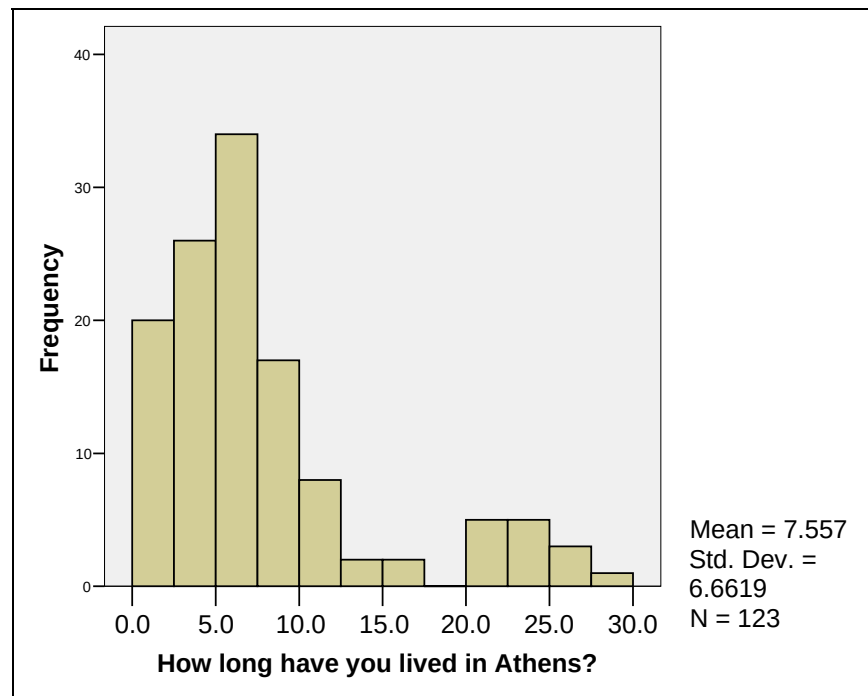


Figure 4.2: Residency Histogram of Sample

The question about “intending to remain” in Athens was purposely designed to be a general inquiry about the respondent’s desire to remain in the area. The results were

overwhelmingly positive: 103 respondents, more than 80 percent, answered that they intend to remain in Athens, 19 respondents, about 15 percent, said they were “not sure,” while just one respondent, or less than one percent of the total sample, answered “no,” they do not intend to remain in the area. Six respondents did not answer the question.

To get a clearer idea of intention to remain in Athens, two questions were designed to assess more specifically the level of confidence of remaining in Athens on a one-year or short-term basis versus a five-year or medium- to long-term basis. Table 4.3 shows the percentages of respondents reporting that they are “not at all,” “not very,” “somewhat” or “very” confident they will be in the Athens area in one or five years. Generally, it seems people are more confident than not that they will be in Athens in the future, at least in the short-term. About three-fourths of respondents are reasonably or very confident they will be in Athens in one year’s time, and none of the participants reported being “not at all confident” they will be in the Athens area one year from now.

Table 4.3: Confidence in the Intention to Remain in Athens

<i>“How confident are you that you’ll be in Athens...”</i>	<i>Not at all confident</i>	<i>Not very confident</i>	<i>Somewhat confident</i>	<i>Very confident</i>
<i>...one year from now?</i>	0 %	24.4%	28.5%	47.2%
<i>...five years from now?</i>	24.4%	29.3%	33.3%	13.0%

Participants are less confident about being in Athens in five years’ time. About half of the respondents reported some level of doubt of remaining in Athens: 53.7 percent say that are “not at all” or “not very” confident they will still be here. However, the remaining 46.3 percent still indicate reasonably high levels of five-year confidence that they will remain in Athens.

Figure 4.3 shows the relationship between one-year and five-year confidence to remain in the Athens area. Generally, people who are not very confident they will be in Athens in one year are also not very or not at all confident they will be in Athens five years from now. Conversely, people who are very confident they will be in Athens one year from now also respond that they are at least somewhat or very confident that they will still be in Athens in five years. Moreover, the confidence variables are positively and strongly correlated (Pearson $r = .639$, significant at the .01 level, 2-tailed), suggesting that the relationship between confidences is quite consistent.

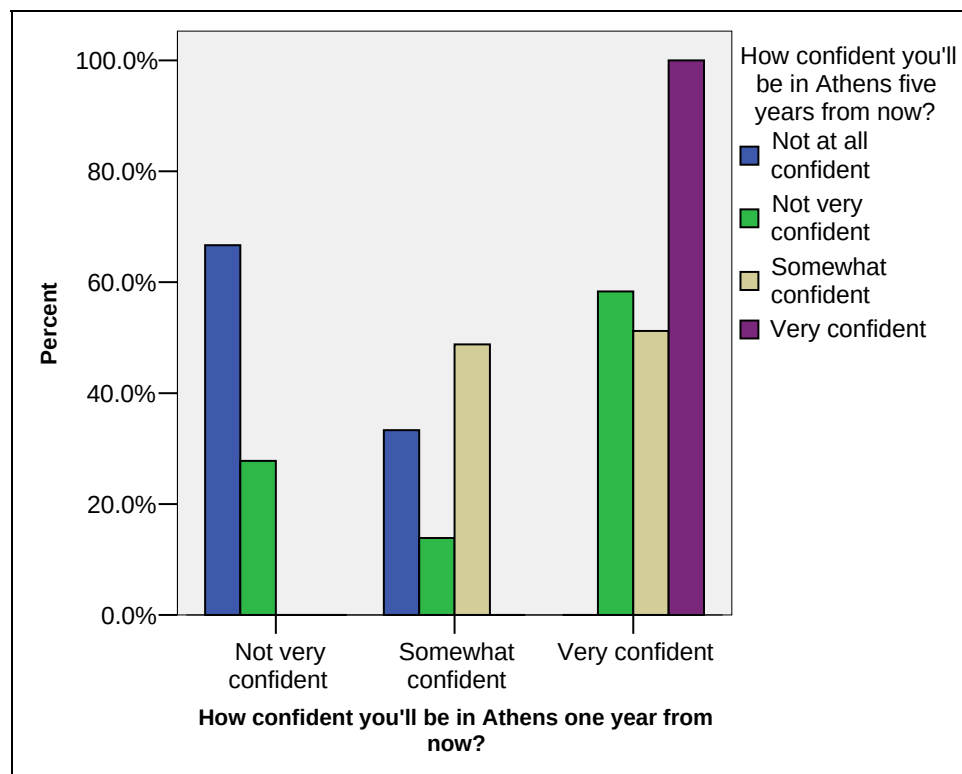


Figure 4.3: One-year and Five-year Confidence to Remain in Athens

Local Civic Involvement

Local civic involvement was measured in two ways, first by simply asking respondents to rate their level of involvement in Athens's community or civic affairs, and second, by using a

measure of voter registration. Just under 28 percent of respondents said they were registered to vote, while 60 percent said there were not registered. Four percent of respondents chose not to answer the question, while the remaining 8.5 percent left the question blank.

Community involvement was more or less evenly spread among all four categories: 15.5 percent of respondents said they are “very” involved, 27.1 percent said they are “somewhat” involved, 28.7 percent said they are “not very” involved, and 24.0 percent said they are “not at all” involved. Registering to vote and level of community involvement are not significantly correlated, but registering to vote and length of residency are significantly related: an independent-samples t test compared the average length of residency for unregistered people (mean=4.9 years, sd=2.99) to that of people who are registered to vote (mean=11.9 years, sd=8.65) and found a statistically significant difference, $t(39)=4.75$, $p<.001$, indicating that Latinos who have lived in Athens for longer periods of time are more likely to be registered to vote.

Media Use

Analysis of print media usage reveals a relatively low rate of newspaper subscribership: 16.3 percent said they subscribe to a newspaper, while 83.7 percent do not subscribe. Table 4.4 shows that Latinos read a newspaper an average of 3.19 days per week. Moreover, Latinos read on average more than 2 newspapers in either Spanish or English. Figure 4.4 is a comparison between readership number and language, which reveals that if Latinos read one newspaper, it is more likely to be in English than Spanish. When Latinos read two newspapers, English print still has an edge over Spanish print, but more respondents now report they read both languages, a pattern that continues as the numbers of newspapers read increases.

Table 4.4: Newspaper, Television and Radio Use

<i>How many days a week do you...</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Mean</i>
<i>...read a newspaper?</i>	4.7 %	19.4 %	24.0 %	3.9 %	15.5 %	24.0 %	1.6 %	7.0 %	3.19
<i>Number of newspapers read</i>	.8 %	20.9 %	41.1 %	27.1 %	9.3 %	0 %	.8 %	--	2.26
<i>...watch news on television?</i>	49.6 %	10.1 %	7.8 %	2.3 %	3.1 %	11.6 %	0 %	15.5 %	2.12
<i>...listen to news on the radio?</i>	17.8 %	3.9 %	7.8 %	11.6 %	12.4 %	11.6 %	7.8 %	11.6 %	3.43

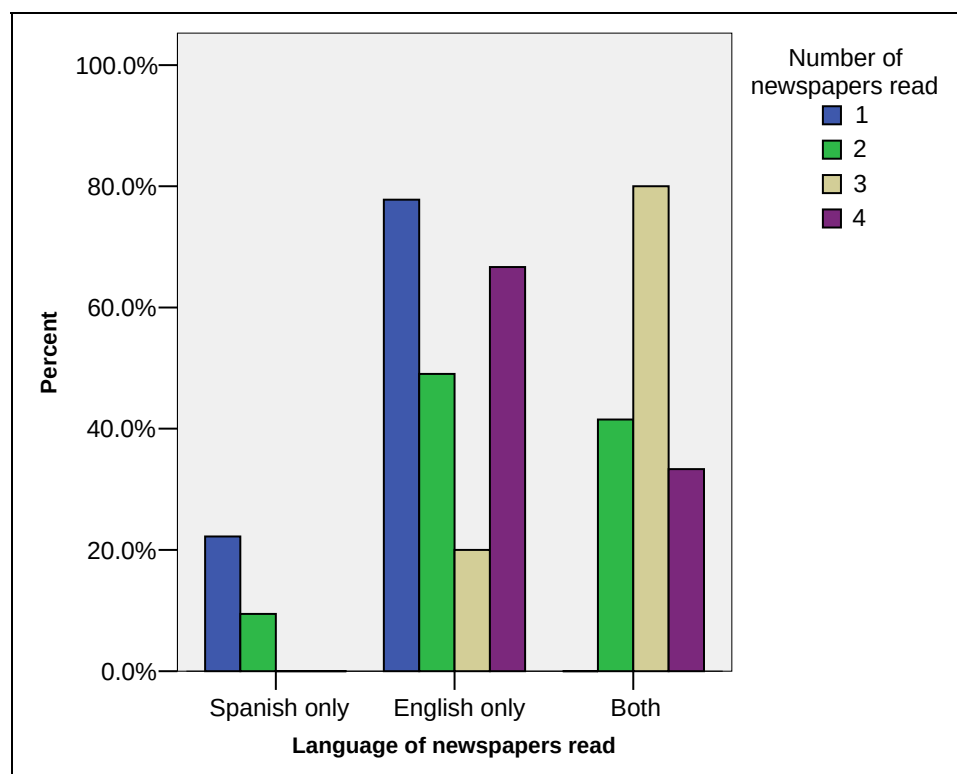


Figure 4.4: Number of Newspapers Read by Language

Television and radio use show that respondents favor radio over television, averaging 3.43 days a week listening to news on the radio compared to 2.12 days a week spent watching news on television (Table 4.4). In fact, Table 4.4 shows that about half of the respondents report that they do not watch news programs on television at all. When Latinos do report watching news on television, they seem to do so regularly -- usually five or seven days a week.

The language of television and radio use could not be reliably determined because of an extremely high number of missing answers for the questions asking respondents to list the names of television and radio programs. About 60 percent of respondents reported Internet access in their home, while 39.5 reported they do not have Internet access in their home.

Table 4.5 shows Pearson correlations between the different types of media typically used to get information about local news in the area. Generally speaking, the average number of days a week that respondents read a newspaper is negatively and significantly correlated with average days a week that they watch news on television, as well as negatively, but not significantly, related to the average days a week they listen to news on the radio. Speaking only of news programs, average television use is positively and significantly correlated with average days per week of radio use.

Table 4.5: Correlation among Media Types

<i>"How many days a week do you...</i>	<i>Newspaper</i>	<i>Television</i>	<i>Radio</i>
1. <i>...read a newspaper?</i>	1	-.358**	-.053
2. <i>...watch news on television?</i>		1	.190*
3. <i>...listen to news on the radio?</i>			1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Source of Information

The preferred source of information varied depending on the topic under consideration. For this question, respondents were asked to rank a short list (newspaper, television, radio, internet, other) showing which types of media they preferred by placing a 1, 2, or 3 next to their first, second, and third choice. It should be noted in advance, however, that this question (or the instructions) seemed to cause some confusion among respondents: some respondents checked multiple categories, but did not differentiate in a way that distinguished which type of media they preferred. Because a large number of responses had to be excluded, coding for this question was imperfect.

Still, for those who did answer the question in a way that could be coded, Table 4.6 shows that television is the number one choice for news about Athens, but there was more consensus about the second choice: 39.8 percent said they would use the newspaper as a second source. About one-third of respondents reported that they would use radio as a third choice.

The source of information about employment opportunities shows that slightly less than half of the sample reported that they would use a newspaper as their first choice, followed by the Internet. More than 40 percent of respondents said that their third choice of media for information about employment opportunities would be television, with many people indicating on their surveys that they routinely watched the Athens-Clarke County government's closed-circuit channel for potential job opportunities with the city in the Athens area.

Respondents reported substantial reliance on newspapers for information about sports and entertainment, but about one-third of respondents indicated they would use the radio as their second choice, especially for coverage of sporting events outside of Athens.

The first choice for news about Mexico, Central or South America virtually was split between television and the Internet, with about 40 percent of respondents in each category indicating that one of these would be their first choice, followed by print and radio.

Table 4.6: Source of Information by Topic

<i>“If you wanted to know more about..., what type of media would you use?”</i>	<i>1st choice</i>	<i>2nd choice</i>	<i>3rd choice</i>
<i>Current news in the Athens area</i>	Television 28.7 %	Newspaper 39.8 %	Radio 33.3 %
<i>Employment opportunities</i>	Newspaper 46.0 %	Internet 29.3 %	Television 42.4 %
<i>Sports and entertainment in Athens</i>	Newspaper 41.9 %	Radio 31.9 %	Television 20.4 %
<i>News about Mexico, Central America or South America</i>	Television 41.1 % Internet 39.5 %	Newspaper 28.3 %	Radio 34.4 %

Interest in Local Media

Interest in local media was assessed simply by asking respondents to indicate their level of interest in “local news events in Athens.” More than half of the respondents, 55.8 percent, said they are “very interested” in knowing about local news events as they occur in Athens. About 20 percent reported being “somewhat” interested, 19.4 percent reported being “not very” interested, and only 4.7 percent indicated they are “not at all” interested. Moreover, interest in news cuts across language, with respondents indicating moderate to high levels of importance to access to news in both Spanish and English (Table 4.7)

Table 4.7: Importance of Access to News by Language

<i>“How important is it for you to have access to news about Athens in...”</i>	<i>Not at all important</i>	<i>Not very important</i>	<i>Somewhat important</i>	<i>Very important</i>
<i>...Spanish?</i>	4.7 %	27.9 %	23.3 %	44.2 %
<i>...English?</i>	0.8 %	31.8 %	35.7 %	31.8 %

Figure 4.5 shows the importance of access to news in Spanish and English. The positive correlation between the two variables (Pearson’s $r = .221$, significant at .05 level), suggests the level of importance a person places on access to news in Spanish will co-vary with the level of importance that person places on access to news in English, and vice versa.

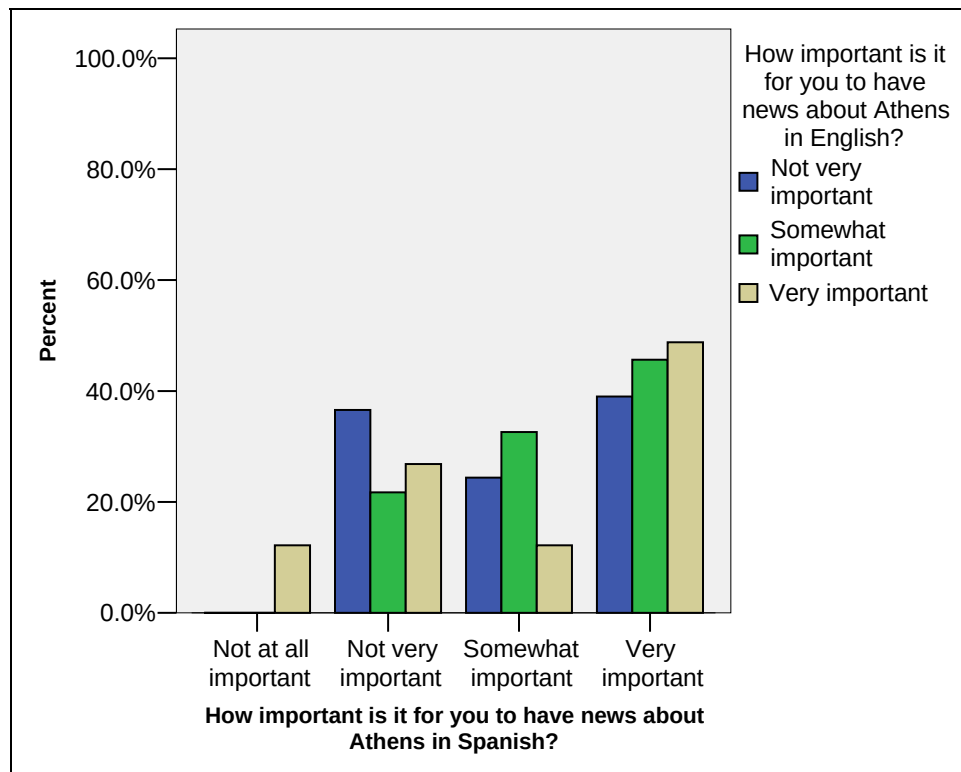


Figure 4.5: Importance of Spanish- and English-language News

Media Evaluation

Media evaluation included questions that asked participants to assess how well the media in Athens reports news about the Latino community, as well as a general question about the amount of trust respondents have that news about the Latino community will be reported “fairly and objectively.” Table 4.8 indicates that, generally, respondents think Spanish-language media do a better job of reporting about the Latino community. In fact, zero percent of respondents said that English-language media report “very well” about Latinos, although more than 12 percent admitted not knowing because they did not read enough English-language to form an opinion. Moreover, media evaluation is strongly and positively correlated (Pearson’s $r = .536$, significant at the .01 level), suggesting that people who think that one language reports well are likely to think that the other language does too.

Table 4.8: Evaluation of Athens's Spanish- and English-language Media

<i>“How well is Athens’s Latino community reported by...?”</i>	<i>Not at all well</i>	<i>Not very well</i>	<i>Somewhat well</i>	<i>Very well</i>	<i>Don't know</i>
<i>...Spanish-language media</i>	7.8%	15.5%	28.7%	19.4%	28.7%
<i>...English-language media</i>	27.9%	31.8%	24.0%	0 %	12.4%

Satisfaction with the Spanish- and English-language media available in Athens is shown in Table 4.9. Generally, more people indicated that they are satisfied with Spanish- and English-language media (either “somewhat” or “very satisfied”) rather than unsatisfied, but 28 percent reported being “not very” or “not at all” satisfied with Spanish-language media, and 23.3 percent “not very” or “not at all” satisfied with English-language media.

Table 4.9: Level of Satisfaction with Athens's Spanish- and English-language Media

<i>"How satisfied are you with the..."</i>	<i>Not at all satisfied</i>	<i>Not very satisfied</i>	<i>Somewhat satisfied</i>	<i>Very satisfied</i>	<i>Don't know</i>
<i>...Spanish-language media available in Athens?</i>	7.8%	20.2%	27.1%	15.5%	29.5%
<i>...English-language media available in Athens?</i>	3.9%	19.4%	51.9%	7.8%	17.1%

Moreover, Figure 4.6 show that the level of satisfaction among respondents is positively and significantly correlated by language (Pearson's $r = .385$, significant at the .01 level), suggesting that people who are satisfied with one language are satisfied also with the other, while those unsatisfied with one language likely are unsatisfied with both.

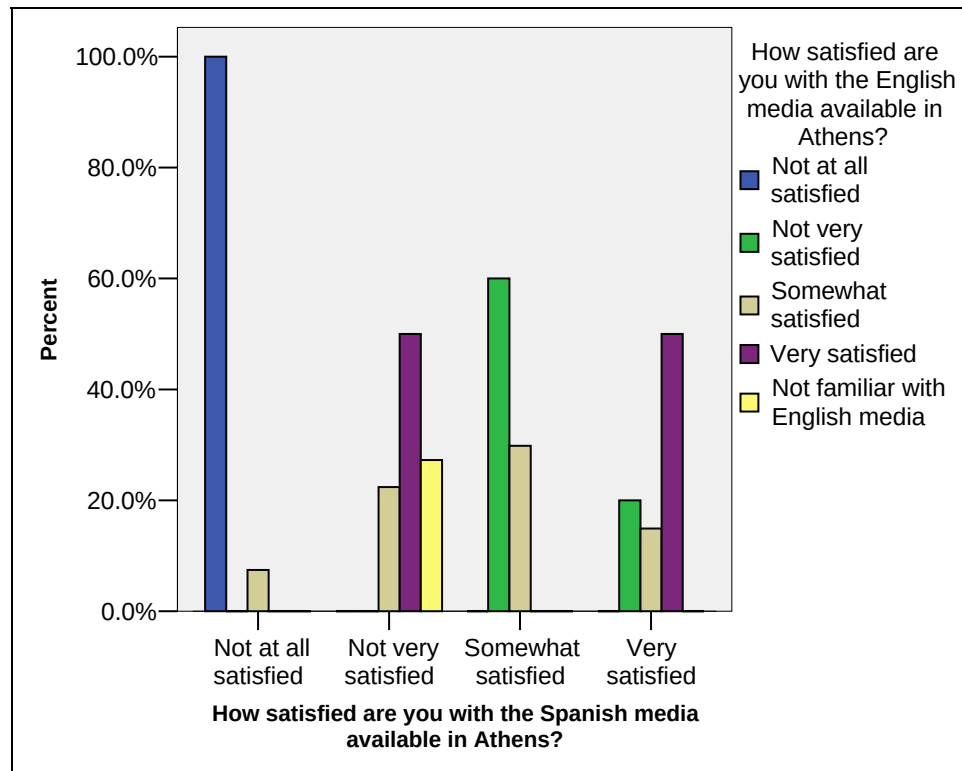


Figure 4.6: Level of Satisfaction with Spanish- and English-language Media in Athens

Trust in the media was overwhelmingly in favor of Spanish-language media to English, with 63.9 percent indicating they had more trust in Spanish-language media compared to 16.8 percent saying they had more trust in English-language media. Fewer than 20 percent reported they “Don’t know.”

Among the type of media, print and television are equally the most trusted type, at 27.9 percent each, while radio is second at 16.3 percent. Only 8.5 percent of respondents said they trusted the Internet more than any other type of media (Table 4.10). About 12 percent of respondents selected more than one type, so there were a high number of unusable cases (25) for this question.

Table 4.10: Trust by Type of Media

<i>“Which type of media do you trust to report about the Latino community fairly and objectively?”</i>	<i>Percentage</i>
<i>Newspaper or magazine</i>	27.9
<i>Radio</i>	16.3
<i>Television</i>	27.9
<i>Internet</i>	8.5
<i>More than one</i>	11.6

Table 4.11 shows that among the people who trusted print media the most, 86.1 percent had more trust in Spanish-language print. Radio listeners also trusted Spanish-language reporting over English-language. Among people who trusted television the most, 41.7 percent had more trust in Spanish-language reporting, while just 13.9 percent indicated more trust in English-language. A plurality of people who say they trust television the most say that they “Don’t know” in which language they would have more trust. Internet users have an equal amount of trust in Spanish- and English-language reports.

Table 4.11: Trust in Athens's Spanish- and English-language Media

<i>“Which type of media do you trust to report about the Latino community fairly and accurately?”</i>	<i>“Which language of media do you trust to report about the Latino community fairly and accurately?”</i>		
	<i>Spanish</i>	<i>English</i>	<i>Don't know</i>
<i>Newspaper or magazine</i>	86.1 %	13.9 %	0 %
<i>Radio</i>	47.6 %	23.8 %	28.6 %
<i>Television</i>	41.7 %	13.9 %	44.4 %
<i>Internet</i>	45.5 %	45.5 %	9.1 %

Hypothesis Testing

The univariate measures just presented provide a general description of the Spanish- and English-language media landscape in Athens as it exists now, as well as its audience. This investigation was designed also to be able to test predictive measures of media use among the Latino population within the assimilationist and pluralist traditions.

To that effect, the first hypothesis that I posed at the conclusion of Chapter 2 concerned general media use, hypothesizing a positive, bi-variate relationship (correlation) between the level of interest in local news events in Athens and local media use for newspapers, TV and radio in either Spanish or English. In other words, Latinos with a low level of interest in local news events as they occur in Athens will exhibit low levels of local media use in any language. By contrast, Latinos with medium to high levels of interest in local news events will exhibit medium to high levels of local media use in any language.

Table 4.12 indicates that there is support for this hypothesis: Interest in local news is strongly correlated with the level of importance placed on news in either Spanish or English. Moreover, interest in local news is positively and significantly correlated with newspaper use, and positive, but not significant, with both television and radio use.

Importance placed on access to Spanish-language news is positively and significantly correlated with television use, perhaps an indication of easy access to many different types of Spanish-language news programs on television, especially cable. By contrast, importance of access to English-language news is positively and significantly related to radio use. Thus, there are generally more positive correlations between interest in, and access to, local news, although the relationships appear to diverge by language: Latinos who prefer to get news in Spanish seem to gravitate towards television, while Latinos who prefer to get news in English gravitate towards radio.

Table 4.12: Interest in Local News and Media Use

<i>Variable</i>	<i>Access to Spanish</i>	<i>Access to English</i>	<i>News- paper</i>	<i>Tele- vision</i>	<i>Radio</i>
<i>How interested are you in local news events in Athens?</i>	.497**	.302**	.250**	.100	.034
<i>How important is it for you to have news about Athens in Spanish?</i>	1	.021	-.075	.400**	.029
<i>How important is it for you to have news about Athens in English?</i>		1	.021	-.052	.207*
<i>How many days a week do you read a newspaper?</i>			1	-.358**	-.053
<i>How many days a week do you watch news on tv</i>				1	.190*
<i>How many days a week do you listen to news on the radio?</i>					1

* Pearson Correlation is significant at the 0.05 level (2-tailed).

** Pearson Correlation is significant at the 0.01 level (2-tailed).

The second hypothesis concerned measures of being “adequately” informed about local civic and political affairs. I suggested that in Chapter 2 was that there would be a positive, bi-variate relationship (correlation) between community involvement and media use. Specifically, Latinos with a low level of community involvement will have low levels of media use in any

language. By contrast, Latinos with medium to high levels of community involvement, including political involvement (assessed by being registered to vote), will have medium to high levels of local media use in any language.

Table 4.13 indicates community involvement is positively related to all three types of media use for news information, and is significantly correlated with newspaper and radio use. Perhaps as a reflection of the low level of voter registration in this sample, the variable is not significantly related to either community involvement or media use. Although voter registration is weakly positively related to newspaper use, it is in fact slightly negatively related to television and radio use. Hence, there is only partial support for the hypothesis: community involvement does co-vary relatively strongly with media use, but political involvement does not.

Table 4.13: Community Involvement and Media Use

<i>Variable</i>	<i>Vote</i>	<i>Newspaper</i>	<i>Television</i>	<i>Radio</i>
<i>How involved in the Athens community, civic affairs?</i>	-.158	.233**	.121	.419**
<i>Are you registered to vote?</i> <i>(1=no, 2=yes)</i>	1	.166	-.083	-.099
<i>How many days a week do you read a newspaper?</i>		1	-.358**	-.053
<i>How many days a week do you watch news on television?</i>			1	.190*
<i>How many days a week do you listen to news on the radio?</i>				1

** Pearson Correlation is significant at the 0.01 level (2-tailed).

* Pearson Correlation is significant at the 0.05 level (2-tailed).

The third hypothesis was that there would be a positive, bi-variate relationship (correlation) between length of residency and intention to remain in Athens versus local media use for newspapers, television and radio. In other words, Latinos with a low intention to remain living in Athens will exhibit low levels of local media use in any language. By contrast, Latinos

who have lived in Athens for longer periods of time and who have medium to high levels of intention to remain living in Athens will exhibit medium to high levels of local media use in any language.

Table 4.14 shows that length of residency in Athens is positively correlated with the intention to remain, but not significantly. However, length of residency is positively and significantly correlated to both levels of confidence of remaining in Athens. Moreover, length of residency is positively, if weakly, related to both newspaper use and television use, as well as positively and significantly related to radio use.

Intention to remain in Athens is positively and significantly correlated with levels of confidence to remain in Athens, as well as positively and significantly correlated with radio use. Intention to remain is not significantly correlated with either newspaper or television use, and in fact is weakly negatively related to television use.

Table 4.14: Intention to Remain in Athens and Media Use

<i>Variable</i>	<i>Intention remain</i>	<i>1 year confid.</i>	<i>5-year confid.</i>	<i>News-paper</i>	<i>Tele-vision</i>	<i>Radio</i>
1. <i>Length of residency</i>	.058	.228*	.457**	.111	.060	.230*
2. <i>Do you intend to remain living or working in Athens?</i>	1	.271**	.256**	.093	-.083	.379**
3. <i>How confident you'll be in Athens one year from now?</i>		1	.639**	-.088	.011	-.262**
4. <i>How confident you'll be in Athens five years from now?</i>			1	-.038	.187*	-.030
5. <i>How many days a week do you read a newspaper?</i>				1	-.358**	-.053
6. <i>How many days a week do you watch news on TV?</i>					1	.190*
7. <i>How many days a week do you listen to news on the radio?</i>						1

* Pearson Correlation is significant at the 0.05 level (2-tailed).

** Pearson Correlation is significant at the 0.01 level (2-tailed).

As noted earlier in this chapter, confidence of being in Athens in one year's time is highly correlated with 5-year confidence, but negatively correlated with both newspaper and radio use for news information, and only very weakly positively related to television use. Five-year confidence to remain in Athens is significantly correlated only with television use and negatively related to both newspaper and radio use.

Based on these results, there is evidence only for partial support of the third hypothesis: while length of residency and general intention to remain in the area are positively related to media use in most cases, confidence in remaining in Athens is not, and in fact is negatively related to media use in some cases.

The fourth hypothesis I posed in Chapter 2 suggested a multi-variate relationship between a person's intention to remain in Athens, interest in local news, community involvement in and around Athens, and local media use. Moreover, this hypothesis suggested that these variables could be tested for their predictive nature using regression models, and not just for their correlations, which were discussed above.

As shown in the literature review, there has been a considerable amount of research already concerning which variables best predict media use among Latino populations. Demographic variables, especially age, sex, income, education, and language ability, have been shown consistently to be robust predictors of media use. Moreover, length of residency and various measures of community involvement typically are tested and found to be closely related as well, which was just confirmed in this investigation, too, at least for newspaper and radio use (Table 4.14). What seems to be missing from previous research using assimilationist and pluralist theories -- and the reason why it was included in this investigation -- is an analysis of a variable, or variables, to measure and test whether a person's intention to remain in an area is a

good predictor of media use. The remainder of this chapter tests this hypothesis by analyzing the predictive ability of various demographic variables, then assessing whether “intention” variables can predict levels of media use. This analysis begins by assessing the impact of age, sex, the presence of children in the home, income, education, and language abilities on media use.

In this sample of Latinos from the Athens area, age is significantly correlated with the average number of days per week of radio use, but not newspaper or television (Table 4.15). Table 4.16 shows the results of a simple linear regression model testing the ability of age to predict media use for newspapers, television and radio use for news information. While not a good predictor of newspaper or television use for news information, age is a significant predictor of radio use, suggesting that older people are more likely to turn to radio as their source of news. The adjusted *R* square shows that age accounts for about 9 percent of the variability in this radio use model, while the figures for newspaper and television use are even lower, indicating that there are other variables that influence the use of these media for news information.

Table 4.15: Age and Media Use

	Newspaper	Television	Radio
Age	.147	.059	.318**

** Pearson Correlation is significant at the 0.01 level (2-tailed).

Table 4.16: Significance of Age on Media Use

<i>“How many days per week do you watch/listen to news on...?”</i>	<i>df</i>	<i>F</i>	<i>Sig. Level</i>	<i>Standardized Beta</i>	<i>Adjusted R Square</i>
<i>Newspaper</i>	1	2.194	.142	.147	.012
<i>Television</i>	1	.346	.558	.059	.007
<i>Radio</i>	1	10.019	.002	.318	.091

An independent-samples *t* test compared the average days per week of media use between men and women. Group means are shown in Table 4.17. The results were significant only for radio use, $t(93)=4.54$, $p<.001$, indicating that men listen to the radio significantly more days per week than women.

Table 4.17: Gender and Media Use

<i>"How many days a week do you watch/listen to news on...?"</i>	<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>Newspaper</i>	Male	75	3.24	1.916	.221
	Female	48	3.10	2.065	.298
<i>Television</i>	Male	75	2.32	2.900	.335
	Female	48	1.85	2.475	.357
<i>Radio</i>	Male	60	4.33	2.031	.262
	Female	48	2.38	2.376	.343

An independent-samples *t*-test compared also the average days per week of media use between people with children in the home versus those reporting no children in the home. Group means are shown in Table 4.18. The results were significant only for television use, $t(102)=4.3$, $p<.001$, indicating that people with children in the home watch news on television significantly more days per week than those without children.

Table 4.18: Children in the Home and Media Use

<i>"How many days a week do you...?"</i>	<i>Children in the home?</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>...read a newspaper?</i>	Yes	57	3.23	1.659	.220
	No	66	3.38	2.132	.262
<i>...watch news on television?</i>	Yes	57	3.23	2.940	.389
	No	66	1.20	2.171	.267
<i>...listen to news on the radio?</i>	Yes	42	3.31	2.042	.315
	No	66	3.56	2.597	.320

A one-way between-subjects ANOVA compared the mean number of days per week of media use for news information by income and by level of education (both coded as categorical variables for this investigation). Group means for income level are shown in Tables 4.19 and Table 4.20, showing that the level of income was statistically significant for all three types of media.

Among newspaper users, it appears those earning less than \$15,000 or more than \$75,000 are using the newspaper for news information more than those in mid-range income levels. Although newspaper use by high-income individuals is not uncommon, the use of newspapers by the very low-income group is less common, but might be explained if people in this group were using newspapers on a regular basis to look for work opportunities in the area. Television and radio are harder to interpret due to the fact that these two media are essentially free to the public, thus averages are high across categories. However, it is apparent that people earning more than \$75,000 watch television and listen to news on the radio significantly less than all others.

Table 4.19: Income and Media Use

<i>Income Level</i>	<i>Mean Newspaper Use</i>	<i>Mean Television Use</i>	<i>Mean Radio Use</i>
<i>Less than \$15,000</i>	3.75	3.75	3.5
<i>\$15,000 - 30,000</i>	2.86	2.71	5.0
<i>\$30,000 - 50,000</i>	2.77	2.27	3.29
<i>\$50,000 - 75,000</i>	0	5.0	5.0
<i>More than \$75,000</i>	3.77	.35	2.31

Table 4.20: Significance of Income on Media Use

<i>Media Type</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Adjusted R²</i>
<i>Newspaper</i>	4	18.253	6.799	.000	.173
<i>Television</i>	4	45.882	7.242	.000	.184
<i>Radio</i>	4	28.461	6.56	.000	.180

A one-way between-subjects ANOVA for the level of education and average media use was also significant for all three types of media. Tables 4.21 and 4.22 show that, on average, people with a 4-year or graduate degree get their news information from a newspaper a statistically significant greater number of days per week than high school graduates, non-graduates and 2-year degree recipients.

Among television use for news information, those with a high school degree or less watch television on average more than Latinos with a graduate-level education, but less than two-year degree recipients. The average radio use by Latinos with graduate-level degrees was significantly greater than less educated groups.

Table 4.21: Education and Media Use

<i>Education Level</i>	<i>Mean Newspaper Use</i>	<i>Mean Television Use</i>	<i>Mean Radio Use</i>
<i>Grade 9-11</i>	2.75	2.50	2.67
<i>High school</i>	3.76	2.59	2.00
<i>2 yr degree</i>	1.33	4.33	3.00
<i>4 yr degree</i>	5.00	--	3.00
<i>Graduate</i>	3.78	1.35	3.73

Table 4.22: Significance of Education on Media Use

<i>Media Type</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Adjusted R²</i>
<i>Newspaper</i>	5	19.00	6.032	.000	.177
<i>Television</i>	5	30.045	4.531	.001	.131
<i>Radio</i>	5	21.472	4.350	.001	.135

A one-way between-subjects ANOVA for language ability and media use shows that both Spanish reading and writing ability and English reading and writing ability have a statistically significant impact on media use, except for Spanish-language ability and newspaper use. Tables 4.23 and 4.24 show the impact of Spanish-language ability. There is no significant difference between the average number of days of newspaper use according to Spanish-language ability,

however, Latinos who report that they read and write Spanish “very well” watch news on television a statistically significant greater number of days than those who do not read and write Spanish as well. The difference between radio use and language ability also was significant, with Latinos having better Spanish comprehension ability listening to the radio significantly more than those who do not comprehend Spanish as well.

Table 4.23: Spanish-language Ability and Media Use

<i>Ability level</i>	<i>Mean Newspaper Use</i>	<i>Mean Television Use</i>	<i>Mean Radio Use</i>
<i>Not at all well</i>	--	--	--
<i>Not very well</i>	3.50	.50	3.00
<i>Somewhat well</i>	4.27	.45	--
<i>Very well</i>	3.19	2.48	3.95

Table 4.24: Significance of Spanish-language Ability on Media Use

<i>Media Type</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Adjusted R²</i>
<i>Newspaper</i>	2	6.059	1.659	.195	.011
<i>Television</i>	2	34.981	4.958	.009	.061
<i>Radio</i>	2	77.518	17.857	.000	.240

The same measures were applied to the responses about English-language ability. Tables 4.25 and 4.26 show that the ability to comprehend English has a more pronounced effect on media use than does Spanish-language ability, although it may not be in the direction expected. Average newspaper use is significantly higher for those who say they do not comprehend English at all well, which seems counterintuitive, considering that newspapers require a high amount of reading ability. Average television use is significantly higher for those who say they do not comprehend English very well, and this pattern is repeated for average radio use, with those saying they do not comprehend English very well listening to the radio significantly more than those who report better English-language ability.

Table 4.25: English-language Ability and Media Use

<i>Ability level</i>	<i>Mean Newspaper Use</i>	<i>Mean Television Use</i>	<i>Mean Radio Use</i>
<i>Not at all well</i>	5.64	0.0	0.0
<i>Not very well</i>	3.33	4.67	5.00
<i>Somewhat well</i>	2.97	2.87	4.00
<i>Very well</i>	3.08	1.58	3.26

Table 4.26: Significance of English-language Ability on Media Use

<i>Media Type</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Adjusted R²</i>
<i>Newspaper</i>	3	22.264	6.909	.000	.127
<i>Television</i>	3	61.237	9.943	.000	.180
<i>Radio</i>	3	38.744	8.146	.000	.167

Despite the fact that language abilities were significant in most cases, language preference is significant only at the $p < .05$ level and only for newspaper and television use for news information (Tables 4.27 and 4.28). Average newspaper use is higher among Latinos reporting that they prefer to use English on a regular basis, while average television use is considerably lower among those who prefer English.

Table 4.27: Language Preference and Media Use

<i>Language preference</i>	<i>Mean Newspaper Use</i>	<i>Mean Television Use</i>	<i>Mean Radio Use</i>
<i>Spanish</i>	3.61	2.56	3.91
<i>English</i>	4.00	.33	4.00
<i>Both</i>	2.67	2.15	2.83

Table 4.28: Significance of Language Preference on Media Use

<i>Media Type</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<i>Adjusted R²</i>
<i>Newspaper</i>	2	15.721	4.504	.013	.054
<i>Television</i>	2	30.070	4.213	.017	.050
<i>Radio</i>	2	16.292	2.958	.056	.035

To test the final hypothesis, a regression model tested the significance of demographic variables, interest in local news, community involvement and “intention to remain in Athens” variables to assess their impact on media use. Table 4.29 shows how the model was created using four “blocks” of variables. The first block consisted of the demographic variables age, sex, presence of children in the home, education, income and length of residency in Athens. Consistent with other research of Latino media use, these variables have a significant influence on newspaper use: $F(6, 84)=7.417$, $p<.001$, R^2 adjusted = .300.

The second block entered consisted of the variables measuring interest in local news, including level of interest in local news and importance of access to news in Spanish and English. Although correlated in certain instances (Table 4.12), these variables are not good predictors of newspaper use as they did not produce a significant change. After the addition of “interest” variables, the R^2 adjusted increased to .318 and the change in R^2 was just .04, not a significant change in this model (Table 4.30).

The third block was made of community involvement variables, including the respondents self-evaluated level of community involvement and whether the respondent was registered to vote. The addition of this block produced a significant change: $F(11,79)=20.578$, $p<.001$. The adjusted R^2 with the addition of this block is .705, with the change in R^2 being .355, enough to produce a significant impact in this model.

“Intention” variables were the final block to be entered, which included the general level of intention to remain, as well as the level of one-year confidence and five-year confidence. The addition of this block also produced a significant change: $F(14, 76)=26.002$, $p<.001$. R^2 climbed to .795 with the addition of this block, with the change in R^2 being .086, or 8.6 percent of the variance additionally explained -- small, but enough to produce a significant change to the model.

Table 4.29: Print Media Use Model

<i>Block</i>	<i>Independent Variables</i>	<i>Standardized B</i>	<i>F</i>	<i>Sig.</i>
1	Income level	-.227		
	Education level	.143		
	Sex	-.385		
	Children in home	.299		
	How long have you lived in Athens?	.147		
	Age	.023	7.417	.000
2	Income level	-.192		
	Education level	.108		
	Sex	-.313		
	Children in home	.115		
	How long have you lived in Athens?	.072		
	Age	.054		
	How important is it for you to have news about Athens in Spanish?	-.358		
	How important is it for you to have news about Athens in English?	-.134		
	How interested are you in local news events in Athens?	.272	5.671	.000
3	Income level	-.244		
	Education level	-.016		
	Sex	-.325		
	Children in home	.313		
	How long have you lived in Athens?	-.256		
	Age	.152		
	How important is it for you to have news about Athens in Spanish?	-.316		
	How important is it for you to have news about Athens in English?	-.174		
	How interested are you in local news events in Athens?	.267		
	How involved in the Athens community, civic affairs?	.547		
	Vote Recode	.529	20.578	.000
4	Income level	-.055		
	Education level	-.060		
	Sex	-.169		

Children in home	-.039		
How long have you lived in Athens?	-.195		
Age	.189		
How important is it for you to have news about Athens in Spanish?	-.577		
How important is it for you to have news about Athens in English?	-.382		
How interested are you in local news events in Athens?	.525		
How involved in the Athens community, civic affairs?	.354		
Vote Recode	.509		
Do you intend to remain living or working in Athens?	-.063		
How confident you'll be in Athens one year from now?	-.485		
How confident you'll be in Athens five years from now?	.013	26.002	.000

Table 4.30: Significant Changes in the Print Media Use Model

<i>Block</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Change Statistics</i>			
					<i>R Square Change</i>	<i>df1</i>	<i>df2</i>	<i>Sig. F Change</i>
1	.588	.346	.300	1.477	.346	6	84	.000
2	.622	.387	.318	1.457	.040	3	81	.159
3	.861	.741	.705	.958	.355	2	79	.000
4	.910	.827	.795	.798	.086	3	76	.000

An identical regression model was repeated for television use. The model in Table 4.31 shows that the first block of demographic variables are significant predictors of television use for gathering news information: $F(6,84)=19.092$, $p<.001$, $R^2 = .577$, indicating that about 57 percent of the variability in television use is explained by demographic variables alone.

The addition of the second block of “interest” variables also produced a model with predictive ability significant at the $p<.001$ level: $F(9,81)=16.035$. With the addition of this block, R^2 increased by .064 to .641, a small but significant increase (Table 4.32).

The addition of the third block of community involvement variables produced a significant model, too: $F(11,79)=22.819$, $p<.001$. With the addition of this variable, R^2 increased to .761, a change of .120, significant at the $p<.001$ level.

Finally, the addition of the “intention to remain” variables produced a significant model overall, $F(14, 76)=19.435$, $p<.001$, but this is due to the significant predictive ability of the other variables, as the addition did not produce a significant change. With the addition, the adjusted R^2 climbed only to .782, a change of .021, or about 2 percent in the overall variance explained by this model, not enough to produce a significance change in the model.

Radio use was analyzed in an identical model to that of newspaper and television use. Tables 4.33 and 4.34 show that the block of demographic variables did make a significant impact on the predictive nature of these variables: $F(6,79)=12.166$, $p<.001$, $R^2 = .480$.

“Interest in news” variables produce a significant change to the model: $F(9,76)=20.483$, and R^2 increased to .708, a change of .228, significant at $p<.001$, as did community involvement variables: $F(11, 74)=25.721$, where R^2 increased significantly by .085 to .793. Finally, unlike in the television model, the addition of “intention” variables does produce a significant change in the radio model: $F(14, 71)=39.724$, with a 9.4 percent increase in R^2 to .887.

Table 4.31: Television Use Model

<i>Block</i>	<i>Independent Variable</i>	<i>Standardized B</i>	<i>F</i>	<i>Sig.</i>
1	Income level	-.452		
	Education level	-.273		
	Sex	-.100		
	Children in home	-.518		
	How long have you lived in Athens?	.416		
	Age	-.040	19.092	.000
2	Income level	-.511		
	Education level	-.336		
	Sex	-.026		
	Children in home	-.430		
	How long have you lived in Athens?	.447		
	Age	-.038		
	How important is it for you to have news about Athens in Spanish?	.098		
	How important is it for you to have news about Athens in English?	-.259		
	How interested are you in local news events in Athens?	-.027	16.035	.000
3	Income level	-.530		
	Education level	-.123		
	Sex	-.277		
	Children in home	-.615		
	How long have you lived in Athens?	.290		
	Age	-.088		
	How important is it for you to have news about Athens in Spanish?	.199		
	How important is it for you to have news about Athens in English?	-.349		
	How interested are you in local news events in Athens?	.124		
	How involved in the Athens community, civic affairs?	-.468		
	Vote Recode	.313	22.819	.000
4	Income level	-.432		
	Education level	-.165		
	Sex	-.182		
	Children in home	-.773		

How long have you lived in Athens?	.373		
Age	-.053		
How important is it for you to have news about Athens in Spanish?	.079		
How important is it for you to have news about Athens in English?	-.412		
How interested are you in local news events in Athens?	.255		
How involved in the Athens community, civic affairs?	-.517		
Vote Recode	.280		
Do you intend to remain living or working in Athens?	.051		
How confident you'll be in Athens one year from now?	-.190		
How confident you'll be in Athens five years from now?	-.046	19.435	.000

Table 4.32: Significant Changes in the Television Use Model

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Change Statistics</i>			
					<i>R Square Change</i>	<i>df1</i>	<i>df2</i>	<i>Sig. F Change</i>
1	.760	.577	.547	1.985	.577	6	84	.000
2	.800	.641	.601	1.864	.064	3	81	.004
3	.872	.761	.727	1.540	.120	2	79	.000
4	.884	.782	.741	1.499	.021	3	76	.071

Table 4.33: Radio Use Model

<i>Block</i>		<i>Standardized Beta</i>	<i>F</i>	<i>Sig</i>
1	Income level	-.476	12.166	.000
	Education level	.085		
	Sex	-.183		
	Children in home	.024		
	How long have you lived in Athens?	.485		
	Age	.147		
2	Income level	-.444	20.483	.000
	Education level	.196		
	Sex	-.488		
	Children in home	.268		
	How long have you lived in Athens?	.557		
	Age	.077		
	How important is it for you to have news about Athens in Spanish?	.565		
	How important is it for you to have news about Athens in English?	.614		
3	How interested are you in local news events in Athens?	-.307	25.721	.000
	Income level	-.406		
	Education level	.051		
	Sex	-.224		
	Children in home	.402		
	How long have you lived in Athens?	.764		
	Age	.114		
	How important is it for you to have news about Athens in Spanish?	.454		
	How important is it for you to have news about Athens in English?	.671		
	How interested are you in local news events in Athens?	-.433		
4	How involved in the Athens community, civic affairs?	.293		
	Vote Recode	-.407		
	Income level	-.349		
	Education level	.235		
	Sex	-.249		
	Children in home	-.015		

How long have you lived in Athens?	1.014		
Age	.050		
How important is it for you to have news about Athens in Spanish?	.544		
How important is it for you to have news about Athens in English?	.690		
How interested are you in local news events in Athens?	-.645		
How involved in the Athens community, civic affairs?	.011		
Vote Recode	-.068		
Do you intend to remain living or working in Athens?	-.348		
How confident you'll be in Athens one year from now?	.209		
How confident you'll be in Athens five years from now?	-.700	39.724	.000

Table 4.34: Significant Changes in the Radio Use Model

<i>Block</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Change Statistics</i>			
					<i>R Square Change</i>	<i>df1</i>	<i>df2</i>	<i>Sig. F Change</i>
1	.693	.480	.441	1.622	.480	6	79	.000
2	.841	.708	.674	1.240	.228	3	76	.000
3	.890	.793	.762	1.059	.085	2	74	.000
4	.942	.887	.864	.799	.094	3	71	.000

In regards to identifying possible signs of assimilation or differentiation among the Latino population in Athens, results are inconclusive due to the very high number of respondents who indicated that they do intend to remain in Athens, thus removing most of the variability, along with the inability to differentiate between Spanish- and English language television and radio use, thus making comparison between groups difficult. However, some preliminary analysis suggests that among Latinos who intend to remain in Athens there is evidence of both differentiation traits and assimilation traits.

Table 4.35 shows a simple crosstabulation between intention to remain in Athens and preferred language in the home. Among respondents who indicate they intend to remain in the area, more than half -- 53 percent -- said that Spanish is the language they prefer or that is most often spoken in their home. Moreover, another 36 percent said that they were comfortable with both Spanish and English. Taken together, nearly 90 percent of Latino respondents who say they intend to remain in the area also show strong inclinations to use Spanish, at least part of the time. Without overstating the implications, these results may suggest that the Latino population does in fact exhibit differentiation or pluralist traits in their desire to maintain the Spanish language in their lives.

Table 4.35: Evidence of Differentiation Traits among the Latino Population in Athens

<i>“Do you intend to remain living or working in Athens?”</i>	<i>Language preferred or most often spoken in your home</i>		
	<i>Spanish</i>	<i>English</i>	<i>Both Spanish and English</i>
<i>Yes</i>	53.1 %	10.2 %	36.7 %
<i>Not sure</i>	21.1 %	26.3 %	52.6 %
<i>No</i>	100.0 %	0.0 %	0.0 %

On the other hand, Table 4.36 shows a crosstabulation between intention to remain in Athens and language of newspaper use, unfortunately the only medium for which language could be differentiated. Among respondents who indicated that they intend to remain in the Athens area, about 50 percent said they read only English-language newspapers, although about 39 percent said they would read both languages. Subervi-Velez (1984) and Rios (1993) have argued that a greater reliance by Latinos on English-language media is one indication that the population is being assimilated into a predominantly English-speaking majority society.

Table 4.36: Evidence of Assimilation Traits among the Latino Population in Athens

<i>“Do you intend to remain living or working in Athens?”</i>	<i>Language of Newspapers read</i>		
	<i>Spanish only</i>	<i>English only</i>	<i>Both Spanish and English</i>
<i>Yes</i>	10.7 %	50.5 %	38.8 %
<i>Not sure</i>	0.0 %	52.6 %	47.4 %
<i>No</i>	0.0 %	0.0 %	100 %

Discussion

The analyses in this chapter indicate that random sampling and snowball sampling produced a sample with statistics that are similar, but not quite identical, to the general Latino population in Athens-Clarke County. Respondents who participated in this project generally were slightly older and had higher levels of education, but there were otherwise no indications that the sample did not reach the target Latino population. Moreover, a very high percentage of respondents answered the questionnaire in Spanish, suggesting that they are at least, if not more, comfortable using Spanish as their primary form of communication.

The average length of residency of survey participants in the Athens area was 7.6 years, with an overwhelming majority of respondents indicating that they intended to remain in Athens, and many more reasonably confident that they will be here five years from now.

Analyses of media use indicated that Latinos vary their use of newspaper, television, and radio in particular ways: Latinos read a newspaper more days a week than they watch news on television, but fewer days a week than they listen to news on the radio, a finding confirmed in other Latino media use studies across time and geographic area (Bundy, 1975; Duran, 1977; Subervi-Velez, 1984, Greenberg, et al., 1983; Rios, 1993). However, the importance of radio in Athens was not reflected in questions asking respondents which type of media they would prefer for certain topics, where the first choice was usually television or newspapers.

Interest in, and access to, news about the local community cuts across language, a finding confirmed also by Korzeny et al. (1983), with respondents indicating high levels of interest in access to Spanish-language media also indicating interest in English-language media. However, respondents also indicated that they had a very low level of trust in English-language media to report news about the Latino community in a fair and objective manner, which is opposite to the finding of De la Garza and Brischetto (1983), who found that “when asked what was the most trusted source of local news, respondents of all educational levels mentioned English television most frequently” (p. 14).

Overall, satisfaction with Athens’s media was mixed: fewer respondents said they were satisfied with English-language media than Spanish-language, but a high percentage of respondents indicated they did not know if they are satisfied with Spanish-language media, which is hard to explain, given that the same respondents had concrete opinions about Spanish-language media for other questions.

Among predictors of media use, age, sex, education, children and income all were significant in particular cases and partially confirm findings of other media use studies among Latinos in various parts of the United States. Age is a significant predictor of radio use, a finding confirmed by Bundy (1973) and Dunn (1975), as well as sex, with Latino men listening to news on the radio significantly more days per week than women. In fact, among all three categories of media use, men spend on average more days per week in contact with newspapers, television and radio than women, and significantly more time with radio than women, also confirmed by Dunn (1975).

The impact of education level on media use among Latinos in Athens is almost identical to the findings of Greenberg et al. (1983), who found that among users of all three types of media, education was a negative predictor for time spent watching television, a positive predictor for radio use, but not significantly related to print media use. In Athens, education level was a negative predictor for television use, with the exception of people with 2 year degrees, a positive predictor for radio use, and a positive predictor of newspaper use for both low and high levels of education. Considering that 46 percent of Latinos in Athens indicated they would use a newspaper as their first choice of media for information about employment opportunities in the area, one possible explanation for the high use of print media among Latinos with lower levels of education is that they are searching for work opportunities.

Language preference had a significant effect on media use as well, with significantly higher levels of newspaper use reported among those who say they do *not* comprehend English. One possible explanation for this is suggested by Rios and Gaines (1998), who argue that Latinos in the United States may use English-language media as a way to improve their English

comprehension ability; thus, Latinos need not be fluent in English-language ability in order to report consistent usage of English-language media.

The use of regression modeling in this investigation served two purposes: first, I wanted to test whether certain variables known to be significant predictors of media use among Latinos in other parts of the United States applied to Athens in 2006. The results showed that demographic variables, the level of involvement in the local community and the level of interest in local news are significant predictors of newspaper, television and radio use among the Latino population in Athens in most cases, consistent with many of the other major investigations of Latino media use in the United States (Dunn, 1975; Duran, 1977; Greenberg et al., 1983; Korzeny et al., 1983; Subervi-Velez, 1984; Rios, 1993).

The second purpose of the regression model was to test whether a person's intention to remain in the Athens area might be a significant predictor of media use. However, the results showed that intention plays a role only for newspaper and radio use, but not for television use, indicating only partial support for my hypothesis that it would play a role in all cases.

Finally, with the data available, I tried to uncover evidence of assimilation or differentiation among the Latino population in Athens. The preliminary results suggest evidence of both: Latinos indicate a strong inclination to use Spanish as their language of choice, but also report a heavily reliance on English-language print media for news information.

CHAPTER 5

CONCLUSION

Concluding Remarks about Latino Media Use in Athens, Georgia

I began this investigation with three general research aims: to investigate the pattern of media use among the Latino population living and working in Athens -- the first of its kind for this population. The results of the Athens survey are in many ways consistent with surveys of Latino populations across the United States, finding significant differences in media use by age, sex, level of education, income, language abilities and length of residency in the United States (Dunn, 1975; Greenberg et al., 1983; Korzeny et al., 1983; Rios, 1993, Rios and Gaines, 1998).

In Chapter 1, the demographic, social and economic characteristics of the Latino population living in Athens-Clarke County as of 2006 showed that the county's Latino population has increased substantially since 1990, but the increase is not unprecedented in either the Southeast or the United States as a whole. Although some Latinos in Athens are slightly younger and slightly less educated than the general population, their higher median household income suggests that many belong to dual-wage earning households. Moreover, above average household income and family size among Latinos has caught the attention of many media producers interested in capturing the "Latino market" as a new source of revenue.

One of the main justifications for this research was to assess the degree to which the Latino population in Athens is adequately informed by the Spanish- and English-language media in Athens about information they need to make informed decisions on political, economic, social or cultural affairs. There was only one open-ended question on the questionnaire, but the

responses to the question of “What information or local news topics would you like to see covered more often in Athens’s media?” suggest that Latinos in Athens are not completely satisfied with the level of news coverage, especially in Spanish-language media. Twenty-five people -- about one-fourth of the survey participants -- responded to the open-ended question. Latinos are most interested in more coverage of news about the Latino community, especially “cultural events” (seven respondents), which should be in Spanish and “advertised more,” according to one respondent. Along the same lines, another respondent elaborated that there should be more news about “the economic impact and contributions of the legal and illegal Latino population in Athens-Clarke County.”

The second-most cited topic was that there should be more “diverse international news,” and “not just what is happening in Mexico,” according to one respondent. Another explained that, “the problem is that the news is mostly for Mexican people, but in Athens, international students are many.” Likewise, another said, “Athenians need to know what’s going on in the rest of the world. I consider this extremely important to expand awareness.”

Immigration was cited by three respondents, as was “work information,” employment information, health information and weather in Spanish. Other topics that were listed included sports, more information about “Latino professionals” and “Latino students in Athens.”

Respondents are interested also in more coverage of political and environmental issues, adult education, “economic information,” and “activities for children, especially for summer.” Finally, one respondent indicated the need for “a radio station here in Athens in Spanish and English,” suggesting that the monolingual format of the Spanish stations does not serve the bilingual audience very well.

The second area of interest addressed in this project is the idea that the Latino population in Athens uses the Spanish- and English-language media for purposes of either assimilation into the dominant society or differentiation from the dominant society through specific patterns of media use for cultural maintenance. The preliminary analysis of this survey suggests that Latinos in Athens exhibit traits of both. An overwhelming majority of respondents who say they intend to remain in Athens indicate that they prefer to use Spanish in their home, while at the same time those who intend to stay in the area report a substantial reliance on English-language newspapers as a primary source of news information.

These facts, along with the answers provided to the closed- and open-ended questions, suggest that there are at least two major conclusions that can be drawn from this research. One conclusion is that, regardless of which medium or language they preferred, most Hispanics in Athens seem quite interested in knowing about local news and in keeping abreast of all the issues which affect their lives, whether political, economic or social in nature. Even while interest in local news varies by sex, age, income and education, Hispanics consistently indicate more interest than not in news information in general.

The second conclusion follows directly from the first: Despite showing a pronounced interest in local news, the Hispanic community is currently underserved by local media institutions in the Athens area in several ways. First, the Hispanic community is not afforded access to daily or even weekly print media in Spanish, the language of choice for an overwhelming majority. As long as *Eco Latino* in Athens continues to be distributed only monthly, Spanish-language readers have only two options: those with English-language skills likely will gravitate to an English-language print medium, which seems to be the case in this research. By contrast, those without English capabilities likely will have to rely on local

Spanish-language radio, which emphasizes music over news, or Spanish-language television, which emphasizes national over local news. In short, Hispanics in Athens without English-language capabilities have a very limited chance to stay informed about local issues.

The second way that Hispanics are underserved by the local media in Athens, in both Spanish and English, is evident in the responses to the open-ended question in this survey: Hispanics in Athens are only marginally satisfied with the content of local news in either language and indicate overwhelmingly that they want to read, see or hear more about Hispanic issues or news that impacts their community disproportionately. At the local level, Hispanics want more information about social and educational opportunities, while at the state or national level there is interest in immigration reform or legislation affecting the ability of immigrants to drive or wire-transfer money internationally. Overall, Hispanics seem frustrated that they must rely on English-language media for most local news. Hence, the obvious implication for local media in Athens is that they should pay much more attention to reporting local news that is relevant to the Hispanic community. Furthermore, if media institutions want to attract and keep more Hispanic readers and advertisers, they will need to convey this information in Spanish, and preferably on a daily basis.

Finally, the third aim of this was to examine the process of polling among “international” or non-English speaking populations. This survey addressed some of the problems typically encountered when surveying on an international scale, such as language barriers, access to populations and sampling procedures by relying on the methodology suggested by the American Association of Public Opinion Research (AAPOR, 2002). Although not a true “international” opinion poll, this project was “quasi-international” in the sense that I purposely chose to investigate a population with an ethnic background different than my own so that I could apply

principles of “cross-cultural” opinion polling. Once I started, I found that the most significant problems I faced were language barriers and access to the target population, problems which could be resolved by the abundance of Spanish-language translators in the city, not to mention the genuine interest on the part of many in the Latino community to participate in local research about the Spanish- and English-language media landscape as it exists in Athens-Clarke County.

Limitations and Future Directions of this Research

Despite my efforts to follow as closely as possible the methodology and research agendas of other Latino media use studies conducted in the United States, it is clear that this investigation has serious limitations.

The sample selected to participate in this study was derived from a combination of snowball sampling -- a nonprobability method -- and a random sample, albeit from an incomplete list of all Latinos living in the Athens area. Despite efforts to obtain a representative sample, the participants in this survey differ in certain aspects from the greater Latino population in Athens, thus the results of this investigation are not necessarily generalizable to that population. I speculate that a more representative sample of Hispanics drawn from the Athens area would have been slightly younger than the sample included here, would have had lower levels of education and probably lower income levels too. Even though these traits often correspond with lower amounts of media use, except perhaps of television, still I would anticipate only a minor decrease in the amount of overall media use for two reasons. First, as noted above, overall interest in news among the Hispanic population is generally high. Second, the Athens area continues to attract Hispanic immigrants, as does many areas of the southeastern United States. New Hispanic immigrants will surely have a need for basic news information,

whether it is work-related or otherwise, and their reliance on local media to stay informed about pertinent issues makes it even more imperative that local media find a way to deliver more local news in Spanish.

Another limitation of this study concerns the rather narrow scope and lack of specificity of the questionnaire used to assess media use and evaluation. The length of the questionnaire was restricted to 3 (double-sided) pages, due in large part to the financial limitations of conducting an unfunded research project. Moreover, the number of questions was limited by the fact that space had to be divided between the Spanish and English version of each question. These space limitations meant that the nature of the questions was general rather than specific, and I was not able to include “follow-up” questions that might have revealed more specific patterns of media use.

In a similar vein, the generality of some of the questions and the lack of specific definitions for phrases such as “fair and objective” media coverage or “satisfaction” with media coverage means that not all of the respondents interpreted the questions in an identical manner. Likewise, the generality of many of the response categories may not have been sufficient to capture all of the variability among participants. Future research could improve on this by using a 5-point Likert scale instead of a 4-point scale. I would also suggest the future researchers try to financially compensate respondents for their participation, as this is known to improve response rates in survey research (Eland-Goossensen et al., 1997; AAPOR, 2002).

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APPENDIX A

SURVEY INSTRUMENT WITH CONSENT INFORMATION

Proyecto de Investigación sobre los Medios:

“Los medios utilizados en la comunidad hispana de Athens, Georgia”

Buenos días. Me llamo Maria Tucker y soy una estudiante de postgrado en Grady College of Journalism and Mass Communication en la Universidad de Georgia. Estoy dirigiendo un proyecto de investigación sobre el uso de los medios de comunicación por la población hispana de Athens, Georgia. Esta investigación está conducida bajo de la supervisión del Dr. William Griswold (706-542-5051), también en Grady College of Journalism and Mass Communication.

Este proyecto es el primero de su clase -- es diseñado para analizar la competencia de los medios locales (español e inglés) en responder a las necesidades de la comunidad hispánica en Athens. En el caso de este proyecto, los "medios de comunicación" incluyen los periódicos, la televisión, la radio y el Internet.

Su nombre fue seleccionado aleatoriamente de los nombres de los residentes hispanos en el condado de Athens-Clarke, pero su identidad no será asociada con ninguna de las respuestas que usted ofrezca.

Esta investigación no tiene propósitos comerciales. Sus respuestas honestas y su participación son importantes para esta investigación.

Para participar en este proyecto, por favor complete el cuestionario donde explicará cuanto tiempo pasan ustedes usando los medios de comunicación locales. Este cuestionario también contiene algunas preguntas sobre su implicación en la comunidad de Athens.

Son necesarios aproximadamente 20 minutos para completar el cuestionario. Un sobre estampado con el remite es incluido para su conveniencia.

Aquí hay algunas observaciones importantes que Usted debería anotar antes de decidir si quiera participar:

- Su participación no es obligatoria. Es completamente voluntaria.
- Después de empezar contestando las preguntas, puede terminar su participación en cualquier momento si quieren.
- No tiene que responder a cada una de las preguntas en el cuestionario.
- Toda la información ofrecida por Usted es completamente confidencial. Para mantener secreta su identidad, no escriba su nombre en el cuestionario o el sobre de vuelta.
- La información ofrecida por Usted será destruida en aproximadamente 6 meses, cuando complete yo el proyecto.
- Su participación podría mejorar la calidad y accesibilidad de los medios de comunicación en la comunidad Hispana de Athens, especialmente los en español.

Si tenga cualquier pregunta u observación después de completar el cuestionario, o Usted desea aprender más sobre los resultados de esta investigación, aquí está mi información: Maria Tucker, Athens Media Research Project, P.O. Box 365, Athens, Georgia 30603-0365, Teléfono: 706-543-4115 o 706-542-7725, Coreo electrónico: mtucker@uga.edu.

Las preguntas o los problemas adicionales con respecto a sus derechos como participante en la investigación se deben adresar al: The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; (706) 542-3199; Email: IRB@uga.edu.

¡Gracias!

**Media Research Project:
“Hispanic Media Use in Athens, Georgia, 2006”**

Hello, my name is Maria Tucker, and I am a graduate student in the Journalism Department at the University of Georgia. I am conducting a research project exploring media use among the Hispanic population in Athens, Georgia. This research is being conducted under the supervision of Dr. William Griswold (706-542-5051) in the Grady College of Journalism and Mass Communication at the University of Georgia.

This project is the first of its kind designed to measure how well local media -- in Spanish and English -- serve the needs of the Hispanic community in Athens. For this project, “media” includes newspapers, television, radio and the internet.

Your name was randomly selected from among the Hispanic residents in Athens-Clarke County, but your identity will not be associated with any answers you provide.

This survey is not for commercial purposes, and your participation and honest answers are important to this research.

To participate in this project, you will be asked to fill out a questionnaire asking which media you prefer, how much time you typically devote to local media, as well as your involvement in the Athens' community.

The questionnaire will take approximately 20 minutes of your time, and a return envelope with postage has been included for your convenience.

Here is some information you should know before you decide whether you would like to participate in this project:

- You are not required to fill out a questionnaire; it is completely voluntary.
- You may stop participating at any time, even if you have started to fill out a questionnaire.
- You do not have to answer every question on the questionnaire.
- All information you provide will be kept confidential. To protect your confidentiality, do not write your name on the questionnaire.
- The information you provide will be destroyed after this project is completed, in about 6 months.
- Your participation in this survey may help improve the quality and accessibility of media, especially Spanish-language media, available in the Hispanic community in Athens.

If you would like to contact me after you have filled out a questionnaire, or to learn more about the results of this study, you may contact me anytime at: Maria Tucker; Athens Media Research Project; P. O. Box 365; Athens, Georgia 30603-0365; Phone: 706-543-4115 or 706-542-7725; E-mail: mtucker@uga.edu

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 612 Boyd Graduate Studies Research Center, Athens, Georgia 30602-7411; Telephone (706) 542-3199; E-Mail: IRB@uga.edu.

Thank you!

Cuestionario para un proyecto de investigación sobre los medios:
"Los medios utilizados en la comunidad hispana de Athens, Georgia"

(Questionnaire for media research project: "Hispanic Media Use in Athens, Georgia")

Por favor, complete la encuesta en la lengua que Usted prefiera, y utilice el sobre incluido para devolver el cuestionario al investigador hasta el 7 de mayo, 2006

Please complete the survey in the language you prefer, and use the enclosed stamped envelope to return your survey by May 7, 2006.

Para cada pregunta, ponga una marca (✓) al lado de la línea que indica su respuesta. Usted puede saltar cualquier pregunta le hace incómodo.

La primera sección contiene algunas preguntas acerca de su uso de ciertos tipos de medios, incluyendo los periódicos, la televisión y la radio.

1. ¿Usted suscribe a algun periodico?

_____ Sí, suscribo
_____ No suscribo

2. ¿En promedio, cuantos días de la semana lee un periódico o revista que contiene noticias recientes de Athens?

_____ Numero de días de la semana

3. Por favor marque todos los periódicos o revistas que lea a menos una vez en una semana. Por favor escriba el nombre de cualquier no esté en la lista.

Eco-Latino
Athens-Banner Herald
Flagpole
La Vision
Athens Magazine
Atlanta-Journal Constitution
The Red & Black (UGA)
Otros no mencionados:

4. ¿ En promedio, cuantos días de la semana mira programas de televisión que contienen noticias recientes de Athens?

_____ Numero de días de la semana

5. Empezando con el más frecuente, por favor indique los programas que mire para las más recientes noticias de Athens. Por favor incluya programas de cable, si lo tenga.

a. _____
b. _____
c. _____

6. ¿ En promedio, cuantos días de la semana escucha la radio para noticias sobre la región de Athens?

_____ Numero de días de la semana

For each question, please put a checkmark (✓) next to the line that indicates your response. You may skip any question that you do not want to answer.

The first section asks you a few questions about your use of certain types of media, including newspapers, television and radio.

1. Do you subscribe to a newspaper?

_____ Yes, I subscribe
_____ No, I do not subscribe

2. On average, how many days a week do you read a newspaper or magazine with current news about the Athens area?

_____ Days per week

3. Please circle all the newspapers or magazines that you read on a regular basis. Please write-in the names of any newspapers or magazines if they are not listed.

Eco-Latino
Athens-Banner Herald
Flagpole
La Vision
Athens Magazine
Atlanta-Journal Constitution
The Red & Black (UGA)
Others not listed:

4. On average, how many days per week do you watch television programs about current news events in Athens?

_____ Days (or evenings) per week

5. Please list the television programs that you like to watch for information about current news in Athens, starting with the most frequently watched program. Please include cable programs, if you have cable service.

a. _____
b. _____
c. _____

6. On average, how many days a week do you hear newscasts about the Athens area on the radio?

_____ Days per week

Por favor continúe a la siguiente página →

7. Por favor indique las estaciones que Usted escucha, empezando con el más frecuente.
- _____
 - _____
 - _____
8. ¿Usted tiene una computadora con acceso al Internet en su hogar?
- _____ Sí
_____ No

Para las preguntas 9 - 12, por favor ponga los tipos de medios en order de su preferencia. Por ejemplo, si use más la televisión, ponga "1" al lado de "Televisión." Ponga el numero "2" al lado de su siguiente preferencia, y el numero "3" al lado de su tercera preferencia.

9. ¿Si quisiera aprender más sobre la región de Athens, cuales tres medios de comunicación usaría?
- _____ Periódico o revista
_____ Radio
_____ Televisión
_____ Internet
_____ Otro tipo, por favor explique:

10. ¿Si quisiera enterarse de oportunidades de trabajo en Athens, cuales tres medios de comunicación usaría?
- _____ Periódico o revista
_____ Radio
_____ Televisión
_____ Internet
_____ Otro tipo, por favor explique:

11. ¿Si quisiera informarse sobre deportes recientes y entretenimiento en Athens, cuales tres medios de comunicación usaría?
- _____ Periódico o revista
_____ Radio
_____ Televisión
_____ Internet
_____ Otro tipo, por favor explique:

12. ¿Si quisiera enterarse de noticias recientes de México, La América Central, o la América del Sur, cuales tres medios de comunicación usaría?
- _____ Periódico o revista
_____ Radio
_____ Televisión
_____ Internet
_____ Otro tipo, por favor explique:

Por favor continúe a la siguiente página →

7. Please list the radio stations that you like to listen to, starting with the station you listen to most often.
- _____
 - _____
 - _____
8. Do you have a computer with Internet access in your home?
- _____ Yes
_____ No

For questions 9 through 12, please rank your top three media preferences in the order that you would use them. For example, if you are most likely to use a newspaper, put a "1" beside "1" beside Newspaper. Put a "2" beside your second choice, and a "3" beside your third choice.

9. If you wanted to learn more about current news events in Athens, what 3 types of media would you use?
- _____ Newspaper or Magazine
_____ Radio
_____ Television
_____ Internet
_____ Other media, please explain:

10. If you wanted to find out about employment opportunities in the Athens area, what 3 types of media would you use?
- _____ Newspaper or Magazine
_____ Radio
_____ Television
_____ Internet
_____ Other media, please explain:

11. If you wanted to know more about current sports and entertainment in Athens, what 3 types of media would you use?
- _____ Newspaper or Magazine
_____ Radio
_____ Television
_____ Internet
_____ Other media, please explain:

12. If you wanted to know about current news events in Mexico, Central America, or South America, what 3 types of media would you use?
- _____ Newspaper or Magazine
_____ Radio
_____ Television
_____ Internet
_____ Other media, please explain:

Please continue to the next page →

Esta sección pide que Usted evalúe los medios en español y los medios en inglés que son actualmente disponibles en Athens. Para cada pregunta, por favor indique solamente una categoría.

13. ¿En su opinión, cuál es su nivel de interés para noticias sobre acontecimientos locales?
☐ Muy interesado/a
☐ Bastante interesado/a
☐ No muy interesado/a
☐ No interesado
14. ¿En su opinión, qué importancia tiene para Usted el acceso regular a las noticias locales en español?
☐ Muy importante
☐ Bastante importante
☐ No muy importante
☐ No importante
15. ¿En su opinión, qué importancia tiene para Usted el acceso regular a las noticias locales en inglés?
☐ Muy importante
☐ Bastante importante
☐ No muy importante
☐ No importante
16. ¿En su opinión, cuál es la calidad de las noticias sobre la comunidad hispana de Athens ofrecidas por los medios en español?
☐ Muy buena
☐ Bastante buena
☐ No muy buena
☐ No buena
☐ No sé
17. ¿En su opinión, cuál es la calidad de las noticias sobre la comunidad hispana de Athens ofrecidas por los medios en inglés?
☐ Muy buena
☐ Bastante buena
☐ No muy buena
☐ No buena
☐ No sé
18. ¿En su opinión, qué tipo de medios confía más para noticias correctas y objetiva sobre la comunidad hispana de Athens?
☐ Periódico o revista
☐ Radio
☐ Televisión
☐ Internet
☐ Otro tipo, por favor explique:

Por favor continúe a la siguiente página →

This section asks you to evaluate the Spanish-language and English-language media available in Athens. For each question, please mark only one response category.

13. In your opinion, how interested are you in knowing about local news events as they occur in the Athens area?
☐ Very interested
☐ Somewhat interested
☐ Not very interested
☐ Not at all interested
14. In your opinion, how important is it for you to have access to news about Athens in Spanish on a regular basis?
☐ Very important
☐ Somewhat important
☐ Not very important
☐ Not at all important
15. In your opinion, how important is it for you to have access to news about Athens in English on a regular basis?
☐ Very important
☐ Somewhat important
☐ Not very important
☐ Not at all important
16. In your opinion, how well does the Spanish-language media in Athens report on the Hispanic community?
☐ Very well
☐ Somewhat well
☐ Not very well
☐ Not at all well
☐ Don't know
17. In your opinion, how well does the English-language media in Athens report on the Hispanic community?
☐ Very well
☐ Somewhat well
☐ Not very well
☐ Not at all well
☐ Don't know
18. In your opinion, which **type** of media do you most trust to report news about the Hispanic community in an objective and fair manner?
☐ Newspaper or Magazine
☐ Radio
☐ Television
☐ Internet
☐ Other media, please explain:

Please continue to the next page →

19. ¿En su opinión, cuál lengua de medios confía más para noticias justas y objetivas sobre la comunidad hispana de Athens: los medios en español o en inglés?
☐ Los medios en la lengua español son más objetivos y justos
☐ Los medios en la lengua inglés son más objetivos y justos
☐ No sé
20. Indique su nivel de satisfacción con los medios de comunicación ofrecidos en Athens en la lengua español.
☐ Muy satisfecho/a
☐ Bastante satisfecho/a
☐ No tan satisfecho/a
☐ No satisfecho/a
☐ No estoy familiarizado con los medios de comunicación en la región de Athens en la lengua español
21. Indique su nivel de satisfacción con los medios de comunicación ofrecidos en Athens en la lengua inglés.
☐ Muy satisfecho/a
☐ Bastante satisfecho/a
☐ No tan satisfecho/a
☐ No satisfecho/a
☐ No estoy familiarizado con los medios de comunicación en la región de Athens en la lengua inglés
22. ¿Qué tipo de información quería ver más frecuentemente en los medios de comunicación de Athens? Indique todos los asuntos que le interesen, y puede añadir una otra hoja si necesita más espacio.

[illegible]

Por favor continúe a la siguiente página →

19. In your opinion, which language of media do you most trust to report news about the Hispanic community in Athens in an objective and fair manner?
☐ Spanish-language media is more objective and fair
☐ English-language media is more objective and fair
☐ Don't know
20. How satisfied are you with the Spanish-language media that is available in Athens?
☐ Very satisfied
☐ Somewhat satisfied
☐ Not very satisfied
☐ Not at all satisfied
☐ I am not familiar with the Spanish-language media in Athens
21. How satisfied are you with the English-language media that is available in Athens?
☐ Very satisfied
☐ Somewhat satisfied
☐ Not very satisfied
☐ Not at all satisfied
☐ I am not familiar with the English-language media in Athens
22. What information or local news topics would you like to see covered more often in Athens' media? Indicate as many topics as you like, and attach a separate sheet if you need more space.

[illegible]

Please continue to the next page →

Esta sección contiene preguntas acerca de sus experiencias en Athens. Por favor marque una categoría, exceptando los casos de instrucciones diferentes.

23. ¿Cuánto tiempo ha vivido en Athens?

(Por favor indique el número de meses o años)

24. ¿Quiere continuar viviendo o trabajando en Athens?

____ Sí
____ No
____ No sé

25. ¿Qué seguridad tiene Usted que estará viviendo en Athens dentro de un año?

____ Muy seguro/a
____ Bastante seguro/a
____ No tan seguro/a
____ No seguro/a

26. ¿Qué seguridad tiene Usted que estará viviendo en Athens dentro de cinco años?

____ Muy seguro/a
____ Bastante seguro/a
____ No tan seguro/a
____ No seguro/a

27. En su opinión, indique su nivel de implicación en la comunidad de Athens. Puede incluir la participación en actividades escolares para sus hijos.

____ Muy involucrado/a
____ Bastante involucrado/a
____ No tan involucrado/a
____ No involucrado/a

28. ¿E Usted inscrito para votar en la región de Athens-Distrito Clarke?

____ Sí
____ No
____ Prefiero no contestar

29. ¿Usted se considera hispano, hispano-americano, latino, or latino-americano?

____ Sí
____ No
____ Prefiero no contestar

30. ¿Cuál es el año de su nacimiento?

31. Por favor indique su sexo.

____ M ____ F

This section asks you a few questions about your experiences in Athens. Please mark only one response, unless otherwise indicated.

23. How long have you lived in the Athens area?

(Please indicate in months or years)

24. Do you intend to remain living or working in the Athens area?

____ Yes
____ No
____ Don't know

25. How confident are you that you will be living in Athens one year from now?

____ Very confident
____ Somewhat confident
____ Not very confident
____ Not at all confident

26. How confident are you that you will be living in Athens five years from now?

____ Very confident
____ Somewhat confident
____ Not very confident
____ Not at all confident

27. In your opinion, how involved would you say you are in the Athens community, including volunteer work or assisting with school activities for your children?

____ Very involved
____ Somewhat involved
____ Not very involved
____ Not at all involved

28. Are you registered to vote in Athens-Clarke County?

____ Yes
____ No
____ Prefer not to answer

29. Do you consider yourself Hispanic, Hispanic-American, Latino, or Latino-American?

____ Yes
____ No
____ Prefer not to answer

30. What year were you born?

31. Please indicate if you are

____ Male ____ Female

Por favor continúe a la siguiente página →

Please continue to the next page →

32. ¿Viven niños en su hogar?
 ___ Sí (___ numero de niños)
 ___ No
33. Por favor indique el nivel de educación cumplido:
 ___ Los grados 9-11
 ___ El 12 grado/diploma de colegio
 ___ Facultad técnica de dos años
 ___ Licenciado o graduado de
 universidad (4 años)
 ___ Postgrado (maestría o doctorado)
 ___ Otro
 ___ Prefiero no contestar
34. Por favor indique la renta total (ganada por todos los miembros de su familia) de su casa en el año 2005 antes de impuestos.
 ___ Menos de \$15.000
 ___ Entre \$15.000 y \$30.000
 ___ Entre \$30.000 y \$50.000
 ___ Entre \$50.000 y \$75.000
 ___ Más de \$75.000
35. ¿Usted tiene su propia casa/apartamento o alquila su hogar actual?
 ___ Poseo
 ___ Alquilo
36. ¿En general, cuál es su capacidad de entender el español oral y escrito?
 ___ Muy buena
 ___ Bastante buena
 ___ No muy buena
 ___ No buena
37. ¿En general, cuál es su capacidad de entender el inglés oral y escrito?
 ___ Muy buena
 ___ Bastante buena
 ___ No muy buena
 ___ No buena
38. ¿Cuál es el idioma que Usted prefiere hablar o que se habla más en su casa?
 ___ Español
 ___ Inglés
 ___ Confortable con el español o el
 inglés
 ___ Otro idioma

Utilice por favor el sobre incluido para devolver el cuestionario al investigador hasta el 7 de mayo, 2006. Para mantener secreta su identidad, no escriba su nombre en el cuestionario o el sobre de vuelta.
¡Gracias!

32. Do any children live in your home?
 ___ Yes (___ number of children)
 ___ No
33. Please indicate the highest level of education you have completed:
 ___ 9th through 11th grade
 ___ 12th grade or high school equivalence
 ___ Associate or technical 2-year college degree
 ___ Bachelors or 4-year college degree
 ___ Graduate degree
 ___ Other, or decline to answer
34. Please indicate your total household income for 2005, before taxes. (This is the total income earned by all members of your family.)
 ___ Less than \$15,000
 ___ Between \$15,000 and \$30,000
 ___ Between \$30,000 and \$50,000
 ___ Between \$50,000 and \$75,000
 ___ More than \$75,000
35. Do you own your own or rent the home in which you now live?
 ___ Own
 ___ Rent
36. In general, how well do you understand spoken and written Spanish?
 ___ Very well
 ___ Somewhat well
 ___ Not very well
 ___ Not at all well
37. In general, how well do you understand spoken and written English?
 ___ Very well
 ___ Somewhat well
 ___ Not very well
 ___ Not at all well
38. Please indicate the language that you prefer to speak or that is most often spoken in your household:
 ___ Spanish
 ___ English
 ___ I am comfortable speaking either Spanish or English
 ___ Other language

Please use the enclosed stamped envelope to return your survey by May 7, 2006. To protect your confidentiality, do not write your name on the survey or on the return envelope.
Thank you!

APPENDIX B

CODEBOOK FOR DATA ENTRY

Variable	Coded Value		Label
language of response	1		Spanish
	2		English
subscribe	1		Yes
	2		No
EcoLatino	1		yes
	2		no
ABH	1		yes
	2		no
Flagpole	1		yes
	2		no
LaVision	1		yes
	2		no
AthensMag	1		yes
	2		no
AJC	1		yes
	2		no
RandB	1		yes
	2		no
OtherNews	1		yes
	2		no
newslang	1		Spanish only
	2		English only
	3		Both
tvlanguage	1		Spanish only
	2		English only
	3		Spanish and English
radiolang	1		Spanish only
	2		English only
	3		Spanish and English
internet	1		yes
	2		no
news1	1		Newspaper or magazine
	2		Radio
	3		Television
	4		Internet
	5		Other
news2	9		Checked, but not ranked
	1		Newspaper or magazine
	2		Radio
	3		Television
	4		Internet
	5		Other
news3	9		Checked, but not ranked
	1		Newspaper or magazine
	2		Radio
	3		Television

	4	Internet
	5	Other
	9	Checked, but not ranked
employ1	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
employ2	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
employ3	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
sports1	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
sports2	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
sports3	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
internat1	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
internat2	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet

	5	Other
	9	Checked, but not ranked
internat3	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	Checked, but not ranked
interest	1	Not at all interested
	2	Not very interested
	3	Somewhat interested
	4	Very interested
importspan	1	Not at all important
	2	Not very important
	3	Somewhat important
	4	Very important
importeng	1	Not at all important
	2	Not very important
	3	Somewhat important
	4	Very important
coverspan	1	Not at all well
	2	Not very well
	3	Somewhat well
	4	Very well
	9	Don't know
covereng	1	Not at all well
	2	Not very well
	3	Somewhat well
	4	Very well
	9	Don't know
trusttype	1	Newspaper or magazine
	2	Radio
	3	Television
	4	Internet
	5	Other
	9	More than one category checked
trustlang	1	Spanish media are more fair, objective
	2	English media are more fair, objective
	3	Don't know
satspan	1	Not at all satisfied
	2	Not very satisfied
	3	Somewhat satisfied
	4	Very satisfied
	9	Not familiar with Spanish media
sateng	1	Not at all satisfied
	2	Not very satisfied
	3	Somewhat satisfied
	4	Very satisfied
	9	Not familiar with English media

intend	1	Yes
	2	No
	3	Don't know
confid1	1	Not at all confident
	2	Not very confident
	3	Somewhat confident
	4	Very confident
confid5	1	Not at all confident
	2	Not very confident
	3	Somewhat confident
	4	Very confident
involve	1	Not at all involved
	2	Not very involved
	3	Somewhat involved
	4	Very involved
register	1	Yes
	2	No
	3	Prefer not to answer
Hispanic	1	Yes
	2	No
	3	Prefer not to answer
sex	1	Male
	2	Female
kids	1	Yes
	2	No
educ	1	Grade 9-11
	2	High school
	3	2 yr degree
	4	4 yr degree
	5	Graduate
	9	Other or don't know
income	1	Less than \$15,000
	2	Between 15,000 and 30,000
	3	Between 30,000 and 50,000
	4	Between 50,000 and 75,000
	5	More than \$75,000
home	1	Own
	2	Rent
cmprhndspan	1	Not at all well
	2	Not very well
	3	Somewhat well
	4	Very well
cmprhndeng	1	Not at all well
	2	Not very well
	3	Somewhat well
	4	Very well
preferlang	1	Spanish
	2	English
	3	Both Spanish and English

	4	Other
voterecode	1	No
	2	Yes
intendrcode	1	No
	2	Not sure
	3	Yes