

MEDIA OF THE AMERICAS

COURSE OUTLINE AND STUDY GUIDE

WELCOME

Welcome to the modestly-titled “Media of the Americas.” The course coordinator is Professor Toby Miller. If you have any specific issues to raise about the class, please make a time to see me. My office is in, where the telephone extension is. My email address is. We shall meet on between in.

RATIONALE

The purpose of this course is to examine media issues in the Americas via the historical and contemporary politics of newspapers, film, radio, television, and the Internet. Particular attention will be devoted to: the relationship between media, citizenship and democracy; the role of the media in local, national, and global cultures; cross-border flows of information and programming; perceptions and depictions of the South in the North; media framing and its impact on foreign policy; ownership and state relations with media institutions; issues of race and gender; [cultural imperialism](#); [and neoliberalism](#). Clearly, it is impossible in the available time to study any single media system in depth, let alone the uneven development of the media within the US and Latin America. The course is designed to provide students with overview materials, a theoretical apparatus, and the opportunity to undertake original research on the medium, place, theory, and issue of their choice.

ASSESSMENT

- q Starting in Week Two, every person will prepare a 1-page critique of the assigned topic and send this around to others via email. Please share your email addresses with one another at the first class and provide me with a consolidated list via my graduate assistant, so that we can start a Blackboard system. These messages must be dispatched electronically by 5 pm on the day before class so that they can be read for the following night. This is a requirement for everyone. If you don't comply with it, you don't pass the course.
- q From Week Three, two students will present each week for between 10 and 15 minutes, summarizing the points made by others in their messages, then we'll all participate in discussion.
- q We shall also have a collective seminar day towards the end of the class to discuss essays in a day-long format, in which students will give papers on the theoretical and/or empirical background to their forthcoming research papers (see below). Each paper should last 15 minutes.
- q That final essay mission, should you accept it, is 20 PAGES, ON A TOPIC FROM THIS LIST:
 - COMPARE COVERAGE IN THE U.S. AND LATIN AMERICAN MEDIA OF A MAJOR MILITARY CONFLICT—E.G. THE GULF WARS,

CENTRAL AMERICAN STRUGGLES, THE INVASION OF GRENADA, OR VIETNAM

- DO YOU DISCERN ANY TENDENCIES IN U.S. COVERAGE OF LATIN AMERICAN POLITICS? HOW DOES SUCH COVERAGE ARTICULATE WITH U.S. FOREIGN POLICY?
- “CULTURAL IMPERIALISM IS A DEAD PARADIGM.” DISCUSS.
- “LOS PINCHE GRINGOS—ELLOS CREAN PELICULAS MARAVILLOSAS.” DISCUSS
- DISCUSS CHICANO/A REACTIONS TO U.S. MEDIA POWER AND REPRESENTATIONS OF CHICANO/AS AND MEXICANO/AS
- WHAT HAS BEEN THE SITUATION OF WOMEN AS MEDIA MAKERS AND/OR SUBJECTS OF REPRESENTATION IN A LATIN AMERICAN COUNTRY AND MEDIUM OF YOUR CHOICE?
- EXAMINE THE MEDIA POLICIES OF A LATIN AMERICAN NATION
- HOW HAS THE FEDERAL COMMUNICATIONS COMMISSION DEALT WITH QUESTIONS OF LINGUISTIC DIFFERENCE?
- WHAT ROLE DO THE PRIVATE VERSUS PUBLIC MEDIA PLAY IN CIVIL SOCIETY IN A LATIN AMERICAN COUNTRY OR THE U.S.?
- EXAMINE THE ROLE OF THE NEW INTERNATIONAL DIVISION OF CULTURAL LABOR IN A LATIN AMERICAN NATION OR THE U.S.
- BRAZIL, MEXICO, AND ARGENTINA DOMINATE LATIN AMERICAN MEDIA. HOW DOES THEIR POWER SIT ALONGSIDE THE CUBAN MODEL OF CULTURAL PRODUCTION
- EXAMINE LATIN AMERICAN MEDIA TEXTS AND/OR POLICIES FROM THE PERSPECTIVE OF INDIGENOUS PEOPLE
- EXAMINE GOVERNMENTAL, COMMERCIAL, AND INDEPENDENT/COMMUNITY MEDIA IN A LATIN AMERICAN NATION OF YOUR CHOICE OR THE U.S.

THE ESSAY SHOULD BE CAREFULLY STRUCTURED TO MOUNT AN ARGUMENT. It must follow referencing systems from Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America (latest edition); *The Chicago Manual of Style* Chicago: U of Chicago P (latest edition); or the *American Psychological Association* (latest edition).

I DON'T RECOMMEND APPLYING FOR INCOMPLETES—THEY JEOPARDIZE YOUR FUNDING, STATURE, DEGREE QUALITY, AND EFFICIENCY. IF YOU ARE HAVING TROUBLE MEETING DEADLINES, SPEAK TO ME AS SOON AS POSSIBLE. ASSUME THE ESSAY IS DUE A WEEK EARLY AND PLAN ACCORDINGLY—THAT WAY ALL WILL BE SWEET EVEN IF A NEUROTIC CAT EATS YOUR WORK AT WHAT APPEARS TO BE THE LAST MINUTE, O HAY UN SISMO EN LA CORAZON.

TEXTBOOKS

- Fox, Elizabeth and Silvio Waisbord, eds. *Latin Politics, Global Media*. Austin: U of Texas P, 2002.
- Miller, Toby, Nitin Govil, John McMurria, and Richard Maxwell. *Global Hollywood*. London: British Film Institute, 2001.
- Sinclair, John. *Latin American Television: A Global View*. Oxford: Oxford UP, 1999.
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WEEKLY TOPICS

In addition to readings from the textbooks listed below, students should select other materials and share them with their colleagues a week prior to the class in which they are presenting—you may use, for example, some of the references provided in the Bibliography. Whatever your source, ensure we all have access to the materials.

Block A: Methods

- WEEK ONE: STUDYING THE MEDIA—Miller *et al.* 1-16, Fox and Waisbord 1-21
- WEEK TWO: CULTURAL IMPERIALISM—Miller *et al.* 17-43
- WEEK THREE: PRIVATIZATION—Fox and Waisbord 153-63, Waisbord
- WEEK FOUR: THE NEW INTERNATIONAL DIVISION OF CULTURAL LABOR—Miller *et al.* 44-82

Block B: Media

- WEEK FIVE: PRINT—Waisbord
- WEEK SIX: FILM—Miller *et al.*
- WEEK SEVEN: RADIO—Fox and Waisbord 48-68
- WEEK EIGHT: TELEVISION—Fox and Waisbord 22-37, 69-106, 164-75, Sinclair
- WEEK NINE: INTERNET—Fox and Waisbord 38-46
- WEEK TEN: DAY-LONG SEMINAR

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