

THE ORIGINS AND GROWTH OF MASS COMMUNICATION RESEARCH
IN LATIN AMERICA

A DISSERTATION
SUBMITTED TO THE DEPARTMENT OF COMMUNICATION
AND THE COMMITTEE ON GRADUATE STUDIES
OF STANFORD UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

by

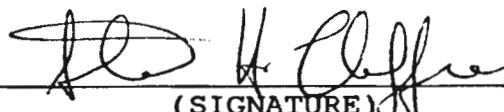
Carlos Gomez-Palacio Campos

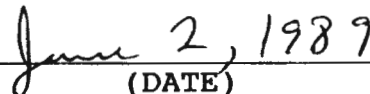
June 1989

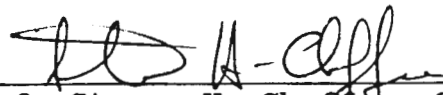
**(c) Copyright by Carlos Gomez-Palacio Campos 1989
All Rights Reserved**

To the University Committee on Graduate Studies:

I certify that I have read the dissertation of
Carlos Gomez-Palacio in its final form and
have found it to be satisfactory.

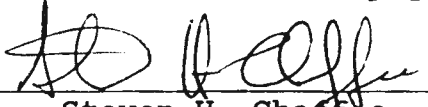

(SIGNATURE)


(DATE)

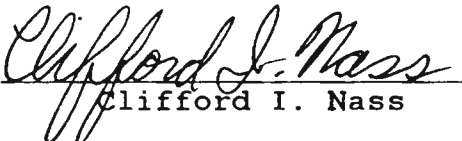

Prof. Steven H. Chaffee, Chair

Department of Communication

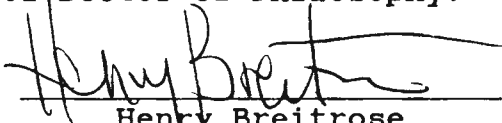
I certify that I have read this dissertation and that in my opinion it is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Steven H. Charfee
(Principal Advisor)


I certify that I have read this dissertation and that in my opinion it is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Clifford I. Nass

I certify that I have read this dissertation and that in my opinion it is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Henry Breitrose

I certify that I have read this dissertation and that in my opinion it is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Marshall Smith
(School of Education)

Approved for the University Committee
on Graduate Studies:

Dean of Graduate Studies

DISSERTATION ABSTRACT

This dissertation aims to understand the development of mass communication research in Latin America by identifying (1) the factors that determined the kinds of studies that emerged in the region, (2) the major research topics, (3) the most influential authors, and (4) the main currents of theoretical influence on Latin American communication scholars, probing their changes over time.

The data come from four main sources: (1) a survey conducted among Latin American scholars [N=50], to determine their opinions about the origins, growth, and present state of communication research in the region; (2) a survey conducted among U.S. scholars with experience in Latin America [N=51], to determine the same information as above but from a point of view that we suspect is somewhat different from that within the region; (3) a citation analysis of the main communication journals to determine the different intellectual influences on Latin American communication scholars; and (4) a content analysis of research published in seven major English language communication journals, and ten major Latin American journals to determine the main topics studied by each group of scholars.

Structurally, this dissertation has seven parts. Chapter I introduces the topic and discusses the purpose,

central research questions, and research methods. Chapter II deals with the way in which the different research traditions have grown in the region, as well as with the characteristics of the various studies conducted so far on the growth of communication research in Latin America. Chapter III describes the various methods of data collection and data analysis used in the present study. Chapters IV through VI present the major research findings regarding the following issues: (1) stages of development of communication research in Latin America, internal and external factors that determined the emergence of the discipline in the region, its milestones, and major changes over time; (2) major Latin American communication journals and research topics, most influential authors, and countries where research has been conducted; (3) main obstacles to communication research in Latin America, present state of the discipline, and expected changes for the near future. Finally, Chapter VII discusses the results at length, summarizes the main findings, considers some practical and theoretical implications of the study, and suggests further research.

I dedicate this work with love,
appreciation and gratitude
to Esther, Rodrigo, and Diego
for being such supportive companions
during our years at Stanford.

ACKNOWLEDGMENTS

I would like to thank the many people who contributed, directly or indirectly, to this project. First, I owe a debt of gratitude to each of the 50 Latin American and 51 U.S. communication scholars who participated in the present study; they responded conscientiously to the questionnaires. They shared with enthusiasm their research experiences, and candidly expressed their hopes and fears about the future of the discipline in the region. Without their participation this work simply would not have been possible. Rafael Roncagliolo and his IPAL group, as well as Abraham Nosnik, Pedro Hernandez, Lalo Ferrer, and Celina Rodriguez helped, not only in establishing contact with potential respondents in Latin America, but also by inviting them to participate and interviewing them. Thanks to them, the present study has a broader perspective.

Secondly, I want to express my gratitude to the members of my dissertation and oral examination committees, all of whom provided me with valuable comments, suggestions, and criticisms. Steve Chaffee, my principal advisor, spent a great deal of his time going through each one of the various stages of this project, from the design of the questionnaire to the final draft of the study, providing insightful feedback, criticism, and encouragement. Cliff Nass also spent long hours

reviewing each chapter. Most of all, he gave me the personal support I needed when I was most frustrated and on the verge of giving up. Henry Breitrose helped me to obtain additional financial support for data entry. Byron Reeves and Marshall Smith provided feedback, interesting questions, and fresh perspectives. Everett Rogers, who was my academic advisor during the early stages of this project, helped me shape the idea, advised me to obtain the point of view of Latin American scholars by means of personal interviews, and always showed great interest in my project. Finally, Bill Paisley suggested the use of citation analysis and other archival techniques as a way of exploring intellectual influences.

In addition to the people who directly supported the study several others are due my gratitude. John McManus encouraged me to keep going no matter what; he showed compassion, interest in my work and, above all, had the ability to make the right comment at the right time. John Peters taught me the value of patience and faith in times of confusion and disappointment. Xiaoyan Zhao was completing her dissertation at the same time. She helped me with words and example to work harder, to be more optimistic, and to have more confidence in myself and in the importance of the work I was doing. Michael Basil provided valuable assistance in the use of computer facilities. Connie Roser, Leslie Snyder, Sheizaf Rafaeli,

Al Gunther, Doug Storey, Debbie Lieberman, Vince Price, Nick Lasorsa, Mark Vale, Barbara Brown, and Leslie Good proved good friends over the years at Stanford. Emilio and Imelda Antunez, Natan and Bety Saad, Tom and Rosemary Houle, Mario Tueros and Chabuca Cosio provided me with invaluable help and support and made my family and I feel at home. Harry and Marion Lewenstein, and Bill and Bonnie Chandler offered me not only a place to live during my last months at Stanford, but also gave me their understanding, and sincere affection. Together, all these professors, classmates, and friends made my years at Stanford the most intense and important ones of my life.

Finally and most importantly, I want to express my deepest gratitude to my family. Esther provided the affection, understanding, and encouragement I needed. She worked hard as a teacher and at home to make the completion of my Ph.D. possible. Rodrigo accepted the sacrifice of not having dad close to him to play with. Diego laughed with me about silly things and reminded me that nobody is perfect. Together we learned.

TABLE OF CONTENTS

Contents	Page
-----	-----
CHAPTER I: INTRODUCTION.....	1
1. Purpose of the dissertation.....	3
2. Central research questions.....	3
3. Research methods.....	4
CHAPTER II: OVERVIEW OF LATIN AMERICAN COMMUNICATION RESEARCH.....	9
PART A: Formation of the different research traditions.....	24
1. Intellectual roots.....	24
2. More recent sources of intellectual influence on Latin American communication scholars.....	31
PART B: Approaches of overview studies of communication research in Latin America....	37
1. Latin American communication research seen as essentially critical.....	40
2. Latin American communication research seen as an offspring of the cultural and intellectual dependence from the United States.....	40
3. The "hybrid" perspective.....	41
CHAPTER III: SOURCES OF DATA.....	43
1. Latin American scholars: the starting point of our study.....	43
2. Latin American and North American communication journals.....	49
3. North American scholars.....	58
CHAPTER IV: HISTORICAL DEVELOPMENT.....	61
1. External and internal factors that contributed to the emergence of the discipline in Latin America.....	61

2. Milestones of communication research in Latin America.....	68
3. Most important Latin American communication studies.....	73
4. Evaluation of major events of Latin American communication research by North American scholars.....	75
5. Perceived changes of Latin American communication research over time.....	87
CHAPTER V: JOURNALS, TOPICS, AUTHORS AND COUNTRIES.	94
1. Journals.....	94
2. Major topics.....	109
3. Most influential authors.....	125
4. Interconnectedness of Latin American communication journals.....	143
5. Discussion.....	146
CHAPTER VI: OBSTACLES, PRESENT STATE, AND FUTURE PROSPECTS.....	149
1. Major obstacles to communication research in Latin America.....	149
2. Is there a Latin American communication research model?.....	151
3. Topics that should be studied more, and less, by Latin American communication researchers.....	155
4. Changes that we can expect in Latin American communication research with the arrival of the new information technologies.....	161
CHAPTER VII: SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER RESEARCH.....	162
1. Conclusions.....	162
2. Suggestions for further research.....	176

REFERENCES.....	179
APPENDICES.....	191
A. Questionnaire for Latin American scholars...	192
B. Questionnaire for U.S. scholars.....	205

LIST OF TABLES

No.	Description	Page
2.1	Hypothetical characteristics of studies conducted by critical and empirical Latin American scholars.....	32
3.1	Interviewees by nationality.....	45
3.2	Research topics more commonly studied by Latin American scholars grouped in larger categories.....	48
3.3	Major Latin American and North American communication journals selected for the present study.....	53
4.1	Internal and external factors to Latin America which contributed to the emergence of communication research in the region....	65
4.2	Milestones of communication research in Latin America, as seen by Latin American communication scholars.....	69
4.3	Most important communication studies conducted in Latin America, according to Latin American scholars.....	74
4.4	U.S. scholars evaluations of factors/events considered important by Latin Americans to the growth of communication research in the region.....	80
4.5	Groups of factors or events on which U.S. scholars with different levels of research experience in Latin America have registered significant differences in their patterns of response.....	84
4.6	Association between different aspects of North Americans' research experience in Latin America.....	85
4.7	Opinions of Latin American and North American scholars regarding changes over time in the characteristics of Latin American communication research.....	88

LIST OF TABLES (continued)

No.	Description	Page
4.8	Proportion of Latin American and North American scholars who had an opinion in regard to changes over time of Latin American communication research.....	89
4.9	Opinions about changes of Latin American communication research over time by nationality, areas of interest, and levels of Latin American research experience.....	91
4.10	Points of view of Latin American and North American scholars in regard to the kinds of changes that communication research has experienced over time with respect to the analyzed problems, research objectives and research methods more commonly used.....	92
5.1	Comparative analysis of Mexican and South American scholars' opinions in regard to the importance of journals vs. books in Latin American communication research.....	97
5.2	Most important Latin American communication journals according to U.S. and Latin American scholars' opinions.....	99
5.3	Level of importance of Latin American journals according to different sub-groups of Latin American scholars.....	104
5.4	Level of importance of Latin American journals according to different sub-groups of U.S. scholars.....	105
5.5	Seven most important English language communication journals for communication research in Latin America.....	108
5.6	Rank order of major topics in Latin American communication research.....	110
5.7	Five major topics of Latin American communication research for Latin American and North American scholars.....	112
5.8	Major topics of Latin American and U.S. journal articles on Latin America, analyzed by time period.....	117

LIST OF TABLES (continued)

No.	Description	Page
5.9	Rank order of topics by groups of journals, and distance between journals in regard to the importance to each topic by each group of journals.....	119
5.10	Major topics of Latin American research, published in U.S. communication journals, according to the Latin American countries where research was conducted.....	123
5.11	Relative importance of Latin American countries in regard to the number of communication studies conducted by U.S. scholars in them...	124
5.12	More widely cited authors by time period.....	126
5.13	More widely cited authors by citing journal..	127
5.14	Authors more widely cited by Latin American scholars, analyzed according to the research topic on which they were cited.....	128
5.15	Authors more widely cited in Latin American journals analyzed by language of citation....	129
5.16	Most influential authors on Latin American communication research in opinion of Latin American scholars.....	132
5.17	Most influential scholars on Latin American communication research in opinion of U.S. scholars.....	133
5.18	Most influential authors grouped in larger categories.....	134
5.19	Most widely cited authors, grouped by the different languages on which they were cited.	138
5.20	Most influential groups of scholars on Latin American communication scholars, as measured by the number of times they have been cited..	139
5.21	Comparative influence of Latin American scholars and scholars of the media imperialism approach versus all others.....	140

LIST OF TABLES (continued)

No.	Description	Page
5.22	Groups of scholars more widely cited, by topic.....	142
5.23	Matrix of citations made by citation received for core Latin American communication journals.....	145
6.1	Main obstacles to communication research in Latin America as seen by Latin American and U.S. scholars.....	152
6.2	Main obstacles to communication research in Latin America grouped in larger categories...	153
6.3	Opinions of Latin American scholars, broken down by scholars' nationality, on whether or not there is a Latin American communication model.....	154
6.4	Reasons why Latin American and North American scholars think we cannot talk about a Latin American communication model.....	156
6.5	Research topics that should be more studied/ less studied in Latin America, according to Latin American scholars.....	157
6.6	U.S. scholars' opinions on topics that should be studied more, and less, in Latin America..	159
6.7	Latin American and U.S. scholars opinion that new information technologies will produce important changes in the way communication research is conducted in Latin America.....	161

CHAPTER I

INTRODUCTION

Communication research in Latin America dates back more than 60 years. From the first studies on South American journalism conducted by a number of North American and Argentine scholars in the early 1920s (Gerald, 1930, 1931), to the more recent studies on the cultural and political impact of advertising (Janus & Roncagliolo, 1979; Janus, 1986) and educational television (Montoya & Rebeil, 1986), as well as on Latin American media flows (Antola & Rogers, 1984; Rogers & Antola, 1985), transnationalization of culture (Roncagliolo, 1985), alternative communication (Reyes-Matta, 1986; Simpson-Grinberg, 1981), popular culture (Garcia-Canclini, 1982, 1983; Martin-Barbero, 1983), relationships between Latin American media, governments, and power elites (Alisky, 1981; Fernandez-Christlieb, 1976, 1982; Mattos, 1984; Sanchez-Ruiz, 1984; Trejo-Delarbre et al., 1985), and satellite communication (Esteinou, 1987; Fadul, 1984; Romero-Sanjines, 1987), the development of mass media in Latin America and their relationships with the social, political, and cultural processes of the region has attracted the interest of Latin American and North American scholars alike.

Notwithstanding, to this date no coherent picture of communication research in Latin America can be obtained from studies on the growth of the discipline in the region.

Regarding the theoretical approach of communication in Latin America, for instance, we see that whereas for some authors, communication research in the region has been characterized by its critical approach (Atwood, 1986; McAnany, 1986; Schwarz & Jaramillo, 1986), for some others, it has been an offspring of the cultural and intellectual dependence from developed countries, especially from the United States (Beltran, 1976, 1977; Jimenez-Mendez, 1982), and even for a third group, it has been a hybrid product of North American and European approaches (Rogers, 1982). This unclear picture is, to some extent, a consequence of two factors: First, of the complexity and broadness of the topic, and second, of the lack of empirical data to support some of the assertions made in regard to this topic: Most of the studies conducted so far on communication research in Latin America are theoretical analyses, based on literature reviews, oriented to discuss the trends that the discipline has followed in the region (Atwood, 1986; Beltran, 1976, 1977; Jimenez-Mendez, 1982; Corral, 1982; Marquez de Melo, 1984; Martin-Barbero, 1983; McAnany, 1986; Rogers, 1982; Schwarz & Jaramillo, 1986).

Some of the ideas discussed in the aforementioned studies constitute issues that need to be analyzed empirically. The present study constitutes the first attempt to analyze the origins, growth, and present state of communication research in Latin America based on empirical data.

1. Purpose of the dissertation: To understand the development of communication research in Latin America by identifying (1) the factors that determined the kinds of studies that emerged in the region, (2) the major research topics, (3) the most influential authors, and (4) the main currents of theoretical influence on Latin American scholars, probing their changes over time.

2. Central research questions: Specifically, the present study aims at providing empirical evidence to answer the following fundamental research questions:

2.1 How has communication research developed in Latin America?

- a) What external and internal factors, such as events, problems or historical situations, determined the kinds of studies that emerged in the region?
- b) Which have been the most important studies of communication conducted in Latin America?
- c) Which have been the main obstacles to growth of communication research in Latin America?
- d) Who have been the most influential authors?
- e) Which have been the most important North American and Latin American journals for communication research in Latin America?
- f) Which Latin American countries have been

"fertile" lands for communication research?

- g) Comparing current research to the early studies of communication in Latin America, are there any important changes in the kinds of problems under study? and/or in the research methods commonly used?

2.2 Is there a Latin American Communication research model?

2.3 What kinds of changes would communication scholars like to see in communication research in Latin America?

- a) What kinds of communication problems should receive more attention in research conducted in Latin America?
- b) What kinds of research problems should Latin American researchers pay less attention to, or abandon?
- c) Will "new information technologies" produce substantial changes in the way communication research is conducted in Latin America?

3. Research methods: Any attempt to understand such a large and heterogeneous phenomenon as the growth of communication research in Latin America as a scholarly discipline would be impossible if we took only a single approach and used only one type of research method.

Therefore, in the present study we have used the following

research methods in an attempt to get a larger and more satisfying picture of this phenomenon than we could obtain from any single method:

a) A survey conducted among Latin American communication scholars oriented to determine their opinions on (1) the internal and external factors that determined the emergence of the discipline in the region, (2) the most important studies of communication in Latin America, (3) the milestones in the development of communication research in Latin America, (4) the more influential scholars, (5) the major changes in regard to topics and methods, (6) the kinds of topics that should be more analyzed and the ones that should receive less attention, (7) the main obstacles to communication research in Latin America, and (8) the kinds of changes they would like to see in the near future in the way communication research is conducted in Latin America.

b) A follow-up survey conducted among U.S. communication scholars with experience in Latin America oriented to determine the same information as above but with a more structured question-and-answer format.

c) A citation analysis of the main Latin American communication journals. Such an analysis can be conducted at two different levels: (1) between journals, and (2) between authors.

d) A content analysis of research published in U.S.

Figure 1.1: The field of communication research in Latin America
approached from different research methods.

LEVEL I:

Content analysis of
Latin American
journals

Content analysis of
research articles on
Latin America
published in
U.S. comm. journals

LEVEL II:

Citation
analysis
between
authors

Citation
analysis
between
journals

LEVEL III:

Survey among
Latin American
scholars

Survey among
U.S. scholars

Communication Research
in
Latin America

and Latin American communication journals to determine the main topics studied by each group of scholars.

A combination of all these different methods would provide us with a full picture of the origins, growth, and present state of this research area (see figure 1.1).

Level I (content analysis), can give us a picture of the main topics and research questions analyzed by Latin American and U.S. scholars in Latin America, and their changes over time. Level II (citation analysis) can tell us who has influenced whom, and whether or not these

intellectual influences have changed over time. Finally, Level III (survey research) can provide us with the opinions about the issues studied in levels I and II of those who have built the discipline in the region.

In the present study we are covering all the areas of analysis mentioned above, except cross-citation analysis among Latin American communication scholars [Level II, part A]. Specifically, to cover Level I, we content analyzed all articles written by Latin American scholars, published in any of ten selected Latin American communication journals, and all articles on Latin America published by U.S. scholars in any of seven selected U.S. academic journals. To cover Level II, I conducted a citation analysis of the articles published in Latin American communication journals. Finally, the third level of analysis was covered by means of survey data: the first part with open-ended interviews of 50 Latin American communication scholars, and the second part, with a mailed fixed-alternative survey of 51 North American communication scholars with experience in Latin America.

This dissertation has seven parts. Chapter II deals with the way in which the different research traditions have grown in the region, and characteristics of the various studies conducted so far on the growth of communication research in Latin America. Chapter III describes the methods of data collection and data analysis

we used in the present study. Chapters IV through VI present the major research findings regarding the following issues: (1) stages of development of communication research in Latin America, including internal and external factors that determined the emergence of the discipline in the region, its milestones, and major changes over time; (2) major Latin American journals and research topics, most influential authors, and countries where research has been conducted; (3) main obstacles to communication research in Latin America, present state of the discipline, and expected changes for the near future. Finally, Chapter VII discusses the results at length, summarizes the main findings, considers some of the practical and theoretical implications derived from this study, and suggests further research.

CHAPTER II

OVERVIEW OF LATIN AMERICAN COMMUNICATION RESEARCH

Latin America is not an easy place to understand. For some people it is a region of natural disasters, major socio-economic problems, big cultural gaps between the educated elite and the illiterate, and tremendous socio-political problems. Although all these conceptions about Latin America are unfortunately true, this region is something more than that:

a) Geographically, Latin America represents an area that is more than two-and-one-half times the size of the United States. Its physical features range from the Andean mountains to the tropical forest of the Amazon, and from the arid plains of northern Mexico to the fertile grasslands of the Argentine pampas (Skidmore & Smith, 1984).

b) Demographically, Latin America's population contains elements and mixtures of three racial groups: native Indians, white Europeans, and black Africans came to a total estimate of 416 million in 1988 (including the Caribbean), which represents a ratio of 1.7 to 1.0 versus the U.S. (United Nations, 1988; Zachariah & Vu, 1988)

c) Economically, Latin America belongs to the "developing" world. However, even in this respect the region shows great contrasts ranging from the one-crop

economy of some Central American countries to the industrialized Brazil and Mexico (Skidmore & Smith, op.cit.). In the same vein, although foreign debt -- estimated in the neighborhood of 401 billion dollars for the whole region in 1988 (Rosentbal, 1989) -- and hyperinflation burden Latin American countries, variations of these economic indicators within the region are substantially important. For instance, whereas Mexico and Brazil -- which are responsible for 53% of Latin America's external debt -- are among the countries with the smallest debt proportional to their population (1,165 and 810 U.S. dollars per capita respectively), countries like Argentina, Chile, Panama, Uruguay, and Venezuela have a much higher financial commitment with international banks proportional to their population (2,740 U.S. dollars of debt per capita on the average) in spite of the fact that the five countries together account for only 29% of Latin American foreign debt (ibid.). On the other hand, whereas Peru's and Brazil's inflation rates went over 900 percent in 1988, Mexico's inflation rate during the same period was around 52% (Latin American Economic Report, March 1989).

d) Politically, Latin America includes 25 nations, large and small, whose present-day experiences range from military dictatorships, to electoral democracies, to socialist regimes (Skidmore & Smith, op. cit.).

e) Culturally, Latin America has been characterized by its cultural and artistic richness, both popular and elitist, whose most valuable expressions are spread over time going from the pre-Colombian civilizations, to colonial baroque, to contemporary artistic expressions.

f) Linguistically, although Spanish is spoken everywhere -- except in Brazil where Portuguese is the official language, and the Caribbean and other former English, French, and Dutch colonies where the corresponding languages are spoken -- large Indian groups living mainly in the center and southeast of Mexico, as well as in Guatemala, Ecuador, Peru, Colombia, Bolivia, and Paraguay speak different Indian languages, such as, Tarascan, Nahuatl, Maya-Quiche (and other languages closely related to Maya, such as, Tzental-Tzotzil, Chontal, Huastec, etc.), Quechua, Aymara, and Guarani.

The internal differences and contrasts of the whole region are such that we could ask whether there is a Latin America, or instead a group of nations that are relatively close to one another in geographic terms, but very distant from their respective neighbors in their social, economic and political features. As a case in point of this lack of Latin American unity we could mention some of the various armed conflicts that have occurred within and between Latin American countries in the last five or six decades: the "Chaco" war between Bolivia and Paraguay (1932-35), perhaps

the major Latin American conflict of the twentieth century, led the defeated Bolivian society, especially students and the middle class, to a deep state of depression and disillusionment, which later became a contributing factor to the chaotic situation of the 1940s and 1950s: in ten years, eight revolutions disturbed the nation and seven different presidents held office (Burns, 1972; Knudson, 1973). This war was also tragic for underscoring the many dislocations existing in the Bolivian society: "Indians ignorant of Spanish or even the meaning of the word 'Bolivia' were hauled to a faraway front in the desolate southeastern Chaco Boreal to fight for an incomprehensible cause" (Knudson, 1973:4). Other examples of this conflictive situation among and within Latin American countries would be (1) the "soccer war" between Honduras and El Salvador in 1969, which ended with the brutal expulsion of Salvadorans from Honduran territory (Fagg, 1977); (2) the constant conflicts between Argentina and Chile, for one of which the Pope had to intervene as mediator to release tension; and (3) the various revolutions occurring in Mexico (1910), Cuba (1959), Bolivia (1952), Nicaragua (1977), El Salvador and other Latin American countries. All these social, political and economic phenomena reflect the great contrasts and conflicts that have characterized Latin American societies, ever since the time of Columbus (Skidmore & Smith, 1984).

The so-called Bolivar's dream consisting of having Latin America constituted as a single nation has not come true yet.

In this area of great contrasts, the mass media emerged and grew amid controversy and conflict. Their origins in the Western Hemisphere can be traced to Mexico, Peru and Guatemala. The Spanish brought the first press to the Americas in 1534, and Juan Pablos -- an Italian printer living in Mexico -- published "the oldest known report of a current event...describing a storm and earthquake in Guatemala" (Emery & Emery, 1984:4). Later, a Spanish priest called Antonio Ricardo, established the Americas' second printing center in Lima in 1583 (op. cit., 5).

However, due to a number of factors the appearance of regular newspapers was delayed in the Americas for almost two centuries: "The first regular periodical was Mexico's Gazeta de Mexico, which began carrying both local and foreign news in 1722. The second periodical appeared in Guatemala in 1729, Gazeta de Goatemala, and the third in Lima, Gaceta de Lima, in 1744" (ibid.). In the nineteenth century, the Latin American press played an important role in both the independence struggles and the process of formation of the new Latin American nations. The editorial line of the newspapers split into two major lines; liberal and conservative, reflecting the interests of various groups in conflict. Likewise, in the twentieth century

print media played a vital role in fomenting and implementing national revolutions, especially in Mexico and Bolivia (Knudson, 1969, 1973). The great differences and contrasts existing in Latin America could also be observed in the development of print media. Whereas the Argentinean press became the most important in the Spanish speaking world at the turn of the century (Gardner, 1960), followed by the Mexican press (Cole, 1975; Knudson, 1969), some countries like most of the Central American nations had little development of print media, reflecting the stagnation in which they have been immersed since the beginning.

The electronic media emerged in Latin America during the first half of the twentieth century. In this respect, Mexico has always played a leading position in the region. For instance, Constantino de Tarvana, Jr., son of Compania Fundidora de Fierro y Acero de Monterrey's first treasurer, became the pioneer of radio broadcasting in Latin America, transmitting through his XEH radio station in Monterrey, Mexico on October 9, 1921 (Fernandez-Christlieb, 1976). Two years later, Mexico's XEB -- a radio station owned by La Cigarrera el Buen Tono, a tobacco company owned by Frenchman Ernesto Pugibet, and financed by the "Societe Financiere pour L'Industrie au Mexique" -- went on the air on September 14, 1923 in Mexico City (ibid.). Finally, Emilio Azcarraga Vidaurreta, "pioneer of commercial radio and television in Mexico" (Fernandez-Christlieb, 1982:114)

founded radio XEW, called "the voice of Latin America from Mexico," in 1930. Peru and Venezuela followed Mexico in the area of radio broadcasting: OAX (Peruvian Broadcasting, Co.) was launched in Lima, Peru by a group of Peruvians with funding provided by the Marconi Company in 1925 (Gargurevich, 1977), and "Broadcasting Caracas," the first Venezuelan radio station was founded in 1930 (Pasquali, 1963). However, although commercial radio has been very successful in the whole region, non-commercial radio has also played an important role especially in regard to education and people's participation in the social and political activities of their communities: In Bolivia, for instance, Father Maurice Lefebvre, a Canadian priest, founded Radio Pio XII in the mining area of Llallagua. This radio station played an important role in the labor conflicts in that area in 1962 (Kuncar & Lozada, 1984). Colombia's Radio Sutatenza, founded by the Jesuits in the early 1950s, considered the first educational radio station for a Latin American Indian community, Mexico's Radio Sisoguichi, founded also by the Jesuits for the Tarahumara Indians in 1955 (Schmelkes, 1977), and Dominican Republic's Radio Santa Maria, founded in 1970 constitute other examples of these kinds of educational radio stations (Proano, 1984a; White, 1978).

The Latin American television industry also started in and has been led by Mexico, followed by Brazil and

Venezuela: Mexico City's XHTV-Channel 4, founded by Romulo O'Farrill, began broadcasting on August 31, 1950, becoming the first Latin American Television station. In fact, Mexico was the sixth country in the world to establish commercial television (Noriega & Leach, 1979). A year later, Azcarraga, founded Mexico City's XEWTV Channel 2, the second Mexican television station. In 1955, O'Farrill and Azcarraga, along with Guillermo Gonzalez Camarena, the owner of Mexico City's Channel 5, joined efforts and capital to set up Telesistema Mexicano, S.A., the predecessor of today's Televisa, S.A., one of the most successful media enterprises of our time, which officially started operating with that name in 1972 (Fernandez-Christlieb, 1976).

Regarding South American television, Brazil's TV Tupi-Channel 3 of Sao Paulo, the first television station in South America, was established by Francisco de Assis Chateaubrian Bandeira de Melo, a journalist responsible for the creation of Diarios Asociados or Tupi Network, in 1950, only a few weeks after Mexico's Channel 4 (Mattos, 1982). Three years later, two Venezuelan commercial television stations (Channel 2 and Channel 4) went on the air (Pasquali, 1963).

Latin American media have been characterized by three major factors: First, multi-media ownership. Since their early stages Latin American mass media had a tendency

toward high concentration, expressed either as cross-media [when an entity owns at least two media], or cross-industry ownership [when a multi-media owner acquires non-media enterprises] (Cole, 1972); Second, continuous involvement of Latin American governments in the development and functioning of mass media in the region. Government participation can occur at three different levels:

(1) Regulating media ownership. Latin American governments have enacted different laws to prevent foreign corporations from controlling local media. Mexico's Law of Electrical Communications, enacted in 1926, and Federal Law of Radio and Television, enacted in 1960 (Fernandez-Christlieb, 1982), and Venezuela's Law of Radio Communications, enacted in 1941 (Pasquali, 1963), constitute examples of this governmental activity. But new telecommunication technologies, such as satellite dishes, direct broadcast satellite, and optical fiber are making these regulations obsolete.

(2) Controlling and/or censoring media content, particularly of print media. This form of governmental participation has ranged from the issuing of laws intended to preserve some social, cultural, and moral values, to censorship. Interestingly, whereas the former way of control has focused mainly on electronic media, the latter has been more notorious in print media. This political censorship has been exerted either directly, like Juan Domingo Peron in Argentina (Easum, 1951; Gardner, 1960),

Anastasio Somoza in Nicaragua, or the military regimes in Brazil, Bolivia, and Chile (Fagen, 1974; Fuenzalida, 1974; Mattelart, 1974), or unobtrusively, like Mexico's PIPSA, an institution that supplies publishers with inexpensive newsprint, largely regarded as an organism of political control (Cole, 1972; Fernandez-Christlieb, 1982).

(3) participating as media owners. This phenomenon also takes various forms:

- a) nationalizing some media organizations, like Peru's gradual nationalization of radio and television, from 1971 to 1973 (Gargurevich, 1977).
- b) buying some media companies, like the Mexican government's purchasing of TV-Channel 13 (currently Imevision), in 1972 (Cole, 1972; Fernandez-Christlieb, 1982), and
- c) establishing new media institutions, like Mexico's El Nacional, an official newspaper founded by the Mexican National Revolutionary Party, the predecessor of today's PRI, in 1929 (ibid.).

Finally, the third major characteristic of Latin American media development has been the great success of its commercial television. Mexico's Televisa and Brazil's TV Globo are good examples of this. In fact, Televisa is not only one of the largest TV producers and exporters in the

world, but also, with its new ECO (Orbital Communications Enterprise) system that started broadcasting live programming via satellite in 1988 will probably become one of the most influential communication sources in the Spanish-speaking world.

The aforementioned phenomena brought about mass communication studies in the region. The origins of the discipline in Latin America were marked by the following events:

- 1920-30: Some North American and Argentine scholars conduct a series of studies on South American journalism, analyzing similarities and differences between North American and South American journalism [especially from Argentina, Chile, Brazil, and Uruguay] (Gerald, 1930, 1931).
- 1934: The Escuela Argentina de Periodismo, the first Latin American school of journalism, is founded at the National University of La Plata, in Buenos Aires, Argentina (Nixon, 1970).
- 1959: The International Center of Advanced Communication Studies for Latin America, known as CIESPAL or Centro Internacional de Estudios Superiores de Comunicacion para America Latina is established in Quito, Ecuador on signature of tripartite convention by (1) the Government of Ecuador, (2) the Central University of Ecuador, and (3) UNESCO "to provide advanced training in information science

and scientific journalism, and to carry out scientific research on mass communications and specialized documentation" (Yearbook of International Organizations, 1986-87). CIESPAL has probably been the single most important promoter of communication research in the region. Since its founding, 30 years ago, CIESPAL adopted a leading position in the field by organizing courses and seminars in which Latin American journalists and scholars could exchange experiences among themselves and with North American (e.g., David Berlo, Wilbur Schramm, Everett Rogers) and European scholars (e.g., Gerhard Maletzke). CIESPAL became an important diffusion center by translating into Spanish a number of "classical" communication works written by European and North American scholars, as well as publishing a number of essays and studies by Latin American scholars. To this end, CIESPAL launched both a collection of communication books (Coleccion Intiyan) in 1976, and various serials, such as Monografias CIESPAL, Manuales Didacticos, Materiales de Trabajo, Cuadernos CHASQUI and Revista CHASQUI (Esteinou, 1984, Marquez de Melo, 1984).

- 1960: The Escuela de Ciencias y Tecnicas de la Informacion, the first school of communications of Latin America, is founded at the Iberoamerican University, in Mexico City (Galindo, 1985).

- 1963: Antonio Pasquali, a Venezuelan scholar, publishes his book Comunicacion y Cultura de Masas (Communication and

Mass Culture), which has been regarded as "the first critical research work in communication published in Hispanic America" (Schwarz & Jaramillo, 1986). Pasquali, who studied philosophy in Paris, in the 1950s, has been considered not only as one of the "founding fathers" of communication research in Latin America (*ibid.*) but also as the pioneer of indigenous Latin American communication research analyzing the impact of mass communication on audiences of underdeveloped countries. Pasquali developed his theory based on the works of some existentialists and philosophers of the Frankfurt school (Moragas-Spa, 1981).

- 1964: The first general meeting of Latin American communication researchers is conducted in Mexico City. This meeting focused on communication and development in general, and diffusion of innovations in particular (Beltran, 1977).

- 1963-69: Everett Rogers and others from Michigan State University conduct studies on diffusion of innovations and modernization in Colombia and Brazil (interview with Rogers, 1985). This was perhaps one of the most controversial events of the early stages of communication research in Latin America.

- 1969: Paulo Freire, a Brazilian education scholar, publishes his book Extension or Communication while working as a researcher at the "Instituto de Capacitacion e

Investigacion de la Reforma Agraria," in Chile. In this book Freire states the principles of what later will be known as "alternative communication" (Reyes-Matta, 1986). Freire has been considered as a social, religious, and educational reformer (Elias, 1976). Although his major interest was adult literacy education among the Brazilian poor (Freire, 1973), his approach establishing relationships between poverty, discrimination, oppression, and illiteracy, as well as his active participation in some organizations and movements, such as the Popular Culture Movement [which was an attempt to democratize the culture through discussions on such themes as nationalism, remission of profits, development and literacy] (Elias, 1976), and the fact of his being first imprisoned and then expelled from his country by the military regime who ruled Brazil from 1964 to 1978, made him one of the most influential scholars on Latin American social sciences.

- 1969: Armand Mattelart, a Belgian scholar who had moved from Europe to Chile in 1962, founds, along with Jacques Chonchol and other European scholars, the "Centro de la Realidad Nacional" (CEREN), at the Catholic University of Chile. Mattelart, who has been also regarded as one of the "founding fathers" of Latin American communication research (Schwarz & Jaramillo, 1986), was the pioneer of the "cultural imperialism" approach, a theory that states that the media content imported from first world countries aims

at transmitting the cultural values of the rich societies to the poor/traditional societies. Mattelart was also highly critical of empirical communication research [which he defines as research that focuses on functions and effects] (Mattelart et al., 1970) arguing that the empirical approach accepts the social system and the social order as a given and consequently does not pay too much attention to the structural causes of some phenomena (*ibid.*). The diffusion of his early works, as well as the fact of having published them in Chile, during Salvador Allende's administration, made him one of the most popular authors among Latin American communication scholars.

- 1970: Eliseo Veron, an Argentine scholar, founds the Argentine Semiotics Association, the second of this kind in the world, after the Italian Semiotics Association which was founded in 1969 (Veron et al., 1974).

- 1971: Ariel Dorfman and Armand Mattelart publish the original version of the book How to Read Donald Duck ("Para Leer al Pato Donald"), while working at the Catholic University of Chile, during Allende's administration in Chile.

This brief review of some of the major events that occurred in the early stages of communication research in Latin America, suggests that the discipline emerged gradually in different Latin American countries, with

different theoretical approaches whose origins can be traced to the United States and Europe. In the following paragraphs we will explain some aspects of the process of formation and development of mass communication research in Latin America.

PART A: Formation of the different research traditions.

1. Intellectual roots: A brief review of studies by Latin American scholars indicates that their topics, methods, and theoretical approaches reflect the existence of at least two groups of scholars: one of them with a strong influence from what has been called the "empirical school" (i.e., Abreu-Sojo, 1982; Diaz-Guerrero et al., 1976; Chaffee & Izcaray, 1975; McNelly & Izcaray, 1973; Llano & Morales, 1984), and another with a strong influence from the "critical school" (i.e., Arriaga, 1980, 1984; Beltran, 1978; Beltran & Fox de Cardona, 1980; Dorfman & Mattelart, 1971; Diaz-Rangel, 1974; Esteinou, 1980, 1982; Fernandez-Christlieb, 1976, 1982; Roncagliolo, 1982a, 1982b; Schmucler, 1982).

The empirical school, which has been characterized as taking a quantitative, empirical and functional approach (Rogers, 1982), is concerned with identifying and measuring the factors that determine the occurrence of certain social phenomena, as well as with determining the strength and direction of the relationship between/among those factors.

One of the earliest manifestations of this approach in the field of communication was the study of mass media effects, a research tradition which has experienced important changes over. Some writers believe this school has gone from an original assumption that mass media messages caused similar effects on the whole audience (powerful effects approach), to a somewhat skeptical approach about the possible effects of the media (limited effects approach), to a more recent hypothesis that people use the content of the media in a different way and for different purposes, and that media effects, if any, may vary not only from person to person but also from time to time on the same person because "effects" are typically mediated by a number of factors (Roberts & Bachen, 1981). One of the major criticisms to the "empirical" approach has been that it analyzes very specific problems, most of the time isolated from a historical context; the usual citation to support this charge (Lazarsfeld, 1941) predated any actual empirical research. The "critical" school, on the other hand, consists mostly of philosophical work. It involves discourses on a broader social structural context of communication; its proponents assume that a theory of communication is impossible without a theory of society (Golding & Murdock, 1978; Rogers, 1982). In a general way, the critical approach is rooted on the ideas of Max Horkheimer and other theorists of the Frankfurt School. Specifically, critical theorists take from Horkheimer and

his associates an interest in analyzing the presumed sender of the message, that is, who owns the media, and how are the media organized and controlled (Lazarsfeld, 1941; Rogers, 1982).

The influence of each school of thought on Latin American communication research can be traced through the following events: First, by the great diffusion of social science in Latin America through publication of Spanish and Portuguese versions of works of Talcott Parsons, Robert Merton, and other leaders of American Sociology (Mullins & Mullins, 1973), as well as those of Karl Marx, Friedrich Engels, Antonio Gramsci, Louis Althusser, and other Marxist and Neo-Marxist scholars, especially in the 1960s; in communication research, there was also considerable diffusion of Spanish and Portuguese versions of a number of "classical" works by North American and European communication scholars: Berlo's (1960) The Process of Communication, Dumazedier's (1955) Sociologie de la Communication e Sociologie Culturelle, Cazeneuve's (1965) Sociologie de la Radio-Television, Hovland, Janis & Kelley's (1953) Communication and Persuasion, Klapper's (1960) The Effects of Mass Communication, Maletzke's (1963) Psychologie der Massenkommunikation, Rogers's (1962) Diffusion of Innovations, Schramm's (1954) Process and Effects of Mass Communication, and (1963) The Science of Human Communication, and Wright's (1959) Mass

Communication: A Sociological Perspective, among others. CIESPAL played an important role in publishing many of these works in Spanish (Jimenez-Mendez, 1982). This allowed Latin American communication students to study authors of both schools (Rogers, 1982). The second source of influence was represented by the first Latin Americans who studied in graduate programs in Europe and in the United States. For instance, Veron, who introduced the study of semiology into Latin America, studied in Paris where he learned the principles of structural anthropology from Claude Levi-Strauss, and of semiology from Roland Barthes (Schwarz & Jaramillo, 1986); Pasquali, who established the distinction between "communication relation" and "information relation" -- with the former being bilateral and dialogical, and the latter unilateral and massive (Pasquali, 1963:24-25) -- studied philosophy in Paris where he was strongly influenced by the ideas of phenomenologist and existentialist authors like Martin Heidegger and Paul Sartre (Jimenez-Mendez, 1982; Schwarz and Jaramillo, 1986). Luis Ramiro Beltran, the Colombian scholar who could be regarded as the "social leader" of communication research in Latin America and an important promoter of the idea of producing a Latin American approach to communication that fits the social and cultural needs of the region (Beltran, 1976), as well as of the study of national communication policies (Beltran, 1976), studied at Michigan State University where he learned principles of

the empirical approach from Berlo and Rogers (interview with Rogers, 1985). Finally, Juan Diaz-Bordenave (a Paraguayan scholar living in Brazil), Fausto Izcaray (Venezuelan), and Josep Rota and Ruben Jara (Mexicans), studied at Michigan State University and the University of Wisconsin, where they became interested in the areas of communication and development, mass media uses and effects, and political communication (interviews with Diaz-Bordenave, Jara, and Rota, Summer, 1985). Those who studied in Europe brought to Latin America some of the ideas of Marxists, Neo-Marxists, and Semioticians. On the other hand, those who studied in the United States brought to Latin America some of the ideas of the empirical school, especially those of the dominant paradigms of communication and development, and diffusion of innovations of the 1950s and 1960s (Narula & Pearce, 1986). Diaz-Bordenave, for instance, a the co-founder of the graduate program of the school of communication at Chapingo, Mexico, a program that has been characterized by its extensionist approach (interview with Fernando Moret, May 1985). We should point out, however, that not all the Latin American scholars who belong to the group with European influence are necessarily critical, in the same way in which not all those who studied in the U.S. are necessarily empirical. Beltran, for instance, has been regarded by some analysts as someone who has a "moderate" position (Rogers, 1982), or even as someone who has moved from an empirical to a critical

position (Schwarz & Jaramillo, 1986). A third influential factor is represented by both those U.S. scholars who taught at CIESPAL in the 1960s, like Raymond Nixon, Berlo and Rogers, among others (interview with Jesus Maria Cortina, who attended one of the seminars at CIESPAL, May, 1985), and those who conducted research projects in Latin America especially in the 1960s and 1970s (Arnove, 1973; Comstock & Maccoby, 1966; Hornik et al., 1973; Rogers, 1965; White, 1972), including those U.S. scholars who have conducted research along with Latin American scholars, like Rita Atwood (Atwood & Mattos, 1982), Roy Carter (Carter & Sepulveda, 1964), Steven Chaffee (Chaffee & Izcaray, 1975; Chaffee & Hernandez-Ramos, 1985), Richard Martin (Martin, McNelly & Izcaray, 1976), and John McNelly (McNelly & Molina, 1972; McNelly & Izcaray, 1973). Finally, the fourth influential factor is represented by those European scholars who came to Latin America to teach and do research. Among them, the following stand out: Mattelart and Chonchol, who founded the "Centro de Estudios de la Realidad Nacional," in Chile, in 1969, and launched the journal Cuadernos de la Realidad Nacional, perhaps the first Latin American journal publishing critical communication studies, and more recently Jesus Martin-Barbero, a Spanish scholar, who, along with the Argentine anthropologist Nestor Garcia-Canclini (both of whom have been strongly influenced by Pierre Bourdieu, one of the most important authors in the area of sociology of

culture), brought from Europe the ideas of Alberto Cirese, Lombardi Satriani, and other Italian anthropologists -- followers of Antonio Gramsci -- who have worked in the area of popular culture (interviews with Martin-Barbero and Garcia-Canclini, Fall, 1985).

These various sources helped Latin American scholars to become familiar with the principles, main characteristics, and theoretical approaches to communication research of critical and empirical scholars in Europe and the United States, and to adopt some of their ideas in Latin American communication research. In other words, whereas some Latin American scholars were concerned with answering audience-level inquiries, and put the emphasis on mass media uses and effects (Lozada et al., 1980; Sabido, 1984), as well as on the manifest content of the media (Korzenny et al., 1981; Rota, 1970), other Latin American scholars were concerned with answering source-level inquiries, putting the emphasis on mass media ownership (Fernandez-Christlieb, 1976, 1982; Mattos, 1982, 1984; Sanchez-Ruiz, 1984; Trejo-Delarbre et al., 1985), and on the ideological content of mass media messages (Aguirre & Bismal, 1981; Dorfman, 1980; Dorfman & Mattelart, 1971; Dorfman & Jofre, 1974).

Variations in approach led to variations in the major topics analyzed by Latin American scholars: whereas the former group has put more emphasis on the areas of [1]

communication and development and diffusion of innovations (Diaz-Bordenave, 1974, 1976, 1977; Schneider & Fett, 1974), [2] evaluation of educational programs (Diaz-Guerrero & Holzman, 1974; Diaz-Guerrero et al., 1975, 1976), [3] mass media flows (Antola & Rogers, 1984), [4] agenda-setting (Chaffee & Izcaray, 1975), and [5] patterns of media use (McNelly & Izcaray, 1973; Lozada et al., 1980), the latter group has emphasized [1] cultural imperialism (Dorfman, 1980; Dorfman & Mattelart, 1971; Dorfman & Jofre, 1974), [2] mass media ownership (Fernandez-Christlieb, 1976, 1982; Mattos, 1982, 1984; Sanchez-Ruiz, 1984; Trejo-Delarbre et al., 1985), [3] transnationalization of culture (Lins da Silva, 1986; Roncagliolo, 1986), [4] alternative and participative communication (Nethol & Pinto, 1980; Reyes-Matta, 1986; Simpson-Grinberg, 1981, 1986), and [5] popular culture (Garcia-Canclini, 1982). There are, however, some areas of study that have emerged in the last ten years or so, such as "national communication policies" and "new technologies" that have been explored by both critical (Beltran, 1976; Eliashev, 1981a, 1981b; Esteinou, 1987; Fadul, 1984; Mattelart & Schmucler, 1983; Schmucler, 1983) and empirical (Rada, 1981; Salinas, 1985; Schenkel, 1984a; 1984b) Latin American communication researchers. Table 2.1 presents a summary of this situation.

2. More recent sources of intellectual influence on Latin American communication scholars: Five major theoretical currents have exerted influence on Latin American

Table 2.1: Hypothetical characteristics of studies conducted by critical and empirical Latin American communication scholars (*)

Characteristic	Empirical scholars	Critical scholars
Theoretical approach	<ul style="list-style-type: none"> . Audience-level inquiries . Emphasis on mass media effects . Emphasis on manifest content of media messages 	<ul style="list-style-type: none"> . Source-level inquiries . Emphasis on mass media ownership . Emphasis on ideological content of the media (latent meaning)
Major topics	<ul style="list-style-type: none"> . Communication and development / diffusion of innovations . Mass media flows . Mass media effects / agenda-setting . Patterns of media use 	<ul style="list-style-type: none"> . Alternative communication / democratization of mass media . Transnationalization of culture . Mass media ownership . Popular culture
Topics that have been of interest for both groups, recently.	<ul style="list-style-type: none"> a) Communication policies <ul style="list-style-type: none"> - National - International (New World Information Order) b) New information technologies 	

(*) Adapted from Rogers (1982)

communication research since the early 1970s:

a) Popular culture research, an anthropological analysis of the different ways of expression that an ethnic, indigenous, or popular group uses to communicate their cultural values and experiences of their quotidian life (Garcia-Canclini, 1983). It is based on Gramsci's idea that "the working class in a capitalist society might resist bourgeois cultural influences while developing its own forms of expression, in literature, art, and thought" (Bottomore, 1968), as well as on his notion of "social hegemony," which represents the interdependence of economic, political, and cultural elements in class conflicts (ibid.). The basic claim of this approach is that each country or region has to promulgate its own cultural policies with the following purposes: (1) to transform radically those institutions devoted to produce culture [e.g., the mass media, the schooling system, etc.], in such a way that popular organizations can participate in the use of those means of cultural production, (2) to allow artists and intellectuals to participate actively and critically in those institutions or centers that distribute art and culture (e.g., educational centers, mass media, museums, etc.), (3) to create alternative channels for the production and distribution of culture, linked to popular organizations, such as political parties, labor unions, and neighborhood associations (Garcia-Canclini, 1983). This

approach, along with Freire's conception of "cultural invasion," which he opposes to dialogical communication (Freire, 1969), as well as with the cultural imperialism approach that emerged from the early works of Mattelart, and with the "media imperialism" approach (Fejes, 1981), which we will explain in subsequent paragraphs, produced an approach to the study of communication referred to as "alternative communication," which has been regarded as Latin American (McAnany, 1986; Reyes-Matta, 1986; Wasko, 1986).

b) The media imperialism approach, which can be seen as a second stage, or as a more elaborated conception of Mattelart's original ideas on cultural imperialism, has been the second source of influence on Latin American scholars in the past ten years. This new approach, which has been elaborated by both European (Mattelart, 1978, 1980; Nordenstreng & Varis, 1979; Varis, 1973) and North American communication scholars (Schiller, 1976), is concerned with the role that modern communications play in the development of the Third World (Fejes, 1981). Unlike the original approaches to communication and development, the media imperialism approach sees the mass media, within the context of global communications, as an obstacle to meaningful and well balanced socio-economic progress (ibid.).

c) The knowledge gap hypothesis, which point out that an infusion of information from the mass media in a social system may widens the gap in knowledge between high and low SES people (Tichenor et al., 1970), has also been very influential on Latin American communication researchers, especially those interested in communication and development (Elguea, 1984; McNelly & Molina, 1972; Simmons & Garda, 1982). Perhaps this interest in the knowledge gap hypothesis is based on the general concern among Latin American scholars for the effects of mass media in a society with such a strong structural problems.

d) Dependency theory, which was originally sketched by Argentine economist Raul Prebisch (Preston, 1982), and developed by Teotonio Dos Santos, Fernando Henrique Cardoso, Ruy Mauro Marini, Celso Furtado, and other Brazilian and Chilean economists and sociologists who were working for the Economic Commission for Latin America (ECLA), in Chile, in the late 1960s and early 1970s (Elguea, 1984; Preston, 1982), has been another important source of influence on Latin American communication scholars since the early 1970s. This theory, from the field of economics, states that in the world capitalist system the relationships between developed ("center") and underdeveloped countries ("periphery") are unequal, and that this inequality limits the capacity of the internal market of the underdeveloped country creating an ever

increasing relationship of dependency (Chilcote, 1984). According to Dos Santos, who has been regarded as one of the most important theorists of dependency theory (Elguea, 1984), there are three historical forms of dependency: (1) colonial dependency, characterized by trade monopolies over land, mines, and labor of colonial societies, (2) the financial-industrial dependency of the end of the nineteenth century, and (3) the dependency that emerged after World War II, characterized by the expansion of multinational corporations (Chilcote, 1984). Each of these stages of dependency, and especially the third one, has been facilitated, according to some dependency theorists (Cardoso & Falleto, 1979), by economic and political elites in the underdeveloped countries, generating a process of internal dependency.

Principles of dependency theory have been applied by Latin American scholars to cultural dependency, transnationalization of culture, and mass media ownership.

e) Freire's theory of dialogical communication.

Freire, who developed a theory of education through conscientization (Freire, 1973), assumes that there are no passive subjects in the process of communication. Instead, dialogue should characterize the world of communication. He states that education is communication, and should be not the transfer of knowledge from one individual to another, but the encounter of two or more individuals who

learn by finding out the meaning of their world.

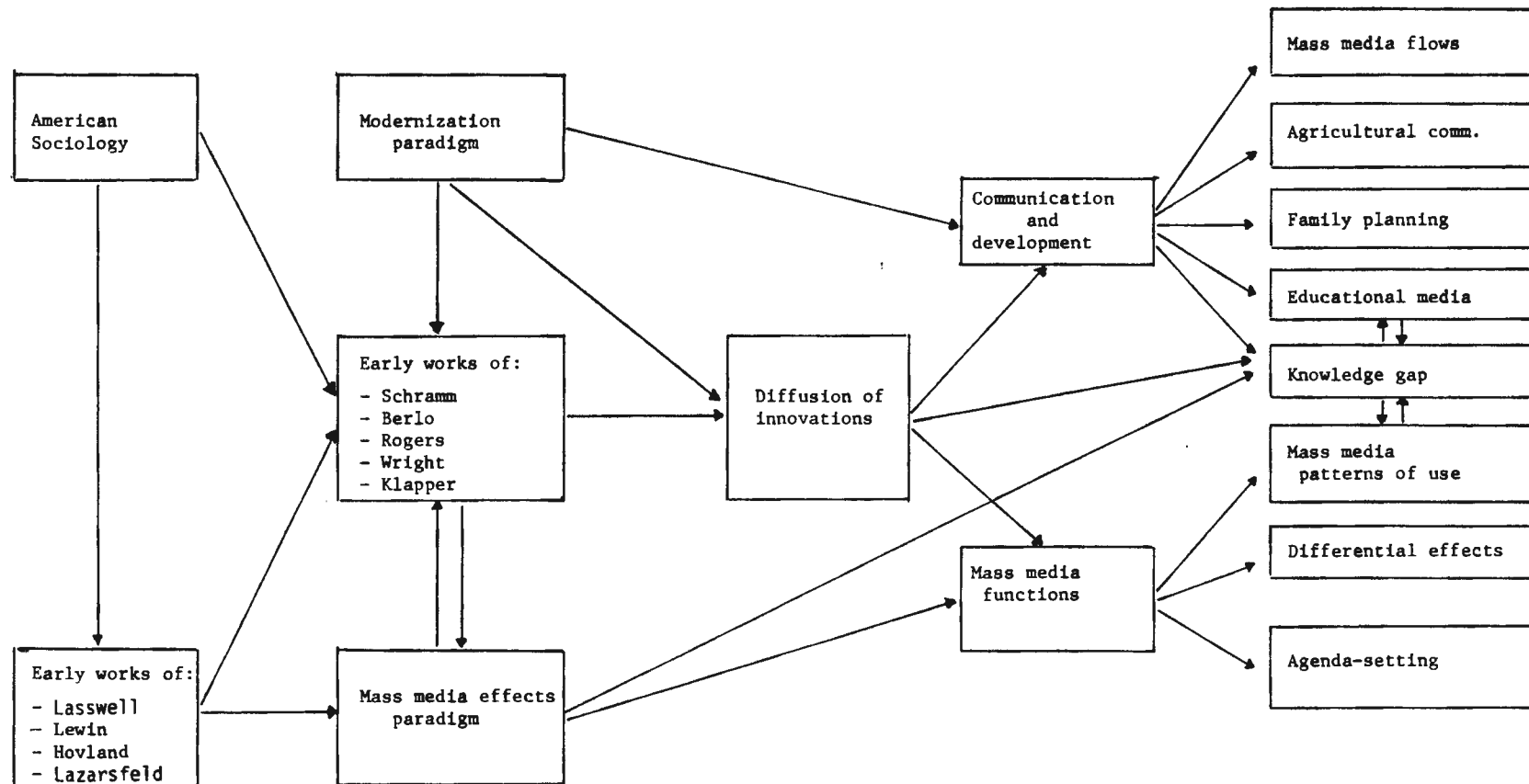
Communication and education, according to Freire, are horizontal and dialogical (Freire, 1969). Freire's ideas have been very influential on the study of communication and development (Diaz-Bordenave, 1976, 1977), especially alternative communication, including "marginal communication, group communication, popular communication, and horizontal communication" (Reyes-Matta, 1986:190).

In summary, Latin American communication research has been influenced by European, North American, and more recently indigenous Latin American theories. All these factors have created a discipline in the region that splits into two lines, "critical" and "empirical," both of which have registered some changes over time in the kinds of topics that have received more attention by Latin American scholars. Figures 2.1 and 2.2, present hypothetical models of the major sources of influence on both "critical" and "empirical" Latin American communication scholars.

PART B: Approaches of overview studies of communication

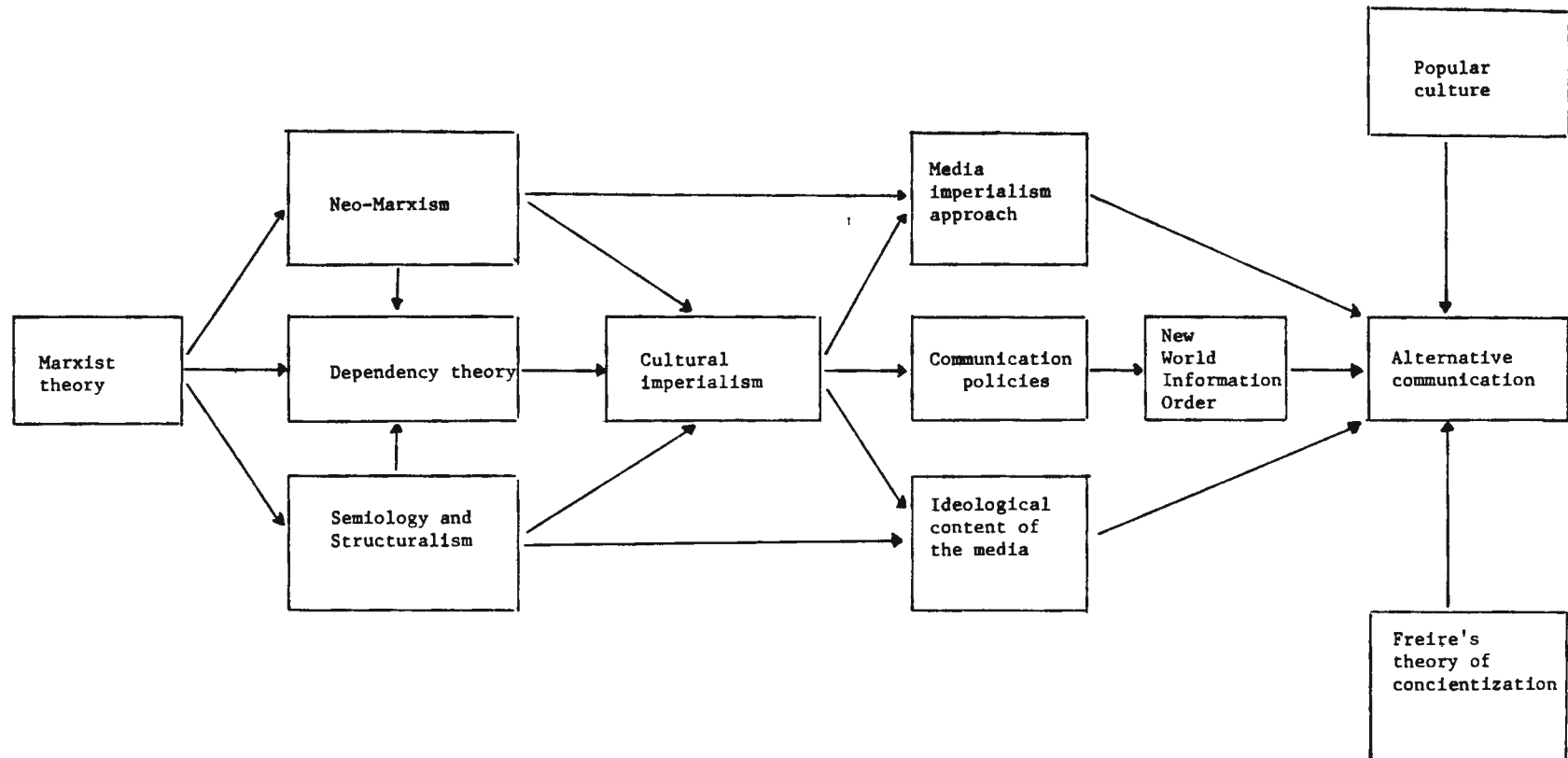
research in Latin America: The growth of communication research described above has been analyzed from different points of view by a number of Latin American and North American authors. Roughly speaking, three approaches can be identified in these analyses:

Figure 2.1: Hypothetical model of the major sources of influence on Latin American empirical scholars



(*) Model is an expanded version of Rogers, 1976, 1982, 1986.

Figure 2.2: Hypothetical model of the major sources of influence on Latin American critical scholars (*)



(*) Model is an expanded version of Chilcote, 1984; Narula & Perace, 1986; Reyes-Matta, 1986.

1. Latin American communication research seen as essentially critical: In general, scholars who sustain this idea tend to equate Latin American communication research with the critical approach. They consider that the mainstream of Latin American communication research started with the works of Mattelart in Chile, Veron in Argentina, Pasquali in Venezuela, and Beltran in Colombia (Schwarz & Jaramillo, 1986). Moreover, they consider that this approach to communication in Latin America, which was for some time overlooked by most North American scholars, preempted studies of this kind in any other part of the world. As a matter of fact, the first studies of communication conducted in Europe "started in approximately the mid-1960s" (Blumler, 1982:146), and the first critical studies in the U.S. were conducted in the early 1970s (e.g., Schiller, 1970). Therefore, although the "critical" approach to communication is rooted in those European schools derived from Marxism, the application of this critical approach to the field of communication is Latin American. This fact has created a critical research tradition in the region that has spread all over Latin America (Schwarz & Jaramillo, 1986).

2. Latin American communication research seen as an offspring of the cultural and intellectual dependence from the U. S.: Proponents of this approach state that in the same way in which Latin American mass media emerged as a

consequence of the association of internal groups with some U.S. media corporations (Fernandez-Christlieb, 1976, 1982; Mattos, 1982), the study of mass communication in Latin America has been a consequence of cultural imperialism (Corral, 1982; Jimenez-Mendez, 1982). They base their assertions on two facts: (1) The Escuela Argentina de Periodismo, the first school of journalism in the region, was founded with the help of the School of Journalism at Columbia University (Nixon, 1970). In the same vein, the curricula of many other Latin American schools of journalism and mass communication have been designed in line with the programs in U.S. universities; (2) CIESPAL, which according to these authors was part of John Kennedy's Alliance for Progress (Corral, 1982:70), was responsible for diffusing, through its courses for scholars, journalists, and chairpersons of schools of journalism and communication in Latin America the empirical approach. As a consequence of these events, the study of communication in Latin America followed, at least in its early stages, the principles and objectives of the empirical school.

3. The "hybrid" perspective: Basically consists of considering Latin American communication research as a field where both the critical and the empirical approaches coexist. According to this view "neither the empirical nor the critical school is dominant in Latin America today" (Rogers, 1982:135). Both schools are equally represented

in the region, and Latin American communication students may learn the principles of either school (ibid.).

These theories are not necessarily contradictory to each other. Perhaps they simply talk about different stages in the growth of communication in Latin America, with a strong influence of the empirical school in the early stages, a strong influence from the critical school in the 1960s and 1970s, and a more balanced influence from both schools in the recent years. However, this idea, if true, is not clear in the works that have been presented above. The picture is still vague. Perhaps one of the problems is that the generalizations presented above, though interesting and insightful, are not based on systematic data. Some evidence is needed to have a better sense of the major characteristics and research trends of Latin American communication research. This is precisely the aim of the present study: to provide a first approach to the growth of communication research in Latin America based on empirical data.

In the following chapters, we will describe the research methods used in the present study, and will present and discuss the main findings of our study.

CHAPTER III

SOURCES OF DATA

Generally speaking, data for the present study come from two major sources: (1) communication scholars with experience in Latin America, and (2) communication journals publishing research on Latin America. Each of these is divided into two sub-groups -- Latin American and North American. The purpose of the present chapter is to describe the various methods of data collection and data analysis we used to obtain information from these sources.

1. Latin American scholars: the starting point of our study. The first step was to interview 50 Latin American communication scholars, from seven Latin American countries, to find out how they perceive the development of the discipline in the region. Specifically, we were interested in obtaining their views in regard to the following issues:

(1) What internal and external factors determined the emergence of communication research in Latin America? (2) Which have been the most important studies of communication conducted in the region? (3) Which scholars [either Latin Americans or not] have been the most influential in the growth of the discipline in the region? (4) Which social, political, and scholarly events have contributed positively and which negatively [e.g., main obstacles] to communication research in Latin America? (5) What have been

the major changes over time in topics and research methods used in Latin America? (6) Is there a "Latin American communication research model?" (7) Which changes would they like to see in communication research in Latin America [e.g., which problems should be more studied, and which should be abandoned]? and (8) What kinds of changes will occur in communication research in Latin America with the arrival of new information technologies?

a) Methods of data collection: Interviews with the 50 Latin American scholars were conducted by a questionnaire composed of 25 open-ended questions, designed to cover the various areas mentioned above. A copy of the questionnaire is Appendix A.

Due to the lack of information about communication scholars in Latin America [e.g., most of the membership rosters of the various associations of communication scholars in Latin America are out-of-date], participants were selected through personal contacts, that is, going through networks of known scholars in a kind of "snowball" sampling.

Data collection of this part of our study can be divided into two groups: (1) interviews with communication scholars living in Mexico, and (2) interviews with scholars living in other Latin American countries. A group of friends who volunteered to help in the process of data

collection, and I covered the first stage, interviewing 25 communication scholars in Mexico City and Guadalajara, in the summer of 1985. The second stage was covered by interviews I personally conducted with five Latin American scholars who attended the annual convention of the International Communication Association (ICA) in May, 1985, and by interviews conducted by a group of interviewers affiliated with IPAL (Instituto para America Latina), a research institute in Lima, Peru. Unfortunately, only 20 scholars out of 60 who were contacted by IPAL's people in South America participated in the study (33.3% response rate). Therefore, the low response rate obtained in Central and South America created a problem of "over-representation" of Mexico, and "under-representation" of other Latin American countries. Table 3.1 shows the group of participants by nationality [emigres were classified in the category corresponding to their native land].

 Table 3.1: Interviewees by nationality.

Country	(%)
-----	-----
Argentina	4
Brazil	16
Chile	6
Colombia	8
Costa Rica	2
Mexico	54
Peru	10

T O T A L	100
-----	-----

All interviews then were tape-recorded, except those in which the interviewee preferred otherwise. At the end of each interview, participants were asked their nationality, names of professional associations to which they belong, and jobs or honorary positions held.

b) Data Preparation: The following procedure was used in coding the interview data: First, transcripts of the interviews were obtained by listening to the tapes and typing up the responses given to each question. Second, responses were grouped by question and then broken down into several categories. These categories were based on the most frequent responses given to each question by the whole group of respondents. Third, we went back to the transcripts corresponding to each interview and coded answers to each question based on the categories of response mentioned above. Finally, we entered these coded data into the computer for data manipulation and data analysis. Some breakdowns of the data were conducted by respondent's (1) nationality, (2) affiliation with professional associations, (3) job and/or honorary positions, (4) research areas studied, and (5) research methods commonly used. The idea was to determine whether any of these variables explain differences in the way Latin American communication scholars perceive the development of the discipline in the region.

Taking into account the unequal distribution of

respondents by nationality (see table 3.1), we decided to group this variable into three categories: (1) Mexicans [N=27], (2) Brazilians [N=8], (3) other Hispanic South and Central Americans [N=15]. In some instances, we considered only two categories for this variable: (1) Mexico and Central America [N=28], and (2) South America [N=22].

Regarding affiliation with professional associations the following categories were considered in our analysis: (1) No affiliation with any professional association, (2) affiliation with one or more national association(s), (3) affiliation with one or more international association(s), (4) affiliation with at least one national and one international associations.

In regard to job and/or honorary positions, two categories were used: (1) Professor and/or researcher, and (2) any of the following: (2.1) chairperson of a school or department of communication, (2.2) director of a research institute, (2.3) president or vice-president of a national or international association, (2.4) consultant for an international organization, such as UNESCO.

In regard to the areas of research commonly studied by respondents we created a list of research topics based on the responses from Latin American scholars to this question, and then grouped them into twelve categories [see Table 3.2]. These categories of response were later used

Table 3.2: Research topics more commonly studied by Latin American scholars grouped in larger categories

Category	Topics mentioned by Latin American scholars
1. Mass media uses and effects	. Advertising research, mass media effects, media uses & patterns of consumption, children and media, women and media, knowledge gap.
2. Communication & development	. Agricultural/rural communication, modernization research, diffusion of innovations, educational communication, health communication, communication and population problems, communication and development.
3. Communication & culture	. Popular culture, cultural dependency, cultural imperialism/hegemony, mass culture, cultural industries.
4. Political communication	. Political communication, public opinion, mass media and political socialization.
5. Characteristics of Latin American media	. Media and Latin American elites, mass media ownership, media-state relationships, media flows.
6. Alternative communication	. Alternative communication, democratization of the media.
7. History of communication in Latin America	. History of Latin American media, history of communication research in Latin America.
8. Communication policies	. Communication policies, New World information order, right to be informed.
9. Ideological content of media	. Ideological content, semiological studies
10. Latin American journalism	. Teaching of journalism, freedom of the press, scientific journalism.
11. New information technologies	. Satellite communication, social impact of the new technologies.
12. Other	. Organizational communication, interpersonal communication, philosophy of communication.

for content and citation analyses of Latin American and North American journal articles.

Finally, in regard to the research methods more commonly used by Latin American scholars, we consider two major groups: (1) "hard" social science research methods [e.g., empirical methods in general, experiments, quasi-experiments, and surveys], and (2) "soft" social science research methods [e.g., archival techniques, case studies, content analysis, field research, philosophical analyses, group sessions, historical analyses, and anthropological techniques].

c) Statistical tests: Because all the results in this study were exploratory and descriptive in nature, always two-tail tests were used for any comparison between groups.

2. Latin American and North American communication journals: Another way of studying the growth of mass communication research in Latin America as a scholarly discipline, is by analyzing what communication scholars have produced, that is, the books, journal articles, and conference papers that constitute the means by which scholars express what kinds of problems, concepts, theories, and authors are important to them.

Three archival techniques have proved useful in evaluating the scientific activity of scholars within a particular discipline: (1) content analysis, (2) authorship

analysis, and (3) citation or bibliometric analysis. The first technique has been used to determine the content, methodology, and style of scholarly works (Parker et al., 1967). Authorship data has been used as a measure of productivity of authors, and as an indicator of the level of development reached by a scientific discipline (Price, 1963). Citation analysis has been used to determine the level of interconnectedness among journals (Parker et al., 1967; Reeves & Borgman, 1983), as well as a measure of the productivity of scholars, and of the direct and indirect influence [total impact] of papers over time (Margolis, 1967).

In the present study, we are concerned with determining (1) which communication topics have been widely analyzed in Latin America, (2) which have been the most influential authors on Latin American scholars, (3) what is the level of connectedness of communication journals in the region, and (4) whether there have been some patterns of change over time regarding these issues we included. Accordingly, the second step of our study consisted of content and citation analyses of all the articles published by Latin American scholars in the ten major Latin American communication journals, as well as content analysis of all articles on Latin America published by North American scholars, published in seven U.S. major communication journals. The following paragraphs explain the methods

used in this part of our study.

a) Data collection: First, we had to decide what kinds of materials to select as representative of the scholarly work conducted in Latin America: (1) books, (2) journal articles, or (3) conference papers. Papers from communication conferences in Latin America are rarely published, so it is often very difficult to get them, to know how many there are, or who wrote them. This leaves a choice between books and journals. Although we suspect that books have played a role at least as important as journals in the growth of the discipline in the region, we decided to select journals for our analysis, based on the following reasons: (1) journals cover a wider variety of authors and topics than books, (2) journals cover almost the entire history of Latin American communication research, and (3) journals represent research conducted in most of the Latin American countries and consequently reflect the variety of interests that we assume exists in the region.

The next step was to determine which Latin American and North American journals to select. In chapter V we provide a detailed explanation of the reason why we selected the journals for the present study. For now we will indicate that we selected ten major Latin American journals of communication, which together cover a period of sixteen years [1969-85], which have been published in seven

Latin American countries, and that in total contain 415 journal articles by Latin American scholars. Regarding the North American journals, we selected seven major U.S. communication journals that have published research on Latin America. Together, these U.S. journals have published 187 articles on Latin America in a period of 55 years [from 1931 to 1986]. Table 3.3 presents a summary of this information.

The third step was to decide how to collect and code both content and citation analysis data. Regarding the former, we first decided to use thematic units of analysis (Krippendorff, 1980), that is, content units that could be identified by their correspondence with the list of 50 topics we mentioned in the section corresponding to interviews with Latin American scholars. We then went through the 187 articles on Latin America published in the seven U.S. communication journals, and the 415 articles by Latin American scholars in the ten Latin American journals, and assigned them code numbers corresponding to topic(s) from our list. The coding process was as follows: we read the title, the abstract and/or introduction, and the headings and sub-headings of each article to determine its main topic(s). Sometimes, the topic of the article was unique and explicitly stated in the title. At other times, however, one article covered three or more different interwoven topics, making more difficult the process of

Table 3.3: Major Latin American and North American communication journals selected for the present study.

Journal's name	Time period between first and most recent article on Latin America												Number of articles analyzed
	1930	35	40	45	50	55	60	65	70	75	80	1985	

1. LATIN AMERICAN JOURNALS:													
. Chasqui [second stage] (CIESPAL/Ecuador)												-----	46
. Comunicacion y Cultura (Mexico)											-----		73
. Cuadernos de Comunicacion (Mexico)											-----		90
. Cadernos INTERCOM (Brazil)												-----	30
. Comunicacao e Sociedade (Brazil)												-----	81
. Cuadernos del TICOM (Mexico)												-----	26
. Revista/Cuadernos ININCO (Venezuela)												-----	28
. Serie Comunicacion Social y Desarrollo (FUDECO/Venezuela)												-----	11
. Cuadernos de la Realidad Nacional (CEREN/Chile)												-----	21
. Lenguajes (Argentina)												---	9

T O T A L													415
2. ENGLISH LANGUAGE JOURNALS:													
. Journalism Quarterly												-----	66
. Studies in Latin American Popular culture												-----	48
. Journals of Communication												-----	15
. Public Opinion Quarterly												-----	22
. Gazette												-----	14
. Communication Research												-----	10
. Journal of Broadcasting												-----	12

T O T A L													187

classifying the article according to its main topic(s). This phenomenon had higher incidence among Latin American journals where many articles are essays. In those cases, the decision was based on the space assigned to each of the various topics in the article. A maximum of two topics per article were coded. In addition to the topic(s) of the article, three other elements were coded: (1) journal in which the article was published, (2) year of publication, and (3) country or region [i.e., Central America] where the study was conducted.

Citation analysis was conducted only on articles published in Latin American journals; those published in U.S. journals were not included. Our interest in this analysis was to identify the intellectual influences among Latin American communication scholars. Besides the elements coded for content analysis, in our citation analysis we coded the following elements: (1) name of cited author, (2) authorship/co-authorship, that is, whether the cited author was a single author or the first, second, third, or fourth co-author, (3) year of publication, (4) name of the journal, or whether it was a book, conference paper, or other kind of publication, and (5) language of citation.

A file of 2388 index cards, one for each cited author, was created. Each card contains one or more lines of data, each of which represents one citation. This

information was entered into the computer for data manipulation [mainly data reduction], and statistical analyses.

b) Data analysis: Although the data sets of our content and citation analyses consisted of a relatively small number of variables [four and eight, respectively], most of these variables involved a very large number of values. In the content analysis data, for instance, the variable "topics" had 50 categories, and "time" covered a period of 55 years in the case of U.S. journals [from 1931 to 1986], and of 16 years in the case of Latin American journals [from 1969 to 1985]. In the citation analysis data, there were 2388 "cited authors," more than 230 "cited publications," and ten "citing journals" for the Latin American data, seven for the U.S. data. There were seven "language of citation" categories. Therefore, the first step in data analysis consisted of data reduction, to create categories susceptible of meaningful comparisons.

Due to the historical dimension of our study, "time" was a variable that had particular importance. However, this variable did not offer many possibilities for analysis in the way it was originally coded [by year]. Data showed great dispersion especially within the U.S. journals: an average of 3.4 articles on Latin America, per year, in the U.S. communication journals (versus an average of 25.9 per year in the Latin American communication journals).

Consequently, we decided to use larger categories, dividing the whole history of communication research in Latin America into three stages: The first stage going from the early studies on South American journalism published by Gerald and Cohn in the early 1930s to the Founding of CIESPAL in 1959. The second stage goes from 1960 to the Intergovernmental Conference on Communication Policies in Latin America and the Caribbean organized by UNESCO in San Jose, Costa Rica, in July 1976. Finally, the third stage goes from the emergence of the debates on the New World Information Order in 1977-78 to 1985. Chapter IV analyzes in detail the differences among these stages of development.

Other content and citation analysis variables were also subject to data reduction: Topics, which was reduced from 50 to 12; for Cited author, two exercises of data reduction were conducted: First, we obtained a list of the 100 authors who were most widely cited by Latin American scholars; Second, authors were grouped into the following categories: a) Marxists [orthodox Marxists] and Neo-Marxists [Frankfurt school, Italian phenomenological Marxism, Freudo-Marxism, and French existential Marxism (Jay, 1973; Parkinson, 1982)]; b) Linguists, structuralists, and semioticians (Morin, 1968); c) Latin American critical communication scholars (Atwood & McAnany, 1986); d) North American empirical communication scholars;

and e) North American and European scholars of the media imperialism approach (Fejes, 1981). Authors were assigned to categories according to the "lists" of authors provided in the literature mentioned above for each "school of thought." Sometimes, this process of classification was relatively easy. In other instances, however, authors fell into two or more categories. Additionally, some categories were so broad that they included scholars who are in conflict with one another. Marxists and Neo-Marxists, for instance, debate many fundamental points of disagreement, and within each group there are conflicting sub-groups. As Parkinson (1982:2) points out, "Marxists have been, and still are divided into a number of opposing groups, each of which claims to propound the real doctrines of Marx." The same can probably be said of many of the other categories. The category "empirical scholars" includes, for example, experimental psychologists of learning and perception, and sociologists of community processes and mass behavior. Notwithstanding, we decided to use these simplified categories for two reasons: First, it is not the intention of the present study to determine the level of internal congruency of each group, but to determine which group, as a whole, has been more influential on Latin America's communication research. Second, working with bigger groups increases the possibility of finding meaningful trends or patterns of intellectual influence.

The variable Cited journal was collapsed into five categories: a) Hispanic American journals, b) Brazilian journals, c) U.S. journals, d) European journals, d) books, and e) other kinds of publications. Language of citation was reduced to four categories: a) Spanish, b) Portuguese, c) English, and d) and other European languages.

3. North American scholars: The third source of data is composed of those North American communication scholars who have conducted some published research on Latin America. The purpose of including them in our study was to get a point of view we suspect is different from the one of the Latin American scholars in regard to the same issues we asked of the latter group.

a) Data collection: Using all the articles on Latin America published in the seven U.S. communication journals, we prepared a list of North American scholars with experience in Latin America. The original group was composed of 105 scholars. Eliminating those who were dead, no longer in academics, and whose address we were not able to find out, we ended up with a list of 83 U.S. scholars. We mailed each a questionnaire made up of a number of fixed-alternative questions, and five free-answer questions. We received 51 questionnaires back, a response rate of 61.4%.

The questionnaire for U.S. scholars was designed to

cover the same areas as the less structured interviews with Latin Americans. As a matter of fact, the response alternatives provided in this instrument came from coding responses of the Latin American scholars.

Before mailing the questionnaire, we pre-tested it with five scholars who were members of our target group and living in the San Francisco Bay area. One of the improvements the questionnaire had as a consequence of the pre-test was to ask respondents not only for the amount, places, and topics of studies they had personally conducted in Latin America, but also for their experience in regard to these issues as consultants or faculty advisers. This helped us get a more complete picture of the total experience of respondents in research on Latin America. The final version of this questionnaire is Appendix B.

b) Data analysis: Data corresponding to the fixed alternative questions were pre-coded and entered into the computer for analysis. Answers to open-end questions -- namely, (1) perceived changes in Latin American communication research in regard to the problems studied, research objectives, and research methods, (2) opinion on whether there is a Latin American communication research model or not, and (3) expected changes with the arrival of new information technologies in the region -- were first content analyzed in order to create coding categories.

Most bivariate analyses of this part of our study used the following variables: (1) number of studies conducted/advised in Latin America, (2) country(ies) where personally conducted and/or advised studies have taken place, (3) topics of personally conducted/advised studies, and (4) research methods commonly used.

Comparisons in responses between North American and Latin American scholars were always done using two-tail tests, due to the fact that the study is exploratory and descriptive in nature.

In the following chapters we will present the major findings of our study in regard to (1) the development of communication research in Latin America over time (Chapter IV), (2) the major journals, most influential authors, and most important countries in Latin American communication research (Chapter V), and (3) the major obstacles, present state, and future prospects of Latin American communication research (Chapter VI).

CHAPTER IV
HISTORICAL DEVELOPMENT

The first part of our data analysis consists of determining the way in which Latin American and North American communication scholars with experience in Latin America perceive the development of the discipline in the region over time. Specifically, we are going to analyze their point of view in regard to (1) the internal and external factors that determined the emergence of the discipline in the region, (2) the stages of development, and (3) the changes that communication research has had in Latin America with respect to its problems of concern, research objectives, and research methods.

1. Internal and external factors that contributed to the emergence of the discipline in Latin America:

Latin American communication scholars think that the most influential factors on the emergence of the discipline in the region were: (1) the political, technological, and intellectual influence of the United States in Latin America [16% of all the responses provided by Latin American scholars to this question referred to this issue], (2) the development of print media, and establishment of electronic media in Latin America, especially of commercial television [13.5%], and (3) the emergence of intellectual leaders who realized that some foreign communication models

did not work in the Latin American context [9.1%].

In grouping the responses to this question in larger categories, we see that "U.S. influence" [which is a category that resulted from combining "the economic, political, and intellectual influence from the U.S." with "modernization theory" and "diffusion of innovations"], constituted the category of response most widely mentioned by Latin American scholars: 23.3% of all the responses. Second, the "establishment and development of the mass media of communication in the region," which is a category that resulted from combining (1) the development of Latin American press, (2) the establishment of electronic media, (3) the role of transnational media industries in Latin America, and (4) advertising and media audience studies, constituted another category of response, as did "scholarly and educational factors" [which resulted from combining (1) the role of UNESCO, (2) educational media programs, (3) Latin Americans studying abroad, (4) the founding of CIESPAL and other research centers, and (5) the development of social sciences]. Each one of these two categories represented 21% of total responses to this question. Finally, the "emergence of intellectual leaders" [including the emergence of the dependency theory], represented the fourth category of response, 12% of the total responses.

Whereas some of the factors mentioned above can be considered as internal to Latin America, others can be seen

as external to it, and some as both internal and external. We created a scale to determine whether internal or external factors, considered as a whole, were more influential in the emergence of communication research in the region. First, we divided the responses to this question into two groups: internal and external factors. The questionnaire asked the participants to establish this distinction. However, in analyzing the verbatims to this question we found that except for a few factors, like the "emergence of the Dependency Theory," and the "research projects of some U.S. universities in Latin America," which were considered as internal and external factors respectively by all the participants who provided these answers, the rest of the factors were considered as either equally internal and external to Latin America [e.g., "the founding of CIESPAL"], or were considered internal by some respondents and external by some others [e.g., the "implementation of educational programs through the mass media"]. Second, based on these varied conceptions about the origin of the most influential factors of communication research in Latin America, we decided to create a five-point scale which goes from "factors considered as totally internal to Latin America" to "totally external factors." Third, we classified the various factors in their corresponding category according to the interviewees' comments on how internal or external to Latin America they perceived each factor. Since we did not ask the

participants to classify each event on this five-point scale, but only to classify them into more general categories [internal-external], classification of some events in the intermediate categories [namely, "mostly internal," "equally internal and external," and "mostly external"] was based on the spontaneous comments of a few Latin American scholars. Therefore, at this point of our study this categorization of events is only tentative. Fourth, we obtained a weighted value of the frequencies of each event by multiplying them by 1.0 if they were considered as totally internal or totally external, by .7 if they were considered as mostly internal or mostly external, and by .5 if they were considered as equally internal and external. Finally, we added all the weighted values of the internal and the external factors to obtain a tentative picture of the way Latin American scholars perceive the roots of communication research in the region. This exercise suggests that Latin American scholars tend to think that the most influential factors in the emergence of communication research in the region were external to Latin America (55.6%) [see Table 4.1].

In analyzing the internal and external factors according to respondents' nationality, affiliation with professional associations, responsibilities, areas of study, and research methods more commonly used, we find the following: First, no statistically significant differences

Table 4.1: Internal and external factors to Latin America which contributed to the emergence of communication research in the region, weighted according to how internal and external to Latin America they were perceived by Latin American scholars.

Factor or event	Net Frequency	Weighted frequency									
		How INTERNAL was it considered					How EXTERNAL was it considered				
		100%	70%	50%	30%	0%	30%	50%	70%	100%	
a) <u>Totally internal:</u>											
- Dependency Theory	7	7									
b) <u>Mostly internal:</u>											
- Development of Latin American media	37		26				11				
- Emergence of intellectual leaders	25		17				8				
- Latin American political processes	23		16				7				
- Founding of first schools of comm. & research centers	21		15				6				
- Educational media programs	4		3				1				
- Growth of internal market	3		2				1				
c) <u>Equally internal & external</u>											
- Economic crises	4			2				2			
- Emergence of Third World as a group	6			3				3			
- Marketing and media audience studies	14			7				7			
- Latin Americans study abroad	8			4				4			
- Founding of CIESPAL	10			5				5			
d) <u>Mostly external:</u>											
- UNESCO programs	11				3					8	
- Development of social sciences	4				1					3	
- Modernization theory and diffusion of innovations	20				6					14	
- Growth of international market	4				1					3	
- Marxist influence	8				2					6	
e) <u>Totally external</u>											
- Transnational media	8										8
- U.S. political, economic, & intellectual influence	44										44
- European influence	14										14
T O T A L C O L U M N	275	7	79	21	13	0	34	21	34	66	
T O T A L C A T E G O R Y	275 (100%)		120 (44%)					155 (56%)			

Notes:

1. Cell entries of the first column represent the total number of responses provided by Latin American scholars to each category of response (net frequencies). Entries of the remaining columns represent the split of frequencies into "internal factors" and "external factors" depending on how internal or external to Latin America each category of response was considered by respondents (weighted frequencies).
2. Categories that were considered "totally internal" or "totally external" were loaded 100% to their corresponding category. Those that were considered "mostly internal" were split into 70% internal and 30% external. Those considered "mostly external" were split into 30% internal and 70% external, and those considered "equally internal and external" were split into 50% internal and 50% external.
3. Although N=50, frequencies total more than 50 because some respondents provided more than one answer.

were found in comparing responses among groups for any of the variables mentioned above. Sample sizes of the various subgroups were small and very different in size among themselves (see Chapter III for a detailed description of the size of each group). Consequently, percentage differences were meaningless either because between group variations were caused by only one or two individuals, or because higher percentages of smaller groups were less important in absolute number of respondents than smaller percentages of groups relatively larger. Second, only "nationality," "affiliation with professional associations," and "responsibilities" were composed of mutually exclusive categories. Therefore, comparisons between groups by respondents' research interests and research methods more commonly used were not possible. Third, further research with much larger "N's" for each sub-group is needed to determine whether any of the variables mentioned above explain variations in the way Latin American communication scholars see the emergence of the discipline in the region. Based on the "directional" results obtained in the present study regarding this issue we propose the following hypotheses:

(1) Brazilian scholars give more importance than their Hispanic Latin American counterparts to the role played by "Latin American intellectual leaders" in the emergence of the discipline in the region.

(2) The higher the level of participation a Latin

American has within the world community of communication scholars (as measured by his/her affiliation with international associations), the higher the importance he/she assigns to the "founding of schools of communication and research centers" as an influential factor to the emergence of communication research in Latin America.

(3) Those with higher responsibilities (namely, chair-persons, department directors, etc.) tend to give greater importance than the group of professors and researchers to the "founding of schools and research centers."

(4) Whereas for those who use in their research "soft" social science methods political ("U.S. influence") and technological ("emergence of mass media in the region") factors were the most important ones in the emergence of communication research in Latin America, for those who use "hard" social research methods scholarly factors ("founding of schools of communication and research centers" and "emergence of intellectual leaders in Latin America) are more important.

In summary, the emergence of communication research in Latin America, as seen by Latin American scholars, was a scholarly phenomenon caused mainly by external factors, especially by the economic, political, technological, and intellectual influence from the U.S., and helped by some internal factors like the emergence of the mass media in

the region, the founding of schools of communication and research centers, and the emergence of intellectual leaders in Latin America who proposed alternative ways of studying mass communication in the region. This pattern of response is observed in most of the sub-groups of Latin American scholars considered for the present study.

2. Milestones of communication research in Latin America.

After analyzing the roots of communication research in Latin America, we proceeded to analyze the main stages of development of the discipline in the region. To cover this area of information we first asked Latin American scholars, which have been, in their opinion, the milestones in communication research in Latin America, that is, the events that have marked important changes in the areas of concern of Latin American communication research, and/or in the way in which communication problems have been approached in the region. Table 4.2 presents a summary of the results from this question.

The following conclusions can be drawn from Table 4.2. First, there was no important "internal" event for communication research in Latin America before 1959. Second, there are three years that seem to be particularly important for the growth of the discipline in the region: 1959, 1973, and 1976. Third, the social and political transformations that occurred in Latin America between 1959

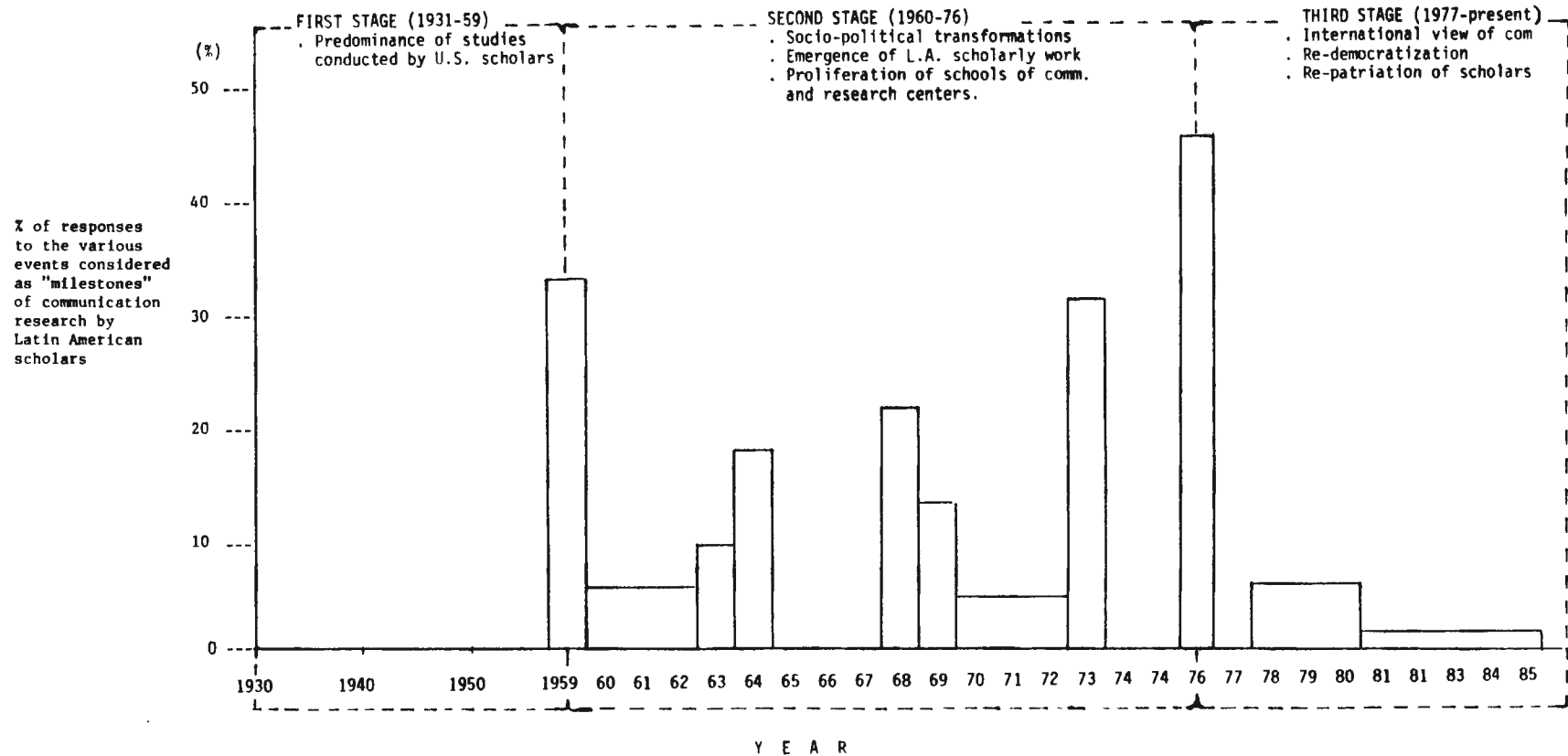
Table 4.2: Milestones of communication research in Latin America as seen by Latin American communication scholars
(N=50)

Event	Year	% of L.A. scholars who gave this answer	Answers grouped by year (%)
- Founding of CIESPAL in Ecuador	1959	27	33.0
- Triumph of Cuban revolution	1959	6	
- First communication schools	1960-62	20	6.7
- Publishing of Pasquali's <u>Comunicacion y Cultura de Masas</u>	1963	8	10.0
- Works of Rogers in Colombia	1963-64	4	
- Brazilian coup d'etat	1964	16	18.0
- Emergence of Dependency Theory	1968	8	22.0
- Social and political events of 1968	1968	14	
- Publishing of Freire's <u>Extension o Comunicacion?</u>	1969	14	14.0
- Works of Mattelart in Chile	1970-73	20	5.0
- Chilean coup d'etat	1973	27	32.0
- Argentinean coup d'etat	1976	20	
- Costa Rica's conference on communication policies	1976	22	46.0
- Founding of ILET	1976	4	
- Debates on New World Inf. Order	1978-80	16	6.7
- Redemocratization of South American countries	1978-present	10	1.4
- The Nicaraguan process	1978-present	4	

and 1976 had great influence on the growth of communication research in the region. Fourth, the most important Latin American scholarly events occurred also during the 1959-76 period. Finally, those events that occurred after 1976, which were considered as important by Latin American scholars, have been either international events [e.g., debates on the New World Information Order], or internal processes that have occurred over longer periods of time [e.g., redemocratization of some South American countries]. Therefore, we can hypothesize that communication research

in Latin America has had three main stages: The first stage goes from the first studies on South American journalism conducted mainly by North American scholars in the early 1920s (summarized by Gerald, 1930 & 1931), to the founding of CIESPAL and the triumph of the Cuban revolution in 1959. This stage was characterized by the predominance of studies conducted by North American communication scholars in Latin America. The second stage goes from the first seminar organized by CIESPAL and the founding of the first school of communication at a Latin American university in 1960 to the Intergovernmental Conference on Communication Policies in Latin America and the Caribbean, organized by UNESCO in San Jose, Costa Rica, in July 1976, as well as the Argentinean coup d'etat, and the founding of ILET ["Instituto Latinoamericano de Estudios Transnacionales"] which occurred the same year (McAnany, 1986). This stage was characterized by (1) great social and political transformations in Latin America, (2) proliferation of schools of communication and research centers in the region, and (3) the emergence and development of internal scholarly work. Finally, the third stage goes from the emergence of the debates on the New World Information Order in 1978 to the present. This stage has been characterized by (1) a more international view of communication problems, (2) a process of redemocratization of some South American countries, (3) a process of repatriation of scholars, and (4) the emergence of a new

Figure 4.1: Stages of communication research in Latin America



(*) Based on responses given by Latin American scholars on which have been the milestones of communication research in Latin America.

Note: The length and width of bars were calculated as follows: (1) Events, with their corresponding frequency of response, were distributed according to the year when they occurred; (2) when two or more events occurred in the same year, their frequencies were added up; (3) on the other hand, when an event occurred over a period of two or more years, its frequencies were distributed proportionally over the period when they occurred; (4) the cumulative frequencies per year were divided by the number of respondents in order to obtain the relative frequencies per year.

focus of social and political concern: Central America. Figure 4.1 illustrates this three-stage process of development of communication research in Latin America.

In analyzing these milestones of communication research in Latin America by category or type of event, we see that those that can be considered as "Latin American social and political events" constitute the group of milestones more widely cited by Latin American scholars (24.2% of all the responses regarding this issue fell within this category). The "scholarly work" done by some Latin American scholars constitutes the second category of more widely cited events (20.0%). The "founding of schools and research centers" represents the third most important category of events with 17.6% of all the responses, and the "UNESCO programs" constitute the fourth category of milestones in Latin America's communication research (14.5%). Breakdowns of these findings by respondents' nationality, affiliation with professional associations, responsibilities, areas of study, and research methods more commonly used were not statistically significant.

In short, using Latin Americans' opinions on which have been the most important events of communication research in Latin America and grouping these events by year, we found that the history of communication research in Latin America can be divided into three stages: The first stage, which goes from the first studies on Latin

American journalism of the early 1920s, to the founding of CIESPAL in 1959; the second stage, which goes from the founding of the first school of communication at a Latin American university in 1960, to the founding of ILET, the Argentinean coup d'état, and the Costa Rica conference on communication policies all of which occurred in 1976; and the third stage which goes from the first debates on the New World Information Order, in 1977-78, to at least the time when we collected the data for the present study (1985-86). In general terms, the first stage was characterized by the lack of internal scholarly work and the predominance of studies conducted by North American scholars. The last two stages, on the other hand, represent the emergence and growth of communication research in Latin American, at the internal level. In analyzing the milestones mentioned above by category or type of event we found that most of the events mentioned by Latin American scholars can be considered as (1) "socio-political events," (2) "scholarly work," (3) "founding of schools of communication and research centers," and (4) "UNESCO programs." In general, all the sub-groups of Latin American scholars considered for the present analysis answered according to the pattern of response mentioned above.

3. Most important Latin American communication studies:

The works of Mattelart and his group in Chile, as well as

those of Pasquali in Venezuela, Beltran in Colombia, Veron in Argentina, and Freire in Brazil and Chile were considered as the most important Latin American communication studies by Latin American scholars: 42.2% of all the responses provided to this question by this group of respondents referred to the works of these scholars. We can point out that although studies conducted by Rogers and his associates in Colombia and Brazil, and those studies conducted by some Stanford researchers in Honduras and El Salvador were also mentioned by Latin American respondents, their frequency of mention was relatively low as compared with the other studies mentioned above: Rogers's studies, for instance, were mentioned by 18% of the respondents, and the Stanford research projects were mentioned by 6% of the respondents only (see Table 4.3). This means that although for Latin American scholars, the emergence of communication

 Table 4.3: Most important communication studies conducted in Latin America, according to Latin American scholars.

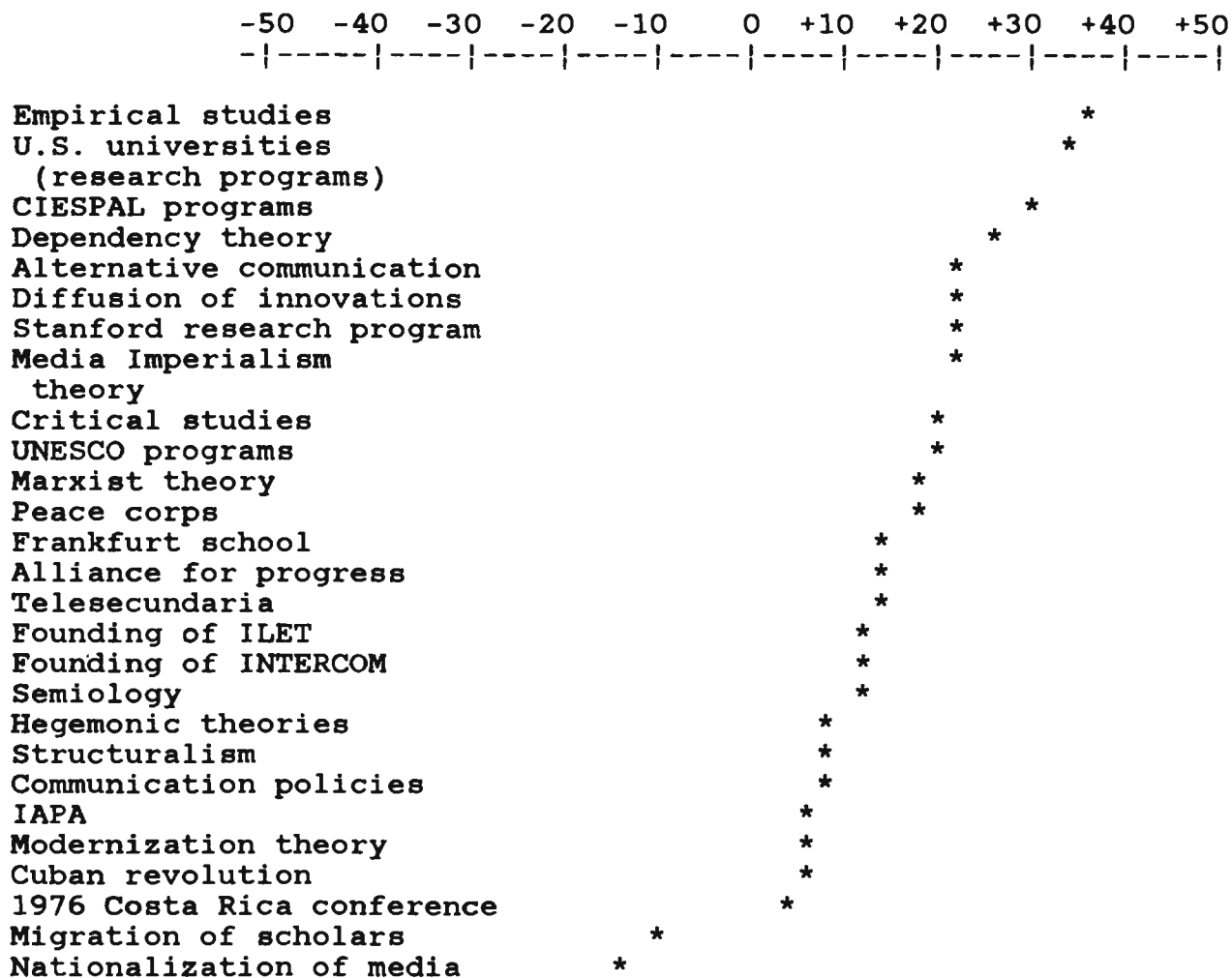
Study or group of studies	% of respondents who provided this answer
-----	-----
- Works of Mattelart and his group in Chile	62
- Works of Pasquali in Venezuela	40
- Works of Beltran in Colombia	32
- Works of Veron in Argentina	26
- Works of Freire in Brazil and Chile	22
- Works of Rogers in Colombia and Brazil	18
- Works of Marquez de Melo in Brazil	14
- Works of Esteinou in Mexico	10
- Works of Fernandez-Christlieb in Mexico	10
-----	-----

research in the region was mainly a consequence of some factors external to Latin America, the most important communication studies conducted in the region have been done by Latin American scholars.

4. Evaluation of major events of Latin American communication research by North American scholars: So far, we have seen the point of view of Latin American scholars on both the most influential factors to the emergence of communication research in Latin America, and the events that marked important changes to the growth of the discipline in the region. Using a combined list of factors and events we asked those U.S. scholars who have had some experience in Latin America, how positive, negative or neutral has each of these events been to the growth of the discipline in the region. In order to get more meaningful results on this issue, we did two exercises of data reduction: First, we subtracted all the "negative" frequencies from the "positive" ones in order to obtain a net value of each one of the events evaluated by the U.S. scholars. Second, we grouped events in larger categories, exactly as in the Latin American data, in order to determine which category of events was considered more positive and which more negative by U.S. scholars. Figures 4.2 and 4.3 summarize the main results of these analyses.

"Empirical studies," "research programs conducted by U.S. universities in Latin America," and "CIESPAL programs"

Figure 4.2: U.S. scholars' opinions on factors to growth of communication research in Latin America.



Notes: 1. Scores were obtained by adding all the "positive" responses, and subtracting the "negative" ones from them. Since there were 50 U.S. scholars participating in the present study the extreme values are +50 and -50.

2. Categories were ordered from the most positive to the most negative.

were considered as the more positive events and/or factors of communication research in Latin America by U.S.

scholars. On the other hand, "nationalization of some of the mass media" and "migration of Latin American scholars to other countries because of political problems" were considered as the more negative events in the history of the discipline in the region (see Figure 4.2).

If we group all the events listed in Figure 4.2 in larger categories according to types of events and obtain

Figure 4.3: Evaluation by U.S. scholars of major Latin American communication events by type of event. (+)

Evaluation scale (on the average, how positive or negative to communication research in Latin America was each group of events.

Category of events	-30	-20	-10	0	+10	+20	+30
Latin American scholarly work							*
U.S. influence						*	
- political influence					*		
- intellectual influence							*
Founding of schools & research centers						*	
European influence						*	
Mass Media industry					*		
UNESCO programs					*		
Socio-political factors				*			

(+) Scores were obtained by subtracting negative frequencies from positive frequencies, adding the net values of all the events considered in each category, and averaging them.

an average net value for each group, we see that "Latin American scholarly work" is the category of events that obtained the highest position in the positive-negative scale that we constructed to summarize the evaluation of events done by U.S. scholars. On the other hand, "socio-political events" have been, in the opinion of U.S. scholars, very negative to communication research in Latin America. In general terms, the "influence from the U.S." was graded very positively: it occupies the second place below the Latin American scholarly work, and slightly above the "founding of schools of communication and research centers" in the region. However, if we divide this issue into two sub-groups: (1) U.S. political influence, and (2) U.S. scholarly and intellectual influence, we see that whereas the former group of events did not receive such a good evaluation (it fell to the fifth place), the latter moves upwards (from an average grade point of 18.7 to 21.3), although remaining in the second place (see Figure 4.3).

To analyze whether there were some differences in the patterns of response of U.S. scholars regarding these issues depending on (1) their research experience in Latin America, (2) the country or area where they have conducted research, (3) the topics on which they have worked in Latin America, and (4) the research methods they have used we obtained an index by multiplying all their "positive"

responses by +1, their "negative" responses by -1, and the "neutral" responses and "don't knows" by "0." Then we grouped responses by category of response and by group of respondents and averaged them in such a way that the maximum possible average value were +1, and the minimum -1. The results of this analysis for the entire group fit with the results of the analysis mentioned above, that is, "Latin American scholarly work" got the highest mean score (.51), followed by "U.S. intellectual and scholarly influence" (mean score=.44), and by the "founding of schools of communication and research centers in Latin America" (mean score=.38). "Socio-political events," on the other hand, were considered not very positive to communication research in Latin America (mean score=.01). This pattern of response is observed by all the North American respondents regardless of the research method they have used in their Latin American research, as well as by those who have conducted research in Hispanic South American countries, Mexico, and the Caribbean countries, those who have less experience in Latin America, and those who have conducted studies on "mass media uses and effects" and on "communication and development" (see Table 4.4). However, some differences in the patterns of response are observed among those North American scholars who have had more research experience in Latin America [e.g., those who have conducted more than 20 studies in the region], those who have conducted research in Brazil and Central America,

Table 4.4: U.S. scholars' evaluation of factors/ events considered important by Latin Americans to the growth of communication research in the region (1).

Category of respondent	N	Founding of research centers	Latin American scholar work	UNESCO programs	Socio- politi- cal events	U.S. po- litical influ- ence	U.S. in- tellec- tual in- fluence	European influ- ence
<u>Entire group:</u>	51	.38	.51	.22	.01	.27	.44	.31
<u>Number of studies:</u>								
- 20 studies or less	33	.31	.43	.19	-.01	.29	.36	.26
- More than 20 studies	18	.70	.65	.44	.07	.17	.71	.46
<u>Countries:</u>								
- Hispanic South American	18	.49	.57	.25	-.01	.34	.49	.32
- Brazil	8	.49	.47	.12	-.12	.39	.47	.30
- Central America	18	.41	.50	.19	-.04	.45	.50	.27
- Caribbean	4	.46	.50	.14	-.01	.36	.42	.33
- Mexico	11	.38	.43	.11	-.03	.33	.41	.23
<u>Areas of study:</u>								
Media uses & effects	15	.49	.61	.30	.05	.29	.58	.39
Comm & development	37	.49	.59	.27	.05	.33	.56	.36
Comm & culture	3	.67	.63	.38	.12	.06	.50	.50
Chars. of L.A. media	13	.53	.46	.19	.02	.11	.44	.34
Political communication	4	.39	.39	.10	-.15	.36	.50	.32
Media content	10	.46	.38	.21	-.05	.29	.57	.27
New world inf. order	5	.81	.75	.43	.11	.05	.61	.60
History of L.A. media	3	.46	.45	.09	-.07	.24	.37	.33
New technologies	4	.67	.72	.30	.05	.15	.46	.36
<u>Research methods:</u>								
- "Hard" soc. sc. meth.	32	.43	.53	.27	.02	.32	.48	.31
- "Soft" soc. sc. meth.	34	.45	.52	.24	-.02	.25	.49	.40

Notes: 1. Cell entries represent mean scores.
2. Mean scores were computed by multiplying all the positive responses by +1, the negative responses by -1, and the "neutral" responses and "don't knows" by "0". Then responses were grouped by category of response and by group of respondents and averaged in such a way that the maximum possible average value were +1, and the minimum -1.

as well as those who have conducted research on topics other than the ones mentioned above. Scholars with more research experience in Latin America, for instance, tend to evaluate more positively than those who have less research experience in the region both the "U.S. intellectual and scholarly influence" (mean score=.71 versus .36, $p<.05$), and the "founding of schools of communication and research centers in Latin America" (mean score=.70 versus .31, $p<.01$). On the other hand, North American scholars with research experience in Brazil and Mexico seem to give less importance to "Latin American scholarly work" than those who have conducted research elsewhere in Latin America. Likewise, those who have conducted studies in Central America seem to give more importance than those who have not done research in that region to both the "political" and "intellectual" influence of the U.S. to the growth of communication research in Latin America (see Table 4.4). However, taking into account that the groups of countries that we used in the present analysis do not represent mutually exclusive categories -- that is, most of the participants have done research in two or more Latin American countries (84.4%); more than half (55.5%) have conducted studies in five or more countries, and almost one out of four participants (24.4%) have done research in ten or more Latin American countries -- no test of statistical significance for the difference between mean scores could be conducted. Instead, we compared those who have

conducted studies in five or less countries (N=24), versus those who have conducted studies in more than five Latin American countries (N=21). We found that those in the latter group tend to evaluate "U.S. political and economic influence" much higher than their colleagues who have conducted studies in a fewer Latin American countries (mean scores=.49 and .06, $p<.01$). Finally, we can point out that there seem to be no differences in the patterns of response of North American scholars depending on the kinds of research methods they have used in their Latin American research, and that scholars who have conducted studies on "communication and culture," the "New World Information Order," and "new information technologies" seem to respond differently from colleagues who have conducted studies on other topics: in general these groups of scholars seem to give more importance to the "founding of schools and research centers" and to "Latin American scholarly work. Likewise, for them, and especially for those who have done research on both "communication and culture" and the "new world information order," "socio-political events" do not seem to be as negative as they were for scholars in other groups (mean score of these two groups combined was .12 versus .01 for the rest of the groups). Instead, "U.S. political and economic influence" seem to be the most negative factor for these two groups (mean scores=.06 and .04, respectively, versus an average score of .26 for the remaining sub-groups). Notwithstanding, in both cases --

namely, sub-groups of North American scholars organized according to the topics they study and the research methods they use -- we have the same problem as the one mentioned earlier: most of the scholars have conducted studies on two or more topics and have used two or more research methods in their Latin American research, that is, groups are not mutually exclusive either. Therefore, we decided to compare the responses of those who have conducted studies on more than five topics (N=25) versus those who have conducted studies on a fewer topics (N=21), as well as the responses of those who have used more than three research methods (N=20) versus those who have used less methods in their Latin American research (N=25). The results were very similar to those obtained when we compared U.S. scholars with higher versus lower research experience in Latin America: those who have conducted studies on a wider variety of topics tend to evaluate much better the "founding of schools and research centers," as well as the "U.S. political influence" than their colleagues who have worked on a fewer research topics in Latin America (mean scores were .52 versus .21 with $p < .01$, and .57 versus .31 with $p < .05$), respectively]. On the other hand, those who have used a wider variety of research methods tend to evaluate "U.S. political and economic influence" higher than those who have used fewer research methods in their Latin American research (mean scores=.59 versus .31, $p < .05$). Table 4.5 summarizes these results.

Table 4.5: Groups of factors or events on which U.S. scholars with different levels of Latin American research experience have registered significant differences in their patterns of response.

Category of U.S. scholars	Groups of factors or events		
	Founding of research centers (mean scores)	U.S. political and economic influence (mean scores)	U.S. intellectual and scholarly influence (mean scores)
<u>Level A: number of studies</u>			
1 - 20	.3		.4
21 or more	.7 **		.7 *
<u>Level B: number of countries</u>			
1 - 5		.1	
6 or more		.5 **	
<u>Level C: number of topics</u>			
1 - 5	.2		.3
6 or more	.5 **		.6 *
<u>Level D: number of research methods</u>			
1 - 3			.3
4 or more			.6 *

* p<.05 ** P<.01

Note: Mean scores were calculated by multiplying all the "positive" responses by +1, the "negative" responses by -1, and the "neutral" responses and "don't knows" by 0.

The observed similarity in responses between sub-groups of U.S. scholars with different levels of Latin American experience lead us to think that there is a high

correlation between respondents' experience in terms of number of studies conducted in Latin America, number of countries in which they have done research, number of topics analyzed, and number of research methods used in their Latin American research. A correlation analysis showed that each pair of variables is positively correlated, and that these correlations are statistically significant (see Table 4.6). This means that there is a tendency among North American scholars interested in Latin America to cover each time a wider geographic area of study, as well as to study different topics with different research methods. One hypothesis that we can formulate based on these findings is that North American scholars tend to grow "horizontally" in their knowledge about communication in Latin America, instead of "vertically," that is, they tend to know every time more general aspects

 Table 4.6: Association between different aspects of North Americans' research experience in Latin America
 (Pearson correlation coefficients)

	No. of studies conducted	No. of countries studied	No. of topics studied	No. of research methods
No. of studies	1.00			
No. of countries	.41 **	1.00		
No. of topics	.52 ***	.57 ***	1.00	
No. of res meths	.64 ***	.43 **	.49 ***	1.00

** p<.01	*** p<.001			

of Latin American communication but do not tend to be experts on a particular topic, in a particular Latin American country.

In summary, North American communication scholars with experience in Latin America consider that "Latin American scholarly work," "U.S. intellectual influence," and the "founding of research centers" in Latin America have been very positive to the growth of communication research in the region. On the other hand, they think that some "socio-political events" have been negative to this process. In general, U.S. scholars with more experience in Latin America, in terms of number of studies conducted in the region, number of topics analyzed, and number of research methods used in their Latin American research tend to evaluate more positively than those with less experience the U.S. intellectual influence on Latin American communication research. Likewise, those with more experience in terms of number of studies and number of topics tend to evaluate more positively than their less experienced colleagues the "founding of Latin American research centers." Finally, those who have conducted studies in a greater number of Latin American countries tend to evaluate more positively than their other colleagues the political and economic influence of the U.S. The high levels of significant correlations found between the different aspects of U.S. scholars' experience in Latin

America suggest that there is a tendency among them to know more general aspects of Latin American communication every time instead of becoming experts on a particular topic in a particular Latin American country.

5. Perceived changes of Latin American communication research over time. Latin American and North American scholars consider that there have been important changes in regard to (1) the problems studied, (2) the research objectives, and (3) the research methods used by communication scholars in the region: 82.0% of the 50 Latin American scholars and 56.9% of the 51 North American scholars considered that there have been important changes in at least one of the three issues mentioned above. On the other hand, 14.0% of Latin American scholars and 17.7% of North Americans, considered that there have been no important changes over time in at least one of these issues. Although at first glance it seems as if Latin Americans would be more sure about the changes experienced by the discipline in the region over time, the mean differences between the two groups for each one of the issues mentioned above, as well as for the three of them together were not statistically significant (see Table 4.7). However, in combining both the "yes" and "no" answers of each group and comparing them with the "don't knows," we found statistically significant differences between Latin American and North American scholars in regard to each one of the issues of present concern, as

Table 4.7: Opinions of Latin American and North American scholars regarding changes over time in the characteristics of Latin American communication research.

Concept	Group of respondents	Opinions on changes over time		T	p
		YES	NO		
Changes in problems studied	1. Latin Am.	44	3	0.72	n.s.
	2. North Am.	33	4		
Changes in research objectives	1. Latin Am.	44	2	1.19	n.s.
	2. North Am.	29	4		
Changes in research methods	1. Latin Am.	38	4	0.16	n.s.
	2. North Am.	25	3		
Total: the three combined	1. Latin Am.	41	7	1.05	n.s.
	2. North Am.	29	9		

 Note: The fourth category, that is, the one that combines the three previous categories, was calculated by adding the affirmative responses given by each respondent to the three previous categories and computing the number of cases that responded affirmatively to at least one of the three previous categories. The same exercise was done with the negative responses.

well as on the three of them together (see Table 4.8).

This means that Latin Americans tend more than their North American counterparts to have an opinion on whether or not communication research in Latin America has had important changes over time in regard to the problems studied, and the research objectives and methods.

In analyzing the results presented above by respondent's research experience, nationality or countries

 Table 4.8: Proportion of Latin American and North American scholars who had an opinion in regard to changes over time of Latin American communication research.

Concept	Group of respondents	Responded		T	p
		YES/NO	DK		
Changes in problems studied	1. Latin Am.	47	2	2.78	.01
	2. North Am.	37	11		
Changes in research objectives	1. Latin Am.	46	1	3.91	.001
	2. North Am.	33	14		
Changes in research methods	1. Latin Am.	42	3	3.96	.001
	2. North Am.	28	18		
Total: the three combined	1. Latin Am.	42	2	4.08	.001
	2. North Am.	31	14		

Note: The fourth category, that is, the one that combines the three previous categories, represents, on the one hand, the number of Latin American and U.S. scholars who answered either "yes" or "no" to at least one of the previous categories, and, on the other hand, those who say they didn't know to at least one of the previous categories.

in which research has been conducted, responsibilities, affiliation with professional associations, number of research topics studied, and number of research methods more commonly used we, found that although in the Latin American data average scores of those who are South Americans, professors, affiliated with international associations, who have conducted research on fewer topics, and who have used fewer research methods tend to be higher than their colleagues, the observed differences were not

statistically significant. On the other hand, in the North American data there seems to be a general tendency among those with more research experience in Latin America to consider that there have been important changes in regard to Latin American research problems, objectives, and methods than those who have had less research experience in the region. As a matter of fact, the observed differences between those U.S. scholars who have used more research methods in Latin America and those who have used a fewer methods were statistically significant in regard to "changes in research problems" and "changes in research objectives." Table 4.9 presents a summary of this situation.

Finally, the qualitative comments reflect varied points of view. In both groups and in regard to each one of the issues of concern there were some respondents who described the change as a shift from an empirical emphasis to a critical, ideological one, and others who, on the other hand, described this change in exactly the opposite way. A third group, however, described this process of change as going from very simple and unilateral analysis to broader, more eclectic, and complex types of analyses. Finally, a fourth group described the changes as going from dependency on foreign models to defining and studying problems of their own with their own methods and theories. Table 4.10 presents a summary of this situation.

Table 4.9: Opinions about changes of Latin American communication research over time, by nationality, areas of interest, and levels of Latin American research experience.

Category of respondent	Avg. num of cases	Areas in which changes over time were analyzed		
		Problems (Avg.score)	Objectives (Avg.score)	Res. meths. (Avg.score)
A) LATIN AMERICANS:				
- South Americans	21	1.00	1.00	.91
- Mexicans	24	.89	.92	.91
- Professor/researcher	22	.96	1.00	.91
- Chair/director	23	.92	.91	.90
- No affil inter assoc	13	.92	1.00	.83
- Affil internat assoc	32	.94	.93	.93
- 1 - 3 areas of study	22	1.00	1.00	.91
- More than 3 areas	23	.88	.92	.91
- 1 - 3 res. methods	23	.96	1.00	.91
- More than 3 res.meth	23	.83	.91	.90
B) U.S. SCHOLARS:				
- 1 - 20 studies	19	.81	.79	.88
- More than 20 studies	10	1.00	1.00	.90
- 1 - 5 L.A. countries	15	.82	.80	.83
- More than 5	17	.95	.94	.93
- 1 - 5 areas of study	11	.85	.83	.89
- More than 5 areas	21	.92	.91	.90
- 1 - 3 res. methods	15	.82	.75	.83
- More than 3 res.meth	17	1.00 *	1.00 *	.94

* p<.05

Note: Average scores were obtained by multiplying all the "yes" answers by 1, and the "no" answers and the "don't knows" by "0".

Table 4.10: Points of view of Latin American and U.S. scholars in regard to the kinds of changes that communication research has experienced over time with respect to the analyzed problems, research objectives, and research methods more commonly used.

A) Kinds of changes in problems studied:

From	To	Group of respondents Latin Am. (Freq.)	U.S. (Freq.)
Ideological content & media ownership	Studies on popular culture	5	0
Historical/descriptive/content analyses	More empirical/audience studies	4	4
A few areas of study	A great variety of topics	10	2
Print media only	All mass media	2	1
Empirical approach	Critical approach	12	11
Dependency on U.S. inspired research	Problems fit Lat. Am. structure & culture	5	2
TOTAL		38	20

B) Kinds of changes in research objectives:

From	To	Group of respondents Latin Am. (Freq.)	U.S. (Freq.)
Audience measurement	Theory construction	4	3
Denouncing	Proposing	4	3
Empirical objectives	Critical objectives	10	6
Scientific objectives	Political objectives	2	2
Simple objectives	Complex/sophisticated	8	2
Studying the sender & the message	Studying the receiver	6	3
Imitation of foreign models	More national focus	0	2
TOTAL		34	21

C) Changes in research methods:

From	To	Group of respondents Latin Am. (Freq.)	U.S. (Freq.)
Empirical/quantitative	Structural-semiotic/cultural/qualitative	11	9
Qualitative	Quantitative	4	3
Quantitative only	Variety of methods more eclectic	13	6
Qualitative only	Variety of methods/ more eclectic	0	2
TOTAL		28	20

Taking into account the relatively small number of respondents who answered these questions, and the low frequencies per category of response (due to the diversity of responses provided), no breakdown by any other variable was conducted.

In summary, both Latin American and North American scholars tend to consider that there have been important changes over time in regard to the problems, objectives, and methods of communication research in Latin America. Although differences in the pattern of response between the two groups of respondents were not statistically significant, it was found that Latin American scholars tend more than their North American counterparts to have an opinion in regard to these issues. Although data regarding the qualitative aspect of the changes occurred in Latin American communication research over time do not allow us to draw any relevant conclusion they lead us to hypothesize that the points of view of Latin American and North American scholars regarding the characteristics of the discipline in the region are polarized, with some of them thinking that the changes have consisted of going from an empirical to a critical approach and others thinking the opposite.

CHAPTER V

JOURNALS, TOPICS, AUTHORS, AND COUNTRIES

The purpose of this chapter is to answer the following research questions: (1) which have been the most important Latin American and English language communication journals publishing Latin American communication research? (2) which topics have been more widely analyzed by both Latin American and North American scholars conducting research in Latin America? (3) who have been the most influential authors on Latin American communication scholars? (4) what is the level of connectedness of communication journals in the region? (5) which Latin American countries have been more "fertile" for communication research? and (6) have there been some patterns of change regarding these issues over time? Data for the present chapter come from the Latin American and U.S. surveys, content and citation analyses of ten major Latin American communication journals, and content analyses of seven major English language communication journals.

1. Journals:

a) Major Latin American communication journals:

Based on a library information search, we found that there are at least 25 registered titles of Latin American communication journals. Some of them have published quite regularly, like Cuadernos de Comunicacion, from Mexico,

which published 94 monthly issues between July 1975, when it was launched, and December 1984 when it became an annual publication, Comunicacion from Venezuela which published 54 bimonthly issues between June, 1975 and June, 1986, Cuadernos del TICOM, from Mexico, which published 38 issues between January 1979 and June 1985, and Comunicacao e Sociedade, from Brazil, which published 11 semi-annual issues between July, 1979 and July, 1984. Some other journals, however, have either published for a short period of time (e.g., Cuadernos de la Realidad Nacional, from Chile, and Lenguajes from Argentina), or appeared very irregularly due to political, economic, or administrative problems -- e.g., Comunicacion y Cultura, which had a hiatus of 3 and 1/2 years in its publication (from September, 1975 to March, 1978) because of the political problems in Chile and Argentina where it was originally published (Schmucler, 1979), and Revista ININCO, published by the Central University of Venezuela whose last issue was published in December 1982. Therefore, our concerns were, first, to find out how important have Latin American communication journals been vis-a-vis other scholarly materials such as books and conference papers, and second, which journals are considered the most important ones in the region by both Latin American and North American scholars.

Regarding the first issue, we asked Latin American

scholars, what role have Latin American journals played -- as compared to books and conference papers -- in the growth of communication research in Latin America? 48% of the interviewees said that books have been more important, 22% said that journal articles have been more important, 16% said that both books and journals have been equally important, and only 2% mentioned conference papers as important. In analyzing these results by respondents' nationality, responsibilities, affiliation with professional associations, areas of study, and research methods more commonly used, we found that whereas for Mexican scholars books were much more important than journals -- 80% of the Mexican scholars who answered this question considered books more important than journals, 12% considered journals more important, and 8% considered both equally important -- for South American scholars the opposite was true: 44% of South American scholars considered journals more important than books, 33% considered that both books and journals have been equally important, and only 22% considered books more important than journals. In fact, the difference between the two groups in regard to this issue was highly significant [$p < .001$] (see Table 5.1). None of the analyses by any of the other variables mentioned above turned to be statistically significant at the .05 level.

The second point of analysis was to determine which

 Table 5.1: Comparative analysis of Mexican and South American scholars opinions in regard to the importance of journals vs. books in Latin American communication research.

Group	Number of cases	Which is more important			Mean (*)	F ratio	Sig.
		Books (%)	Journals (%)	Both (%)			
South Am.	18	22	44	33	2.1	15.7	.001
Mexicans	25	80	12	8	1.3		

 (*) Mean values were calculated by multiplying "book's" frequencies x 1, "journals'" frequencies x 2, and "both's" frequencies by 3. Therefore, means range from 1 to 3.

Latin American communication journals were considered important to the growth of the discipline in the region by both, Latin American and North American scholars. Using data obtained from the interviews with 50 Latin American communication scholars and the survey among 51 U.S. communication scholars with experience in Latin America, we determined a factor of the level of importance of each Latin American journal. This factor was the result of combining frequencies of six different questions: three of which were put to Latin American scholars, and three to U.S. scholars. Specifically, the former group was asked (1) which are the main Latin American communication journals? (2) in which journals have you published? and (3) in which journals would you like to publish? The latter group of scholars was asked (1) in which journals have you published? (2) which journals have you read? and (3) which

journals you consider important? Chasqui, published by CIESPAL, seems to be the most prestigious Latin American communication journal: 23.3% of all the responses given by the two groups of scholars to the combined set of questions mentioned above referred to that journal. It was considered the most important Latin American journal by 88% of the Latin American scholars, and by 28% of the North American scholars. It has been the best publication forum for both groups of scholars: 30% of the Latin Americans and 16% of the North American scholars who participated in the study have published in Chasqui at least once. Finally, it was the journal that registered the highest readership among U.S. scholars (35%), and was the second Latin American journal, after Comunicacion y Cultura, in which Latin American scholars would like to publish (28% would like to publish in Chasqui, and 32% in Comunicacion y Cultura). Two Mexican journals (Comunicacion y Cultura and Cuadernos de Comunicacion), and two Brazilian journals (Cadernos INTERCOM and Comunicacao e Sociedade), followed Chasqui in importance, in practically all the elements of analysis mentioned above. Together, these first five journals represented almost two thirds (65%) of all the responses provided by the two groups of scholars (Table 5.2). On the other hand, Cuadernos de la Realidad Nacional, published by the "Centro de Estudios de la Realidad Nacional" (CEREN) in Chile, and Lenguajes, published by the Argentine Semiotics Association, two of

Table 5.2: Most important Latin American communication journals
according to U.S. and Latin American scholars' opinions.

JOURNAL	LATIN AMERICAN SCHOLARS (N=50)			NORTH AMERICAN SCHOLARS (N=51)			T O T A L	JOURNALS SELECTED FOR ANALYSIS
	MAIN LAT. AMERICAN JOURNALS	JOURNALS YOU HAVE PUBLISHED	JOURNALS YOU WISH TO PUBLISH	JOURNALS YOU HAVE PUBLISHED	JOURNALS YOU HAVE READ	JOUR. YOU CONSIDER IMPORTANT		
. CHASQUI (CIESPAL/Ecuador)	44	15	14	8	18	14	113	+
. Comunicacion y Cultura (Mexico)	43	8	16	0	14	4	85	+
. Cuadernos de Comunicacion (Mexico)	14	9	5	3	12	2	45	+
. Cadernos Intercom (Brazil)	13	6	2	1	11	7	40	+
66 . Comunicacao e Sociedade (Brazil)	11	5	3	3	6	5	33	+
. Cuadernos del TICOM (Mexico)	11	5	1	0	3	2	22	+
. Comunicacion (Venezuela)	8	1	2	1	6	3	21	
. Materiales para la Comunicacion Popular (Peru)	3	4	0	0	7	3	17	
. Revista ININCO (Venezuela)	6	2	1	1	3	1	14	+
. Serie Comunicacion Social y Desarrollo (FUDECO/Venezuela)	0	0	0	2	8	3	13	+
. Orbita (Venezuela)	0	1	0	0	2	1	4	
. Cuadernos de la Realidad Nacional (CEREN/Chile)	2	0	0	0	0	0	2	+
. Lenguajes (Argentina)	1	0	0	0	0	0	1	+

Note: Cell entries represent frequencies per journal per question.

the first journals of communication in Latin America, were practically not mentioned or considered important by any of the two groups of participants. Notwithstanding, we decided to include these two journals within the group of major Latin American journals for content and citation analysis for the following reasons: (1) they were two of the pioneer journals of communication in the region (they were launched in 1969 and 1974, respectively), (2) they were launched by three of the most influential scholars in Latin America (Cuadernos de la Realidad Nacional, by Chonchol and Mattelart in Chile, and Lenguajes, by Veron in Argentina), and (3) many of the articles published in them were very influential as measured by the number of times they have been cited.

There were two other important findings in our analysis by individual journals: (1) no U.S. scholar, among those who participated in the present study, had ever published any article in Comunicacion y Cultura, a journal edited by Mattelart and Schmucler, whose editorial line can be considered "critical," and (2) Serie Comunicacion Social y Desarrollo, a journal published by the "Fundacion para el Desarrollo de la Region Centro Occidental de Venezuela" (FUDECO), which publishes only empirical communication studies, was not mentioned at all by Latin American scholar; its total frequencies come from responses given by U.S. scholars (see Table 5.2).

In analyzing Latin American journals by groups -- according to the country or region where they are published -- and breaking the results down by respondents' nationality, affiliation with professional associations, and different levels of experience, we obtained the following results:

(1) Latin American scholars tend to publish in journals of their own country or region: 59% of all the journals in which Hispanic South American scholars have published are Hispanic South American journals, 70% of all the journals in which Mexican scholars have published are Mexican, and 53% of all the journals in which Brazilians have published are Brazilian journals. However, breakdowns of this variable by respondents' responsibility and affiliation with professional associations give us less obvious results: whereas those who are not affiliated with international associations, as well as those who have lesser responsibilities, have published mainly in Mexican journals (52% and 46%, respectively), those who are affiliated with at least one international association, and those who have greater responsibilities have published mainly in Hispanic South American journals (50% and 48%, respectively).

(2) On the other hand, South American scholars would like to publish in Mexican journals (67%); Brazilians have equal preference for Hispanic South American and Mexican

journals (44%, each); and Mexicans would like to continue publishing in their own journals (48%). The analysis of this variable by affiliation with professional associations gave us a similar picture: those who are not affiliated with international associations seem to have an equal preference for publishing in both Mexican and Hispanic South American journals (46%, each), and those who are affiliated with international associations want to publish in Mexican journals (60%). Finally, the analysis by respondent's responsibilities confirmed the interest of Latin American scholars in publishing in Mexican communication journals: 52% of the journals in which professors and/or researchers would like to publish, and 54% of the journals mentioned by chairpersons or directors of a department of communication or research institute on this issue are Mexican journals. In other words, the breakdown of data by respondents' nationality, responsibilities, and affiliation with professional associations leads us to hypothesize that Latin American scholars have a special interest in publishing in Mexican journals, regardless of their nationality, professional responsibilities, and connectedness with the international community of communication scholars.

(3) In regard to the perceived importance of Latin American journals among Latin American scholars, we found that Hispanic South American journals were considered more

important by Brazilian scholars (50%), Hispanic South American scholars (47%), those affiliated with international associations (44%), and by 42% of professors/researchers, and 44% of directors of communication departments and research centers. On the other hand, Mexican scholars, and those who are not affiliated with any international association considered Mexican journals more important (51% and 46%, respectively). Table 5.3 presents a summary of these results.

(4) Among North American scholars "Hispanic South American" journals were the most important Latin American journals, as well as the most widely read, and the ones in which the U.S. scholars have published the most, regardless of research experience in Latin America. On the other hand, Mexican journals as a whole registered the lowest scores in importance among those who have had more research experience in Latin America, and Brazilian journals rated lowest in readership for all the sub-groups of U.S. scholars. They were also considered the least important journals by those U.S. scholars who have had less research experience in Latin America. Table 5.4 presents a summary of this situation.

In short, Hispanic South American journals were considered more important for communication research in Latin America especially by North American, Brazilian, and

Table 5.3: Level of importance of Latin American journals according to different sub-groups of Latin American scholars

Category of respondent	N	Hispanic South American journals			Brazilian journals			Mexican journals		
		Have published	Would like publish	Consider the best	Have published	Would like publish	Consider the best	Have published	Would like publish	Consider the best
Total respondents	50	+		+					+	
a) <u>Nationality:</u>										
- Hispanic South Americans	15	+		+					+	
- Brazilian	8		+	+	+				+	
- Mexicans	27							+	+	+
b) <u>Affiliation internat. assoc:</u>										
- Not affiliated	15							+	+	+
- Affiliated	35	+		+					+	
c) <u>Responsibilities:</u>										
- Prof/researcher	24			+				+	+	
- Director	26	+		+					+	

- Notes: 1. Cell entries represent the category of response with the highest frequency of response for each group of respondents.
2. Groups of journals are composed as follows:
- Hispanic South American journals: Chasqui, Comunicacion (Venezuela), Materiales para la Comunicacion Popular (IPAL), Cuadernos/Revista ININCO, Orbita, Cuadernos del CEREN, Lenguajes, Serie Comunicacion Social y desarrollo (FUDECO), UNDA-AL Comunicacion, Video-Forum, Documentos del ILET.
 - Brazilian journals: Cadernos INTERCOM, Comunicacao e Sociedade, Comunicacao e Politica, Revista de Telecomunicacoes.
 - Mexican journals: Cuadernos de Comunicacion, Comunicacion y Cultura, Cuadernos del TICOM, Connotaciones.

Table 5.4: Level of importance of Latin American journals
according to different sub-groups of U.S. scholars.

Category of respondent	N	Hispanic South American journals			Brazilian journals			Mexican journals		
		Have pub- lished	Have read	Most impor- tant	Have pub- lished	Have read	Most impor- tant	Have pub- lished	Have read	Most impor- tant
Total U.S. scholars	51	+	+	+		-		-		-
a) <u>Experience in No. of studies in Latin Am.:</u>										
- Less than 20	33	+	+	+	-	-		-		-
- 20 or more	18	+	+	+	+			-	-	-
b) <u>Experience in various L.A. countries:</u>										
- Less than 5	26	+	+	+	-	-	-			
- 5 or more	25	+	+	+		-		-		-
c) <u>Experience in terms of topics studied in L.A.:</u>										
- Less than 5	21	+	+	+	-	-	-	-	+	
- 5 or more	30	+	+	+		-		-		-
d) <u>Experience in terms of no. of res. methods</u>										
- 3 or less	26	+	+	+	-	-	-			-
- more than 3	25	+	+	+		-		-		-

Note: Cell entries represent category of journals with the highest (+) and the lowest (-) scores.

Hispanic South American scholars, as well as by those Latin Americans who have higher responsibilities and who are affiliated with at least one international association. Mexican journals are the ones in which most Latin American scholars would like to publish, and Brazilian journals seem to be the ones with less prestige among Latin American and North American scholars.

b) Most important English language journals to Latin American communication research: In order to determine which of the English language journals have been important to the growth of the discipline in the region, the following analyses were conducted: First, using the cumulative indexes of each of the U.S. communication journals available in the Stanford libraries we obtained a list of all the articles on Latin America published in those journals; for those journals for which there was no cumulative index available, and for those issues that were not included in the index of journals that have one, we did an issue-by-issue search. Second, we obtained a rank order of these journals based on their relative position in regard to the other journals in terms of the number of articles published on Latin America. Third, from the survey of U.S. communication scholars, we obtained a list of the U.S. journals in which they have published their Latin American research. We also assigned a ranking position to each journal based on the frequency table of

this question. The combined index of the two rank orders was considered as an indicator of the level of importance of each journal for Latin American communication research. Journalism Quarterly has been the most important English language journal for communication research in Latin America: it started publishing research articles on Latin America in 1930 (Gerald, 1930), and has continued to publish research in the region for more than 55 years (see Table 3.3); it is the journal that registered the highest frequency of research articles on Latin America published by U.S. scholars (66 articles), as well as the journal in which more of the North American scholars have published research on Latin America (33%) [see Table 5.5]; finally it is the journal most cited by Latin American communication scholars: 7% of all the citations in the ten citing Latin American journals. Two other journals, Journal of Communication and Studies in Latin American Popular Culture, have also been particularly important for Latin American communication research: they turned out to be, alternately, the second and fourth most important English language communication journals in terms of number of articles published by U.S. scholars in general, and by those who participated in the present study in particular (see Table 5.5). There are, however, two major differences between these two journals: whereas the former has published research on Latin America for more than 25 years (1959-85), the latter started publishing in 1982. However,

Table 5.5: Seven most important English language communication journals for communication research in Latin America

Journal	Journals where U.S. scholars who participated in the present study have published (N=51)		Actual number of articles on Latin America published by U.S. scholars in each journal		Combined rank
	Freq.	Rank order	Freq.	Rank order	
Journalism Quart.	17	1	66	1	1
Studies in Lat.Am. Popular Culture	8	4	48	2	2.5
J. of Communication	13	2	15	4	2.5
Public Opinion Qrt.	5	6	22	3	4
Gazette	7	5	14	5	5.5
Comm. Research	10	3	10	7	5.5
J. of Broadcasting	4	7	12	6	7

whereas the Journal of Communication publishes research on a number of topics conducted in different parts of the world, Studies in Latin American Popular Culture is a publication specializing in Latin America, on a topic that has great relevance in the region (see next section). Because of this, it has acquired importance for Latin American communication research in a relatively short time. Additionally, this journal has become an important forum of expression for those Latin American communication scholars interested in publishing research for an English language audience.

2. Major topics: generally speaking, the issue of "communication and culture" has been the main area of concern of communication research in Latin America: 25% of all the articles on Latin America published in both U.S. and Latin American communication journals, and 10% of all the responses provided by the Latin American and North American scholars in regard to the research areas on which they have worked in Latin America, were on this and related topics [e.g., popular culture, cultural imperialism, cultural dependency, mass culture, cultural industries, etc.]. To have a better sense of the relative importance of this topic vis-a-vis other research topics in Latin American communication research, we ranked the various topics we used in the present analysis -- according to their frequency of response -- and then we obtained a combined rank order: "communication and culture," "communication and development," and "mass media uses, effects, and patterns of consumption" have been the most widely analyzed topics in Latin American communication research. On the other hand, "new information technologies," "alternative communication," and "Latin American journalism" turned to be the least important topics among those we studied here (see Table 5.6). Two aspects of the latter finding sound logical, but a third one is somewhat surprising: "new information technologies" is an area of study that has emerged very recently in Latin America, and consequently very few people have conducted

Table 5.6: Rank order of major topics in Latin American communication research.

Topic	Journals		Scholars		Combined rank
	L.A.	U.S.	L.A.	U.S.	
- Communication and culture	1	2	2	5	1
- Communication and development	5	4	3	1	2
- Mass media uses & effects	4	8	1	2	3
- Characteristics of Latin Am. media	7	1	5.5	4	4
- Media content (inc. ideological content)	3	7	7	3	5
- Political communication	6	3	4	6.5	6
- History of Latin Am. media	2	5	11	6.5	7
- Communication policies	9	9.5	5.5	9	8
- New information technologies	8	11	8	8	9
- Alternative communication	10	9.5	9	11	10
- Latin American journalism & Freedom of the Press.	11	6	11	11	11

Notes: 1. Rank orders were obtained based on the number of articles per topic in both Latin American and U.S. journals, as well as in the responses given by Latin American and North American scholars to the question on which topics they have conducted research in Latin America.

2. The combined rank was obtained by averaging the relative frequencies obtained by each topic in each source of data, and ranking them.

studies on this issue. "Latin American journalism" is an old topic that was widely studied in the 1930s and 1940s by U.S. scholars (Gerald, 1930, 1933; Cohen, 1931; Eulau, 1942, Easum, 1951; Kane, 1951; Fitzgibbon, 1952), in articles published mainly in Journalism Quarterly (26% of the articles on Latin America published in this journal were on that topic), but has been displaced by other topics in the last four decades. However, the relatively low position of "alternative communication" could be interpreted in two different ways: either the topic itself has not been as important as it has been thought (McAnany, 1986), or most of the studies on this topic have been published in books and other materials not included in this study, and the lack of representativeness of our sample of Latin American scholars affected the results of this part of our study.

The importance given to "communication and culture" by Latin Americans and North Americans has not been the same. Whereas for the former group, "communication and culture" has been the major area of study, followed by "mass media uses and effects" and by "communication and development, for North Americans "communication and culture" occupied only third place in importance, preceded by "communication and development" and "characteristics of Latin American media." Table 5.7 illustrates this situation; it comes from combining the relative

 Table 5.7: Five major topics of Latin American communication research for Latin American and North American scholars (*)

Latin American data	U.S. data
1. Communication & culture	1. Communication & development
2. Mass media uses & effects	2. Chars. of L.A. media
3. Communication & development	3. Communication & culture
4. (Ideological) media content	4. Mass media uses and effects
5. Communication policies	5. Mass media content

 (*) Rankings come from combining of major topics in Latin American journals with topics more widely studied by Latin American respondents, on the one hand, and major topics of English language journals with topics more widely analyzed by U.S. scholars who participated in the study, on the other.

frequencies obtained by each topic in the Latin American journals from the interviews with Latin American scholars, on the one hand, and the results obtained from the content analysis of North American journals with data obtained from the survey with North American scholars, on the other, and ranking the results.

In analyzing the data corresponding to Latin American and North American journals only, we see that Latin Americans have paid more attention than their North American counterparts to the areas of "communication and culture" (28% vs. 20%) and "History of Latin American communication" (19% vs. 12%), as well as in areas that are relatively new in the region but on which practically the only materials available have been published by Latin Americans: "communication policies" (6% vs. 1%) and "new

information technologies (in Latin America)" (6% vs. .5%). On the other hand, North American journals have put more emphasis on publishing articles on "characteristics of Latin American media" (22% vs. 6%), "political communication and studies on public opinion" (19% vs. 6%), "communication and development" (18% vs. 13%), and "Latin American journalism and freedom of the press" (11% vs. 4%) [see Figure 5.1].

Taking into account that we did not ask Latin American and North American scholars about changes in their research topics over time, we analyzed this issue based on journals data only. Two major patterns of change can be observed regarding "topics" over time: First, there has been an important diversification of topics in both Latin American communication journals and North American journal articles on Latin America. This growth in the number of areas of study, however, has had different characteristics in each case. On the one hand, U.S. data show a fast increase in the number of areas of study in the early years of North American research in Latin America, going from five areas of study in the first stage (1930-59), to ten in the second stage (1960-76), remaining stable during the third stage (1977-86). On the other hand, in the Latin American data we observe a sudden change in the number of areas of study, going from an absolute lack of communication scholarly materials in the first stage, to the emergence of the

Figure 5.1: Major topics of articles on Latin America published in Latin American and North American communication journals.

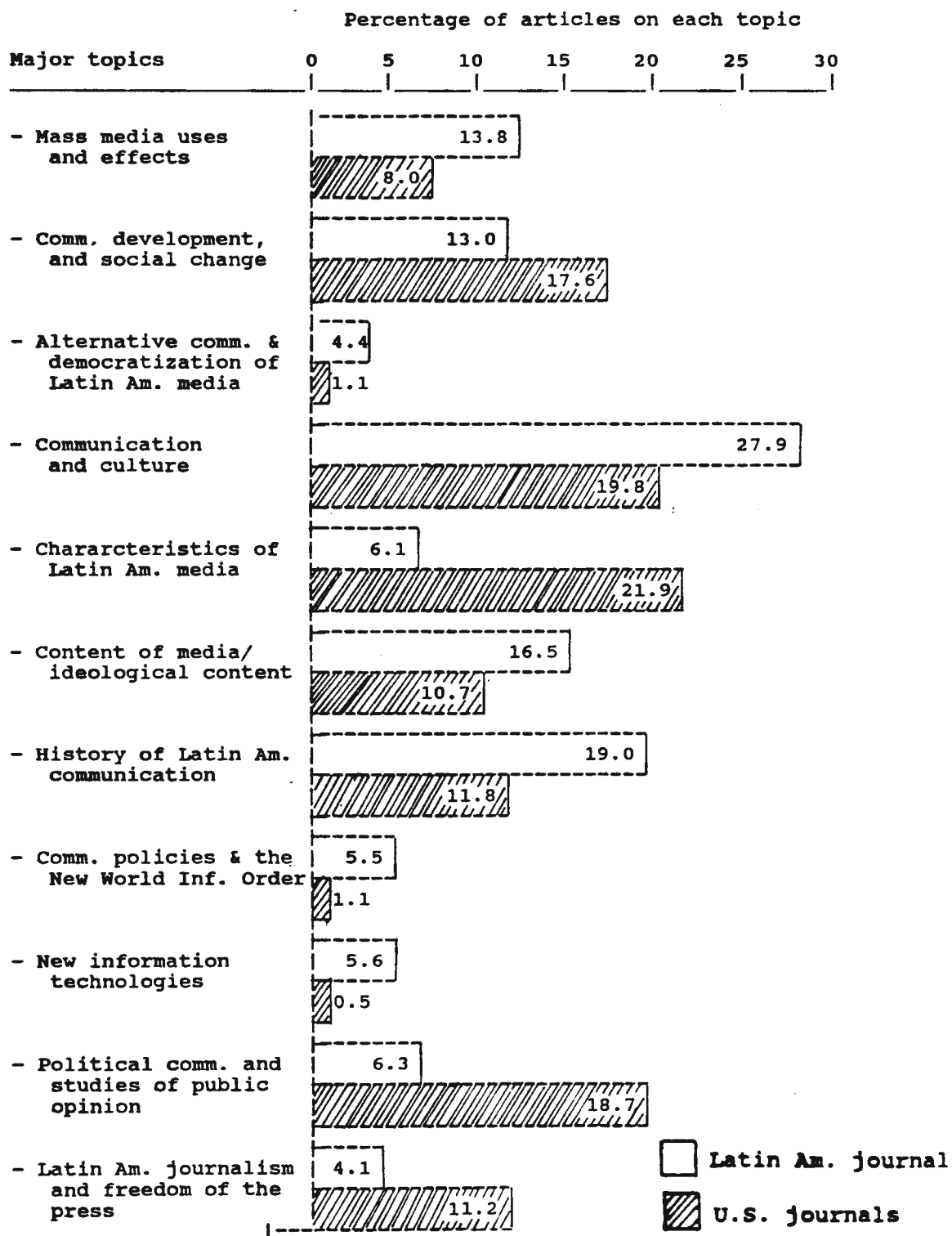
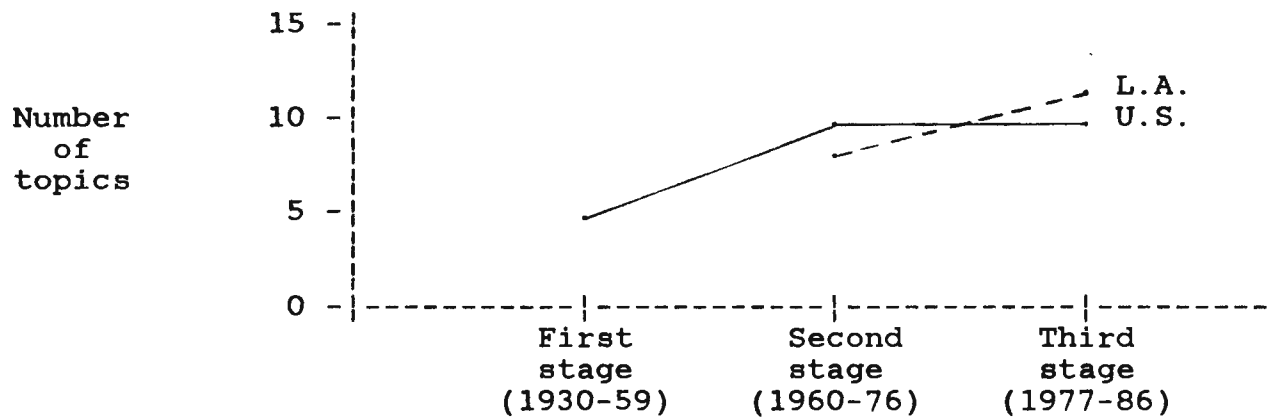


Figure 5.2: Changes over time in the number of topics analyzed in Latin American communication journals and U.S. journals.



discipline in the region, during the second stage, with a good number of areas of interest (nine major topics), to a gradual increase in the number of topics under study in the recent years -- from 9 to 11 topics: "alternative communication" and "communication policies" are the topics that emerged in the third stage of Latin American communication research (1976-85). Figure 5.2 shows these trends of growth. The second important variation that can be observed in the "topics" data refers to changes in the level of importance given by Latin American and North American journals to each topic over time. Topics that were important for U.S. journals in the early stages of communication research in Latin America, acquired great importance for the Latin American journals in the third stage while losing relevance for the first group of journals, and vice versa. Specifically, whereas

"communication and culture," and "ideological content of the media" have lost importance in the Latin American journals, they have become two of the major topics of those articles on Latin America published in U.S. journals. On the other hand, "characteristics of Latin American media," "history of communication in Latin America," "political communication," and "Latin American journalism and freedom of the press" which were the four most important topics in the U.S. literature on Latin America during the 1930-59 period, have acquired importance in the Latin American journals, while losing relevance in the U.S. journals. Other topics, like "mass media uses and effects" and "communication, development, and social change" have lost importance in both groups of journals. Finally, a third group of topics, such as "alternative communication," "communication policies," and "new technologies" have emerged recently, although they have not acquired relevance yet (see Table 5.8).

If we divide the Latin American journals into three groups, namely, Hispanic South American journals, Mexican journals, and Brazilian journals, and compare them with one another and with the U.S. journals we see that there are some variations in the relative importance assigned to each topic by each group of journals. To have an idea of the level of heterogeneity that exists within both the group of Latin American journals and the group of U.S. journals, as

Table 5.8: Major topics of Latin American and U.S. journal articles on Latin America, analyzed by time period.

Major topics	Latin American journals			U.S. journals		
	1930-59 (%)	1960-76 (%)	1977-86 (%)	1930-59 (%)	1960-76 (%)	1977-86 (%)
MM uses/effects	-	22	12	-	11	8
MM & soc.change	-	17	12	11	30	8
Alternative comm	-	-	5	-	1	1
Comm & culture	-	37	26	-	3	42
Chars. of media	-	5	7	30	22	19
Ideological content	-	40	11	-	8	17
History of comm	-	1	23	19	12	10
Comm policies	-	-	7	-	-	2
New technologies	-	1	7	-	1	-
Political comm	-	1	7	41	21	10
L.A. journalism	-	3	4	19	12	8

well as between the different groups of journals in regard to this point, we did the following analysis: First, we obtained a rank order of topics per group of journals. Second, we computed the differences between ranks, and third, we calculated the average difference for each pair of journals and/or group of journals. The average difference in rank between each pair of journals or groups of journals, can be considered as an indicator of the distance or level of similarity existing between groups of journals in regard to the topics that are important to

them, in a scale in which "0" means complete similarity and "10" complete dissimilarity. We obtained two major conclusions from this exercise: First, the level of internal consistency in the Latin American journals -- as measured by the average distance between ranks -- was slightly better than the one of the U.S. journals [Average distance (\bar{X}_d) among all the journals that composed the group of Latin American journals was 2.18 versus 2.98 of the English language journals]. The observed heterogeneity among English language journals reflects their differences in the substantive areas of emphasis: whereas articles on Latin America published in the Public Opinion Quarterly focus on "political communication and public opinion" (73%), for Studies in Latin American Popular Culture the main area of concern has been "communication and culture" (71%), for Journalism Quarterly it has been "Latin American journalism" (26%), and for the Journal of Communication, Communication Research, and Gazette the emphasis laid on the "characteristics of Latin American media." Second, in comparing groups of journals with one another we see that whereas Hispanic South American and Mexican journals are the most similar ones in this respect ($\bar{X}_d=1.6$), Hispanic South American and U.S. journals are the ones that differ the most ($\bar{X}_d=3.4$). Brazilian journals, on the other hand, tend to maintain a relatively similar distance with the other three groups of journals ($\bar{X}_d=2.5$) [see Table 5.9]. This leads us to think that, in regard to the major topics

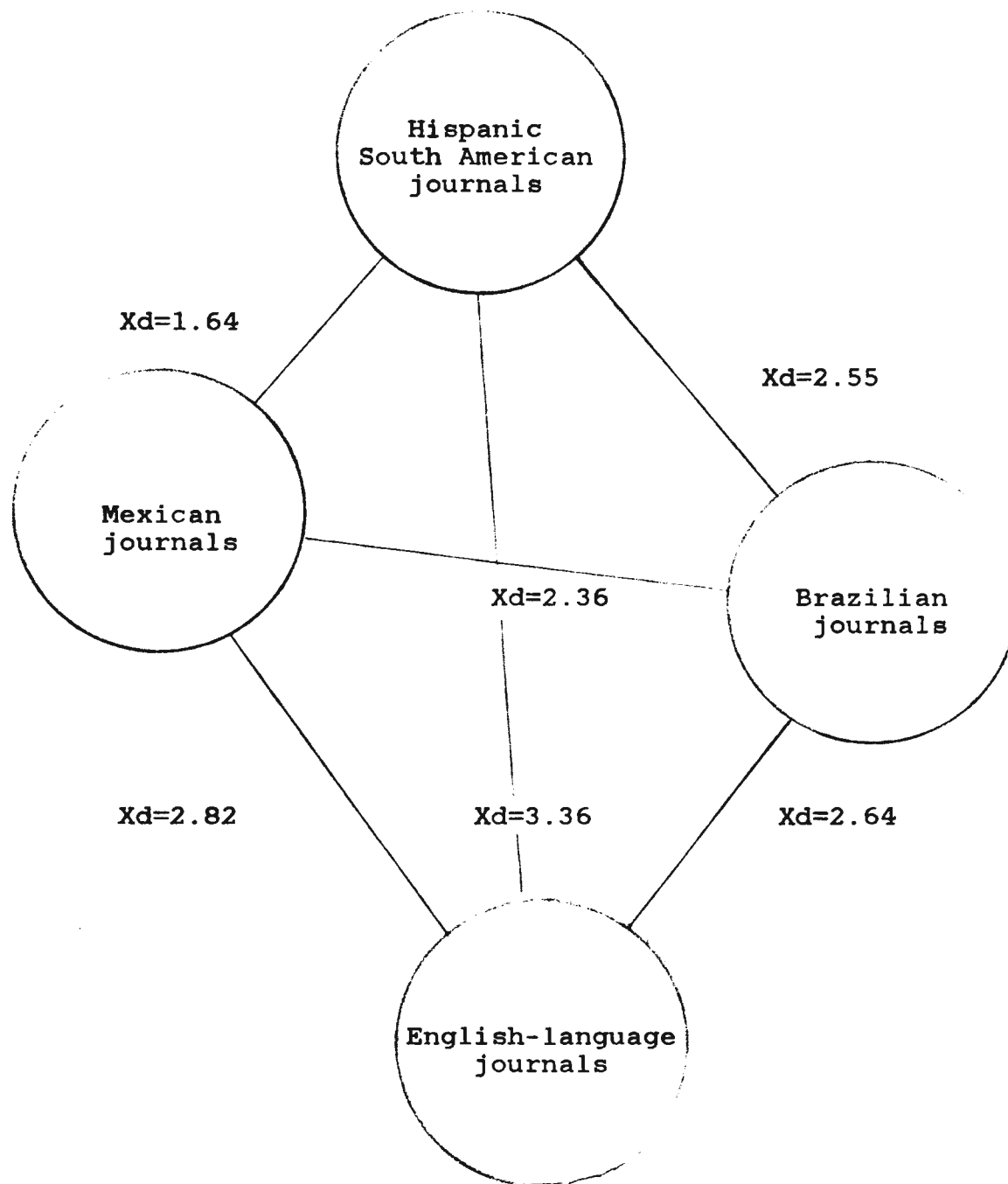
Table 5.9: Rank order of topics by groups of journals, and distance between journals in regard to the importance given to each topic in each group of journals.

Topic	Rank order					Differences in rank						
	U.S. jour	Hisp jour	Mex jour	Braz jour	Total L.Am. jour	U.S./HISP	U.S./MEX	U.S./BRAZ	HISP/MEX	HISP/BRAZ	MEX/BRAZ	U.S./ALL
. Media uses & effects	8	4	2	7	4	4	6	1	2	3	5	4
. Comm. & development	4	5	4	3	5	1	0	1	1	2	1	1
. Alternative comm.	9.5	10	11	6	10	0.5	1.5	3.5	1	4	5	0.5
. Communication & culture	2	3	1	1	1	1	1	1	2	2	0	1
. Chars. of L.A. media	1	8	8	5	7	7	7	4	0	3	3	6
. Mass media content	7	2	5	4	2	5	2	3	3	2	1	4
. History of L.A. media	5	1	3	2	2	4	2	3	2	1	1	3
. Comm. policies	9.5	6	9	10	9	3.5	0.5	0.5	3	4	1	0.5
. New technologies	11	9	7	9	8	2	4	2	2	0	2	3
. Political comm.	3	7	6	11	6	4	3	8	1	4	5	3
. Latin Am. journalism & freedom of the press	6	11	10	8	11	5	4	2	1	3	2	5
Average distance (\bar{X}_d) =						3.36	2.82	2.64	1.64	2.55	2.36	2.82

analyzed in each group of journal, perhaps there are not four groups of journals but only three: Spanish-language, Portuguese, and English. Figure 5.3 illustrates this situation.

Finally, analyzing the data on research topics according to the country or geographic area where studies were conducted we see that, in regard to the studies conducted by North American scholars and published in U.S. journals, the following findings can be highlighted: First, the three countries and/or regions more widely analyzed by U.S. communication scholars have been Mexico (27%), Latin America in general (25%), and Brazil (10%). If we compare these results with the ones obtained in the survey among U.S. scholars we see that whereas the relative position of both Mexico and Brazil remains almost at the same level in both sources of data, Central America and the Caribbean vary a lot in their relative positions in both sources: while only 9% of all the Latin American studies published in the English language journals we analyzed were conducted in Central America, 24% of the countries in which the U.S. scholars who participated in the survey have conducted research were central American countries, and while 9% of the articles analyzed in the present study report research in the Caribbean countries, 14% of the countries mentioned by the participants of the survey are in that region. This could be, in part, because research

Figure 5.3: Average distance between groups of journals in regard to the relative importance given by them to the different research topics in Latin America.



conducted in these areas has been published in different journals, or because both regions have acquired particular importance in the last few years and some research has not been published yet. In combining both sources of data we found that Mexico as a country, and Hispanic South America as a region have been the Latin American areas more widely analyzed by U.S. scholars (on the average, 25% and 23% of all the studies reported in the two sources of data have been conducted in Mexico and Hispanic South America, respectively). Second, regarding the topics that have been analyzed in each country, we see that the topics more widely analyzed in Brazil have been "communication and development" (50%) and "communication and culture" (40%). On the other hand, in Mexico, except for "communication and culture" which is the only topic that stands out in that country (37%), most of the topics have received similar attention. Third, studies on political communication have been conducted mainly in South American countries (Argentina, Brazil, Chile, and Peru). Fourth, the issue of Latin American journalism and freedom of the press has been studied mainly in Peru and Central America. Finally, Peru, which had a process of nationalization of media during the administration of Juan Velasco Alvarado [1968-75] (Gargurevich, 1977; McAnany, 1986), has been subject of many studies on "characteristics of the media" in general and "media-state relationships" in particular (see Table 5.10). All these results lead us to conclude that even for

**Table 5.10: Major topics of Latin American research, published
in U.S. communication journals, according to the Latin
American countries where research was conducted**

	Mex	Braz	Argen	Chile	Peru	Central America	All Lat.A.
	(%)	(%)	(%)	(%)	(%)	(%)	(%)
MM uses/effects	2	15	0	10	0	6	13
MM & soc.change	14	50	0	10	25	6	13
Alternative comm	0	0	0	0	0	6	0
Comm & culture	37	40	25	0	0	6	7
Chars. of media	22	0	8	0	38	19	40
Ideological content	15	10	8	0	0	13	9
History of comm	16	0	17	20	0	6	13
Comm policies	2	0	0	0	0	0	0
New technologies	0	0	0	0	0	0	2
Political comm	12	35	33	40	25	19	9
L.A. journalism	6	0	17	20	25	31	13

North American scholars the social and political processes of Latin America have been very influential in determining not only the place but also the topic of the study.

Breaking these data down by time (Table 5.11), we see that whereas Mexico, Brazil and Central America gain importance in regard to the number of studies conducted there, Argentina, Chile, Peru and Latin America [as a whole] have lost importance in this respect over time.

 Table 5.11: Relative importance of Latin American countries in regard to the number of communication studies conducted by U.S. scholars in them.

Country/region	First stage (%)	T I M E Second stage (%)	Third stage (%)
- Mexico	11.1	21.1	38.1
- Brazil	7.4	10.5	11.9
- Argentina	11.1	5.3	6.0
- Chile	3.7	9.2	2.4
- Peru	7.4	5.3	2.4
- Central America	7.4	7.9	9.5
- Latin America (in general)	40.7	26.3	19.0
- Other	11.1	14.5	10.7

This displacement can be seen more clearly if we put Mexico and Central American countries in one group, and South American countries in another. During the first stage of communication research in Latin America the number of studies conducted in Central America was slightly more than half that of the studies conducted in South America [ratio= 0.6:1.0]. In the second stage, however, the ratio between the two regions was 1.0:1.0, and in the third it shifted to 2.1:1.0. In those countries where there has been a growth in the number of studies conducted, the foci of concern have move from "political communication" and "communication and development" to "communication and culture" and "Latin American journalism and freedom of the

press." On the other hand, in those countries or regions where the number of studies has declined, the area of research interest has moved from "political communication" and "Latin American journalism and freedom of the press" to "history and characteristics of Latin American media."

In regard to the Latin American journals, no breakdown by country was done because most articles in these journals refer to the country where the journal is published. Therefore, any analysis by "country" would reflect not which countries or areas have been of particular interest to Latin American scholars but in which countries there are more communication journals.

3. Most influential authors: In analyzing the influence of a number of authors on Latin American communication research according to the number of times they were cited we obtained the following findings: Armand Mattelart has been the most widely cited author in Latin American communication journals: he was cited 154 times in the 415 articles of the Latin American communication journals selected for the present analysis [that is, once every 2.7 articles]. As compared with other authors, Mattelart was cited 2.4 times more than Marx, who ranked second. This preeminence of Mattelart over other authors in the field of communication in Latin America can be observed at almost any level of analysis: He was the most cited author in each of the stages of development of the discipline in the region (see Table 5.12), as well as in each group of citing

Table 5.12: More widely cited authors by time period.

Time period			
1960-76		1977-present	
Author	Freq.	Author	Freq.
A. Mattelart	28	A. Mattelart	126
K. Marx	26	A. Gramsci	52
R. Barthes	19	W. Schramm	38
M. Mattelart	18	K. Marx	37
F. Engels	18	U. Eco	35
J. McNelly	16	H. Schiller	34
U. Eco	15	R. Barthes	33
E. Veron	15	E. Rogers	32
O. Masotta	13	L.R. Beltran	31
V.I. Lenin	12	UNESCO	31
C. Levi-Strauss	12	E. Veron	31
T. Adorno	9	P. Freire	30
D. Lerner	9	A. Pasquali	30
J. McLeod	9	M. Mattelart	30
W. Schramm	8	J. Marquez de Melo	23

journals considered for the present study, namely: (1) Hispanic South American journals, (2) Mexican journals, and (3) Brazilian journals (see Table 5.13). Analyzing Mattelart's influence in regard to research topics, he was the most widely cited author for five of the ten topics we considered. Specifically he was the most influential author in regard to (1) communication, development, and social change, (2) communication and culture, (3) characteristics of Latin American media, (4) history of Latin American communication, and (5) new information technologies (see Table 5.14). Finally, Mattelart -- whose major influence comes from his books [71% of his citations come from his books, versus an average of 67% of book citation for all

Table 5.13: More widely cited authors by citing journal.

Hispanic South American journals		Mexican journals		Brazilian journals	
Author	Freq.	Author	Freq.	Author	Freq.
A. Mattelart	38	A. Mattelart	86	A. Mattelart	30
J. McNelly	30	A. Gramsci	35	P. Freire	20
A. Pasquali	25	K. Marx	29	J. M.de Melo	13
E. Rogers	25	U. Eco	26	R. Barthes	12
K. Marx	25	M. Mattelart	24	A. Gramsci	12
E. Veron	20	R. Barthes	21	H. Schiller	12
R. Barthes	19	W. Schramm	21	F. Reyes-Matta	10
M. Mattelart	19	E. Veron	20	W. Schramm	10
F. Izcaray	17	L.R. Beltran	17	T. Adorno	9
UNESCO	17	H. Schiller	16	U. Eco	9
F. Engels	16	P. Bourdieu	15	K. Marx	9
U. Eco	15	L. Althusser	14	E. Rogers	9
W. Schramm	15	F. Engels	13	J. DiazBordenave	8
O. Masotta	13	M. Piccini	13	F. Engels	8
R. Martin	13	UNESCO	13	H. Marcuse	8

the cited authors] -- was cited basically in Spanish: 83% of his citations refer to the Spanish version of his books and/or journals articles. This is the only area of analysis in which Mattelart's influence is not so strong across the board. In the area of Portuguese citations, for instance, Mattelart occupies third place after Marquez de Melo and Freire, two Brazilian scholars who seem to be very influential in their home country; in the group of French citations, Mattelart shares fourth place with Greimas, Morin and Veron, after Barthes, Gramsci, and Metz. Lastly, in the group of English citations we see that Mattelart's influence is practically nil (see Table 5.15).

To obtain a more vivid perspective of the influence

Table 5.14: Authors more widely cited by Latin American scholars,
analyzed according to the research topic on which
they were cited.

Cited author	T O P I C								
	Uses & effect	Comm & dev.	Atern ative comm.	Comm & Cult.	Chars L.A. media	Ideo cont ent	Hist L.A. comm	Polit ical comm	Comm poli cies
T. Adorno				X					
L. Althusser				X		X			
R. Barthes	X			X		(X)	X		
J. Baudrillard	X		X	X		X			
L.R. Beltran				X			X		X
P. Bourdieu				X		X			
J. Diaz B.		X	X				X		
A. Dorfman				X		X	X		
U. Eco	X	X		X		X	X		
F. Engels				X	X	X	X		
P. Freire		X	(X)	X					
M. Foucault				X		X			
A. Gramsci				X	X	X	X		
E. Katz	X	X			X				
V.I. Lenin				X		X	X		
H. Marcuse	X			X		X		(X)	
J. M de Melo				X	X		X		
K. Marx	X	X		X	X	X	X	X	
A. Mattelart	X	(X)	X	(X)	(X)	X	(X)	X	X
M. Mattelart	X			X	X	X	X	X	
J. McNelly	(X)	X					X		
E. Morin				X					
A. Pasquali	X	X		X		X	X	X	X
M. Piccini	X			X			X		
F. ReyesMatta				X			X		X
E. Rogers	X	X		X			X		
H. Schiller	X			X	X		X		X
W. Schramm	X	X		X			X	X	
J. Somavia									X
UNESCO	X						X		(X)
E. Veron				X		X	X	X	

(X) Author with the highest frequency of citation in that category or topic.

Table 5.15: Authors most widely cited in Latin American journals
analyzed by language of citation

Language of citation							
Spanish		Portuguese		English		French	
Author	Freq	Author	Freq	Author	Freq	Author	Freq
A.Mattelart	128	M. de Melo	23	E.Rogers	28	R.Barthes	24
K.Marx	52	P. Freire	13	W.Schramm	28	A.Gramsci	17
M.Mattelart	43	A.Mattelart	11	J.McNelly	25	C.Metz	12
A.Gramsci	35	A.M.Fadul	10	H.Schiller	19	A.J.Greimas	11
U.Eco	33	L.Beltrao	8	E.Katz	18	A.Mattelart	11
A.Pasquali	30	F.H.Cardoso	8	D.Lerner	13	E.Morin	11
E.Veron	30	G.Cohn	8	J.McLeod	12	E.Veron	11
L.R.Beltran	25	H.Eco	8	B.Berelson	10	Baudrillard	9
M.Piccini	25	M.Foucault	8	J.Blumler	10	Levi-Strauss	9
F.Engels	23	M.Sodre	8	Deutschmann	9	L.Althusser	8
M.Piccini	23	R.Barthes	7	H.Lasswell	9	U. Eco	8
UNESCO	23	F.Engels	6	P.Lazarsfeld	9	F.Engels	8
R.Barthes	21	A.Gramsci	6	T.Varis	9	M.Pechoux	8
A.Dorfman	17	T.Adorno	5	UNESCO	9	P.Bourdieu	7
L.Althusser	16	K.Marx	5	DiazBordenav	8	R.Jakobson	7
F.Izcaray	16	E.Morin	5	E.McAnany	8	L.Goldmann	6
V.I.Lenin	16	A.Pasquali	5	M.McLuhan	8	H.Marcuse	6
P.Freire	15	E.Veron	5	N.Wiener	8	K.Marx	6
MartinBarbero	15	H.Schiller	5	Nordenstreng	7	J.Piaget	6
T.Adorno	14	W.Schramm	4	D.Berlo	6	T.Adorno	5
O.Masotta	14	L.Althusser	3	L.R.Beltran	5	O.Ducrot	5
F.ReyesMatta	14	L.R.Beltran	3	A.Mattelart	4	V.I.Lenin	5
W.Schramm	14	A.Dorfman	3	F.ReyesMatta	4	M.Mattelart	5
Baudrillard	13	Enzensberger	3	M.DeFleur	3	A.Moles	5
McBride Comm	13	R.Jakobson	3	H.Marcuse	3	M.Foucault	3
M.Kaplun	12	H.Marcuse	3	R.Martin	3	M.Horkheimer	2
DiazBordenav	11	F.ReyesMatta	3	P.Freire	2	N.Chomsky	1
J.Esteinou	11	Baudrillard	2	N.Chomsky	2	Enzensberger	1
M.Foucault	11	P.Bourdieu	2	Levi-Strauss	2	E.Katz	1
H.Marcuse	11	N.Chomsky	2	Roncagliolo	2	N.Chomsky	1
H.Schiller	11	M.Horkheimer	2	J.Somavia	2	Enzensberger	1
Enzensberger	10	P.Lazarsfeld	2	T.Adorno	2	E.Katz	1
R.Martin	10	DiazBordenav	1	P.Bourdieu	1	H.Schiller	1
E.Rogers	10	A.J.Greimas	1	U. Eco	1	H.Schmucler	1
H.Schmucler	10	D.Lerner	1	Enzensberger	1	UNESCO	1
P.Bourdieu	9	McBride Comm	1	M. de Melo	1		
M.Horkheimer	9	A.Moles	1	O.Masotta	1		
E.Morin	9			C.Metz	1		
R.Roncagliolo	9			A.Pasquali	1		
J.Somavia	9						

of each one of these scholars on Latin American communication research, we asked Latin American scholars: (1) Who, in their opinion, have been the authors who positively influenced the growth of communication research in Latin America? and (2) Which authors have been more influential on them, as communication researchers? We also presented U.S. scholars a list of 30 Latin American scholars and 50 North American and European scholars (lists from our preliminary citation analysis), and asked them how influential they think each has been. U.S. respondents had to rate the influence of each of the scholars/authors listed on a five-point scale in which "1" meant "not influential" and "5" meant "very influential." The Latin American scholars answered open-ended questions, and we got a great variety of answers. In spite of this, there was a group of about 10 frequently mentioned authors. Again, Mattelart appeared as the most influential author: 71% of the Latin American scholars mentioned him as the most influential scholar in the growth of the discipline in the region, and 24% considered Mattelart as the most influential author in their professional activity as communication researchers. Pasquali, Beltran, Marquez de Melo, Veron, Esteinou, Reyes-Matta, Freire, Martin-Barbero, and Fernandez-Christlieb were the other authors who ranked in the top ten influential authors for communication research in Latin America (see Table 5.16). On the other hand, except for Mattelart, Veron, and Freire the list of

most influential authors on respondents' professional activity is composed of different authors. Some of the differences are: First, whereas the list of ten most influential authors on Latin American communication research is composed of Latin American scholars only, the list of ten most influential authors on respondents' professional lives include foreigners: Martin-Barbero, Marx, Gramsci, Rogers, Eco, and McAnany. Second, whereas the former list include people who can be classified in the category of critical scholars, the second one includes both critical and empirical scholars. Finally, frequencies in the first group were higher than in the second. This means that, on the one hand, the picture of the sources of influence on the discipline in the region is clear and homogeneous: the influence came from inside and especially from the critical group. On the other hand, sources of scholars' personal influence are heterogeneous in regard to time, theoretical orientation, and nationality (see Table 5.16).

The point of view of North American scholars on this issue is somewhat different. The average scores for each author obtained from the ratings given by the 51 North American scholars show us that, first, U.S. scholars are aware that the strongest influence on Latin American communication research came from inside: Beltran and Freire obtained the highest mean scores (3.8 and 3.1 respectively, in a scale that ranges from "1" = not influential to

 Table 5.16: Most influential authors on Latin American communication research in opinion of Latin American scholars

Most influential authors on Latin American communication research.			Most influential authors on respondents' professional lives.		
Rank	Author	(%)	Rank	Author	(%)
1	Mattelart	71.4	1	Mattelart	24.0
2	Pasquali	40.8	2.5	Martin-Barbero	18.0
3	Beltran	36.7	2.5	Marx	18.0
4	Marquez de Melo	28.6	5	Gramsci	14.0
5	Veron	26.5	5	Rogers	14.0
6.5	Esteinou	22.4	5	Veron	14.0
6.5	Reyes-Matta	22.4	8.5	Cortina	10.0
8	Freire	20.4	8.5	Eco	10.0
9	Martin-Barbero	18.4	8.5	Freire	10.0
10	Fernandez-Christlieb	16.3	8.5	McAnany	10.0

"5"= very influential); second, North American authors [both empirical and critical] obtained higher scores than were assigned to them by Latin American scholars, and the position they obtained in the list of most widely cited authors in Latin American communication journals. Finally, Mattelart and Marx, who ranked in the first two places in almost all the aspects analyzed in the Latin American data, were considered less influential than Beltran, Freire, Schramm, Diaz-Bordenave, Rogers, and Schiller by U.S. scholars (see Table 5.17).

To make more sense of these data we created categories of scholars according to their theoretical orientation, namely, critical scholars, empirical scholars, semioticians, etc. To avoid the strong influence of

Table 5.17: Most influential scholars on Latin American communication research in opinion of U.S. scholars.

Rank	Author	Avg. score
1	Beltran	3.8
2	Freire	3.1
3	Schramm	3.0
4.5	Diaz-Bordenave	2.9
4.5	Rogers	2.9
6	Schiller	2.8
7.5	Mattelart	2.5
7.5	Marx	2.5
9	Lerner	2.4
10	Lasswell	2.3
11	Lazarsfeld	2.2
12	Katz	2.1
13	McAnany	2.0
15	Deutschmann	1.8
15	Reyes-Matta	1.8
15	Dorfman	1.8

Mattelart, we created a separate category for Mattelart and his associates, independent from Latin American critical scholars. Whereas for Latin Americans the group of "Latin American critical scholars" was the most influential both on Latin American research in general (60%), and on the professional activity of the participants in particular (30%), followed by "Mattelart and his associates" (14%) and "empirical scholars" (20%), respectively, for the North American scholars, the Mattelart group obtained the highest average score (1.9) followed by scholars of the "media imperialism approach" (1.7) [see Table 5.18]. These results can be interpreted as follows: there seems to be a consensus among both Latin American and North American scholars that critical scholars, either Europeans or Latin

Americans, orthodox or not (e.g., scholars of the media imperialism approach) have been much more influential than empirical scholars in the growth of communication research in Latin America.

These results could be affected, to some extent, by some methodological problems. First, we compared groups of very different sizes, and even though results are based on averages, larger groups are composed of various authors who ranked low and, consequently, affect the average score of the group. Second, groups were integrated based on our own criterion of the group to which each scholar belongs. Therefore, results of this analysis are only tentative. Further analyses are needed to obtain from Latin American and North American scholars their opinions on the influence of the different groups considered here. Based on citation analysis only; whereas the number of European and North American scholars included among the most influential

Table 5.18: Most influential authors grouped in larger categories

In Latin America in general	In professional life of Latin American scholars	In opinion of U.S. scholars
-----	-----	-----
1 Latin Am critical scholars	1 Latin Am critical scholars	1 Mattelart and his associates
2 Mattelart and his associates	2 Empirical scholars	2 Media imperialism approach
3 Empirical scholars	3 European critical scholars	3 Empirical scholars
4 European critical scholars	4 Media imperialism approach	4 European critical scholars
5 Semioticians	5 Mattelart and his associates	5 Semioticians
-----	-----	-----

authors in the 1977-86 period diminished versus the previous period [Europeans going from 7 to 4 authors ranked in the top 15, and North Americans from 4 to 3], Latin American scholars increased their relative position versus the other groups, going from 4 to 7 authors in the top 15 (see Table 5.12).

In regard to the citing journals, we can point out that while Latin American scholars seem to be more influential in both Hispanic South American and Brazilian journals, European critical scholars and semioticians occupy more prominent positions in the Mexican journals. Empirical scholars seem to be more influential in the Hispanic South American journals than in other Latin American journals (see Table 5.13).

Regarding topics, if we select the 30 most widely cited authors and classify them according to the area(s) in which they were cited, we obtain the following results: (1) Mattelart was cited on every topic and the most widely cited author on five topics; (2) Marx was second, being cited on 8 out of 10 topics; (3) on the average, each of the 30 most influential authors was cited on 3.8 topics; (4) the topics in which most of the 30 most influential authors were cited are "communication and culture" and "history of Latin American communication." Consequently, if we create a matrix in which the columns correspond to the major topics of research and the rows to the most widely

cited authors, there are two horizontal and two vertical axes. Mattelart and Marx constitute the horizontal axis as the authors who go with everybody regardless of topic. On the other hand, "communication and culture" and "history of Latin American communication" constitute the vertical axis, that is, they are the topics around which almost all of the most influential authors are cited. These main lines of connection tell us something about the characteristics of communication scholarly work in Latin America: it has consisted of a critical analysis of the growth of the mass media of communication in the region and of their cultural effects (see Table 5.14).

Analyzing these data according to the language of citation, we see that 46% of the top 100 authors were cited in three or more different languages, and 80% in two or more languages (see Table 5.15). Although for most of these authors there is a dominant language of citation, the fact that some authors were cited in a certain combination of languages, and other authors in a different combination is of some interest.

Spanish is a kind of common denominator in regard to language of citation [50% of all the citations were in that language]. Other citation languages were: English (26%), Portuguese (13%), and French (11%). Most of the authors who were cited in English and in other languages except in French, could be classified as "empirical" scholars. Those

who were cited in French and in languages other than English, could be considered as either "critical" scholars or semioticians (see Table 5.19). However, those authors who were cited in all four languages are predominantly "critical." Therefore, French, as a language of citation, seems to have some kind of association with the theoretical orientation of the cited author. Portuguese, on the other hand, seems to be a very weak indicator of differences between groups of authors. Scholars cited in both Portuguese and French either do not exist [i.e., Portuguese-English-French, and Portuguese-French], or take the characteristics of the French groups [that is, critical scholars and semioticians]. On the other hand, authors cited in both Portuguese and English look very heterogeneous (see group "1-2-3" in Table 5.19). This shows the importance of conducting further analyses of our citation data based on groups of scholars instead of individuals.

Using in our analysis only the 100 most widely cited authors grouped according to the categories mentioned above, we see that, contrary to our expectations, the group of scholars classified as "linguists-structuralists-semioticians" has not been the most influential group in communication research in Latin America, as measured by the number of times they have been cited versus other groups of scholars: 17% of citations were classified within this group, versus 24% of citations obtained by Latin American

Table 5.19: Most widely cited authors, grouped by the different languages on which they were cited

Category (*)	Authors
1-2-3-4	Adorno, Bourdieu, Chomsky, Eco, Enzensberger, Marcuse, A.Mattelart, McLuhan, Piaget, A.Schaff, Schiller.
1-2-3	L.R.Beltran, Diaz-Bordenave, E.Fox, P.Freire, P.Lazarsfeld, Marquez de Melo, R.Merton, Nordenstreng, Pasquali, Reyes Matta, Schramm, T.Varis.
2-3-4	(none)
1-3-4	Levi-Strauss, UNESCO
1-2-4	Althusser, Barthes, Baudrillard, Brecht, Dumazedier, Engels, Foucault, Goldmann, Gramsci, Greimas, Horkheimer, Jakobson, Lenin, Marx, C.Metz, A.Moles, E.Morin, Poulantzas, F.de Saussure, Veron.
1-2	P.Baran, F.H.Cardoso, G.Cohn, E.Diaz Rangel, A.Dorfman, S.Freud, F.Gutierrez, McBride Commission Garcia-Canclini.
1-3	Berelson, Berlo, DeFleur, Deutschmann, Izcaray, Klapper, Lasswell, Richard Martin, O.Massota, E.McAnany, J.McNelly, R.Nixon, E.Rogers, R.Roncagliolo, J.Somavia, C.W.Wright.
1-4	C.Buci-Gluksmann, O.Ducrot, H.Lefebvre, M.Mattelart O.Paz, M.Pecheux, J.P.Sartre, H.Schmucler, J.Cazenueve.
2-3	D.Lerner
2-4	(none)
3-4	E.Katz
1	H.Assman, O.Capriles, M.Colomina, R.Cremoux, J.Esteinou, M.Kaplun, J.Martin-Barbero, H.Mujica, H.Muraro, M.Piccini, L.Silva.
3	J.Blumler, J.McLeod, N.Wiener
4	(none)

(*) Where 1=Spanish; 2=Portuguese; 3=English; 4=French.

Table 5.20: Most influential groups of scholars on Latin American communication scholars, as measured by the number of times they have been cited.

Category	Specification	Time period		Total (%)
		1960-76 (%)	1977-86 (%)	
European critical scholars		29.9	20.6	22.7
Linguists, structuralists, semioticians	1. With Veron as Latin American scholar	23.4	15.2	17.0
	2. With Veron as semiotician	27.3	17.5	19.7
Latin American critical scholars	1. With Veron as Latin American scholar	11.5	27.4	23.8
	2. With Veron as semiotician	7.6	25.1	21.1
Mattelart and his group		14.3	16.5	16.0
U.S. empirical scholars		19.5	15.1	16.1
Media imperialism approach		1.3	5.2	4.3

critical scholars [excluding Mattelart and his associates, who accounted for 16% of the citations], and 23% for the European critical school [Marxists & Neo-Marxists].

Analyzing these results by time period, we see that semioticians were more influential in the 1960-76 period than in the more recent stage, although in none of the cases occupying the very top position in ranking of citations (see Table 5.20). On the other hand, the group

Table 5.21: Comparative influence of Latin American scholars and scholars of the media imperialism approach versus all others.

Groups	Specification (*)	Time period		Diff. pct. points
		1960-76 (%)	1976-86 (%)	
<hr/>				
<u>Group A</u> : Latin American scholars (including Mattelart et al.), & scholars of the media imperialism approach	I	27.1	49.1	+ 22.0
	II	23.2	46.8	+ 23.6
<hr/>				
<u>Group B</u> : all others	I	76.7	53.2	- 23.5
	II	72.8	50.9	- 21.9
<hr/>				
(*) I = with Veron and his associates II = w/o Veron and his associates				

of Latin American critical scholars (without Mattelart and his colleagues) has registered the highest growth in influence going from a fifth place in the ranking of six groups in the 1960-76 period to a first place in the 1977-86 period. This lead us to reconsider the structure of these groups. Veron has been considered the most important semiotician in Latin America; moreover, he has been considered as the scholar who introduced semiotics in the region. Therefore, we restructured the groups considering Veron in the group of semioticians. Even with this change, semioticians keep their position in regard to the other groups both in general and in the 1960-76 period. In the 1977-86 period, however, the inclusion of Veron in the

group of semioticians helps it to move from fourth place to third. Not only semioticians but also European critical scholars and U.S. empirical scholars have lost influence in recent years. On the other hand, "Latin American critical scholars," "Mattelart and his group," and the scholars identified with the "media imperialism approach" have acquired great importance in the 1977-86 period (see Table 5.21).

Analyzing these data by topics, European and Latin American critical scholars [including Mattelart and his group], as well as scholars of the media imperialism approach, were most often cited in regard to "communication and culture." Semioticians were more widely cited for "ideological content of the media," and empirical scholars for "history of communication [and history of mass media] in Latin America." From the other point of view, that is, which group was more cited for each topic: First, for "mass media effects," and "communication and social change," U.S. empirical scholars were cited more than any other group. Second, the study of the "ideological content of the media" has been influenced mainly by semiologists: 40.8% of all citations in journal articles on this topic were for scholars identified with this school. Third, the remaining eight areas of study have been dominated by Latin American critical scholars, including Mattelart and his group. If we analyze Mattelart's group and other Latin American

critical scholars independently, we see that although Latin American critical scholars continue to be the most influential group in regard to "alternative communication" (48.1%), "history of Latin American communication" (32.4%), "characteristics of Latin American media" (21.7%), and "communication policies" (39.6%), European critical scholars turn to be the most influential on "communication and culture" (30.1%), "ideological content of the media" (29.1%), and "political communication" (29.2%) [see Table 5.22]. Finally, in regard to journals cited in and language of citation, results are quite consistent with what we found earlier on individual scholars:

Table 5.22: Groups of scholars more widely cited, by topic.

Topics	Europe critic	Semio logist	Mattel et al.	L.A. critic	U.S. empir	Media imperi	TOTAL
Uses & effects	15.6	9.9	15.6	16.7	34.4	7.8	100.0
Comm & develop	10.9	10.9	10.3	25.0	38.0	4.9	100.0
Aternative comm.	19.0	13.9	17.7	48.1	1.3	0.0	100.0
Comm & culture	30.1	15.7	23.2	21.6	5.2	4.2	100.0
Chars LA media	20.0	10.0	20.0	21.6	17.5	10.8	100.0
Ideological cont	29.1	40.8	8.2	15.3	5.9	0.8	100.0
History LA comm	13.0	8.2	16.4	32.4	26.4	3.6	100.0
Comm policies	6.2	1.0	12.5	39.6	29.2	11.5	100.0
New info tech	19.0	4.8	50.0	11.9	2.4	11.9	100.0
Political comm	29.2	12.4	10.1	23.6	21.3	3.4	100.0

Latin American critical scholars (including Mattelart and associates), have been the most widely cited authors in each of the three groups of Latin American journals: Hispanic South American journals (36.1%), Mexican journals (41.8%), and Brazilian journals (42.7%). However, if we separate Mattelart and his group from the rest of Latin American critical scholars, empirical scholars would be the most widely cited authors in Hispanic South American journals (25.1%), European critical scholars for Mexican journals (25.1%), and Latin American scholars for Brazilian journals (31.0%). In general, all groups of scholars were cited mainly in Spanish, except U.S. empirical scholars and scholars of the media imperialism approach, who were cited mainly in English. This latter finding, combined with the growth of the media imperialism in Latin America (citations of this group scholars have increased 14 times in the present stage versus the previous stage), suggests the possibility of a new wave of North American influence in Latin American communication research but this time with a different arithmetic sign.

4. Interconnectedness of Latin American communication journals: One way of determining the network of intellectual influence within a group of scholars is by analyzing the cross-citation of either authors or journals. In the present study we conducted a cross-citation analysis of journals only.

The level of cross-citation among the selected ten Latin American communication journals was extremely low: on the average, only 2.6% of the citations in each journal are to any of the other nine journals. This problem was even more notable in the following journals: (1) Cuadernos de la Realidad Nacional (CEREN/Chile) did not cite any of the other nine core Latin American communication journal due to the fact that it was discontinued before the launching of the other nine journals (see Figure 3.3); (2) Cuadernos de Comunicacion, a Mexican journal which cites basically books (85%) and U.S. communication and psychology journals (8%), whose citation of the other nine journals accounts for only 0.3% of all its citations; (3) Serie Comunicacion Social y Desarrollo (FUDECO/Venezuela), an empirical communication journal with a strong influence from U.S. communication and psychology journals (22%), whose citation of the other core journals represents only 0.5% of its total; and (4) Comunicacao e Sociedade, a Brazilian journal which also cites basically books (85%), conference papers (7%), and U.S. journals (3%), whose citation of the other core journals also represents 0.5% of its total. Revista ININCO, a Venezuelan journals published by the Institute of Communication Research at the Central University of Venezuela is the one with the highest proportion of citation of other core Latin American communication journals (7%). Likewise, it has some influence from U.S. journals (9%), and it is the journal with the lowest

Table 5.23: Matrix of Citations Made by Citation Received for Core Latin American Communication Journals (*)

Citing jour	Cited journal									
	CEREN	C&C	LENG	FUDECO	ININCO	TICOM	CUADC	C&S	INTER	CHASQ
CEREN	19	0	0	0	0	0	0	0	0	0
C&C	13	7	3	0	4	2	1	1	0	1
LENG	8	0	1	0	0	0	0	0	0	0
FUDECO	1	2	0	23	0	0	0	0	0	0
ININCO	11	7	7	3	8	0	3	0	0	5
TICOM	5	13	2	0	1	7	12	1	1	0
CUADC	2	0	0	0	0	0	10	0	0	0
C&S	1	3	0	0	0	0	0	6	0	0
INTER	0	1	0	0	0	1	0	5	4	0
CHASQUI	0	1	0	0	1	2	0	0	0	3

(*) Adapted from Reeves & Borgman, 1983.

proportion of book citation [53%, versus 77% average book citation for the whole group of ten journals].

Analyzing cross-citation between journals, Comunicacion y Cultura is the only Latin American journal that both cites and is cited by other four journals: (1) Revista ININCO, (2) Cuadernos del TICOM, (3) Comunicacao e Sociedade, and (4) Chasqui. This makes Comunicacion y Cultura, the Latin American communication journal with the highest level of cross-citation. On the other hand, Cuadernos de la Realidad Nacional is the journal that has

been more widely cited by the other nine core Latin American communication journals. Interestingly, both Comunicacion y Cultura and Cuadernos de la Realidad Nacional were launched by Mattelart. Finally, Serie Comunicacion Social y Desarrollo (FUDECO/Venezuela) and Cuadernos de la Realidad Nacional (CEREN/Chile), are the journals with the highest level of self-citation. This perhaps can be interpreted as an indicator of isolation: the latter regarding time, and the former regarding its editorial policy (see Table 5.23).

5. Discussion: The following conclusions can be drawn from the analyses presented above:

a) Latin American communication research has focused on the cultural effects of the mass media. The different topics related to this area of study have acquired great importance, during the last ten years or so, not only among Latin American scholars, but also among North American scholars who, among other things, launched the journal Studies in Latin American Popular Culture in 1982, as a new forum to analyze problems related to this area of study.

b) There seems to be a process of mutual influence between Latin American and North American scholars interested in doing research in Latin America, in regard to the topics of their studies. Topics that were of great interest to the former group in the early stages of

communication in Latin America have become very important to the latter group in the recent years, and vice versa. This current of intellectual influence seems to be stronger from Latin Americans to North Americans: "communication and culture" and the "ideological content of the media," which were typical of Latin Americans in the 1960-76 period, have lost importance there, but gained in importance among U.S. scholars.

c) There has been a displacement in regard to the geographic area where North American scholars have conducted research in Latin America: from South American countries, to Mexico and Central America. This, along with changes in topics of their study [from political communication and characteristics of Latin American media to communication and culture and ideological content of the media], could be interpreted as an indicator of the strong influence that social and political processes of Latin America have on communication research even among North American scholars.

d) Mattelart has been the most influential author on communication research in Latin America. Not only has he been the most widely cited author regardless of time, topic, and citing journal, but he has started two important journals himself.

e) Critical Latin American scholars, even without

Mattelart and his group, constitute the most influential group of authors in Latin America. Their influence has increased in the recent years, going from the fifth place in the ranking of influential groups to first. This may be an indicator of a process of "Latinamericanization" of communication research in Latin America. Semioticians, who we expected to be the most influential authors, registered major influence only in regard to the "ideological content of the media." On the other hand, North American empirical scholars, who were not expected to have any major influence on Latin Americans, turned to be the most influential group in regard to "mass media uses and effects" and "communication and development." Finally, European critical scholars register influence especially in regard to "communication and culture."

f) The "Latinamericanization" mentioned above, seems to occur due to the growing influence of books written by Latin American scholars. Citation of other Latin American communication journals is extremely low. Comunicacion y Cultura and Cuadernos de la Realidad Nacional are the only journals that have some influence on other Latin American communication journals: the former in regard to cross-citation, and the latter in regard to the number of journals which cite it. The relative importance of these two journals may be a consequence of Mattelart's influence. He was the founder of both journals and published many articles in them.

CHAPTER VI

OBSTACLES, PRESENT STATE, AND FUTURE PROSPECTS

The third stage of analysis of the present study consists of determining the point of view of both Latin American and North American communication scholars with experience in Latin America, in regard to the following issues: First, which are the major obstacles to communication research in Latin America? Second, how appropriate is it to talk about a Latin American communication research model and if so, what are its principal characteristics? Third, which topics should be studied more in Latin America, and which should receive less attention or even be abandoned? Finally, what kinds of changes can we expect to occur in the way communication research is done in Latin America, with the arrival of the new information technologies in the region?

1. Major obstacles to communication research in Latin America: The major obstacles to communication research in Latin America, according to Latin American scholars, are (1) the "economic problems" that the region is facing at different levels [mentioned by 80%], (2) the "low research orientation" of most Latin American universities [50%], (3) the "low status and low quality of communication research" in Latin America [38%], and (4) the "lack of a research tradition" and "lack of professionalism" of some communication scholars [each of these two problems was

mentioned by 34% of the respondents] (see Table 6.1). In grouping the different responses to this question in larger categories, we see that the "low prestige and quality of communication research programs" at Latin American universities," characterized by the lack of a research orientation, and the low quality of the few research projects that are conducted in those institutions, were most widely mentioned by Latin American scholars. On the average, respondents mentioned 1.6 problems related to this issue. "Economic problems" constituted the second category of problems that concern Latin American scholars (78%). The "lack of a research tradition," and the "lack of communication networks" among Latin American scholars constituted the third group of problems (58%) [see Table 6.2]. In spite of the fact that some Latin American communication scholars had to move to a different country because of political problems in their home countries, they did not consider "political problems" the greatest obstacle to communication research in the region; it ranked only fifth.

To have a point of view from outside the region on the aforementioned problems, we asked the 51 U.S. scholars to indicate, on a scale from 1 to 5 [where 1=not a problem and 5=major problem], how serious a problem each one has been. U.S. scholars coincide with Latin American scholars in considering "economic problems" as one of the major

obstacles to communication research in the region. However, there seems to be a tendency among U.S. scholars to give more importance than their Latin American counterparts to "communication problems" as represented by lack of access to information, lack of communication networks among scholars, and lack of diffusion of research conducted in Latin America, as well as to "political problems." On the other hand, Latin American scholars put more emphasis on both the "low status and quality of communication research in the region," and the "lack of a research tradition." In other words, whereas North Americans seem to be more concerned about the problems that Latin American scholars are facing as community of scholars, Latin Americans seem to be more concerned about what happens to the discipline itself. Taking into account that we used different kinds of questions to measure opinions on these issues conclusions drawn from this part of our analysis are only tentative. Tables 6.1 and 6.2 summarize this results.

No significant difference between the various subgroups that composed the groups of Latin American and U.S. scholars was found in their opinions regarding this issue.

2. Is there a Latin American communication research model?

There seems to be a consensus that we cannot talk about a Latin American research model: 73% of Latin American scholars and 82% of U.S. scholars expressed that opinion.

Table 6.1: Main obstacles to communication research in Latin America as seen by Latin American and U.S. scholars

LATIN AMERICAN SCHOLARS			NORTH AMERICAN SCHOLARS			
152	% of respondents who provided this answer	Obstacles / problems	Rank	Rank	Obstacles / problems	Mean score
	80	Economic problems	1	1	Lack of human resources	3.92
	50	Low research orientation of L.A. universities	2	2	Lack of access to information	3.78
	38	Low status/quality of comm. research	3	3	Economic problems	3.57
	34	Lack of a research tradition	4.5	4	Lack of diffusion of Latin Am. research	3.49
	34	Lack of professionalism comm. researchers	4.5	5	Lack of networks among Latin Am. scholars	3.38
	32	Lack of networks among Latin Am. scholars	6	6	Political oppression	3.32
	28	Lack of access to information	7	7	Censorship	3.21
	24	Low quality of communication programs	8.5	8	Lack of good/adequate comm. programs	3.17
	24	Lack of publications	8.5	9	Lack of empirical studies	3.04
	22	Lack of human resources	10	10	Military coups d'etat	3.03
	20	Lack of diffusion of Latin Am. research	11	11	Empirical research seen as U.S. imperialism	2.87
	18	Military regimes	12	12	Scholars doing politics not research	2.51
	10	Lack of continuity of research projects	13	13	Adherence to traditional models	2.45
	8	Lack of a job market for comm researchers	14	14	Lack of prestige of communication research	2.38
4	Lack of empirical studies	15	15	Lack of theoretical models	2.19	

Note: Mean scores range from 1= not a problem to 5= major problem. They were computed by multiplying frequency of response by the corresponding point of the scale (1 to 5), and averaging them.

Table 6.2: Main obstacles to communication research in Latin America grouped in larger categories.

LATIN AMERICAN SCHOLARS		NORTH AMERICAN SCHOLARS	
Category of response	Rank	Rank	Category of response
Low status/quality of comm. research programs	1	1.5	Economic problems
Economic problems	2	1.5	Communication problems
Communication problems	3	3	Political problems
Lack of a research tradition	4	4	Academic problems
Political problems	5	5	Theoretical & methodological problems

Although a higher proportion of Latin American scholars thought that there is a Latin American model [27% vs. 8%], the difference is not statistically significant. However, when we broke down this question by nationality we found that whereas among Hispanic South American scholars opinions on this issue are divided [53% say "yes" we can talk about a Latin American communication model], the general opinion among Brazilian (87%) and Mexican (85%) scholars is that there is not a Latin American communication model. [see Table 6.3]. Breakdowns by other variables, such as respondent's responsibilities, affiliation with professional associations, and research experience in Latin America were not statistically significant.

Table 6.3: Opinions of Latin American scholars, broken down by scholars' nationality, on whether or not there is a Latin American communication model.

Category of response	Groups by nationality		
	Hispanic South American (%)	Brazilian (%)	Mexican (%)
Yes	53.3	12.5	15.4
No	46.7	87.5	84.6
Total	100.0	100.0	100.0
	(N=15)	(N=8)	(N=27)
Chi-square 8.0 df 2 p<.05			

We cannot talk about a Latin American communication (1) because models do not have nationality; there are only adaptations [on the average, 22.1% of those Latin American and North American scholars who think we cannot talk about a Latin American communication model expressed this opinion], (2) because a Latin American model is still in process [16.2%], and (3) because Latin American communication research is characterized by its eclecticism [15.8%] (See Table 6.4).

Taking into account the small number of people who answered this question no breakdowns by respondents' nationality, affiliation with professional association, responsibilities, or experience in Latin American communication research were done.

3. Topics that should be studied more, and less, by Latin American communication researchers: "Communication and development," "communication and culture," and "new information technologies" are the three areas of study that should be studied more, according to Latin American scholars: 40% of all responses to this question referred to these issues. On the other hand, although one third of the Latin American scholars think there is no area of study that should be abandoned, some respondents think that the areas of "mass media effects" and "semiological studies and/or denouncing studies" should be studied less or even abandoned (see Table 6.5). Considering that some of the

 Table 6.4: Reasons why Latin American and North American scholars think we cannot talk about a Latin American communication research model.

Reasons	Latin Am. % of valid cases	North Am. % of valid cases	Both % avg.
-----	-----	-----	-----
- There is a L.A. "tradition," not a model	20.6	---	10.3
- Still in process	20.6	11.8	16.2
- Models have no nationality: there are adaptations only	14.7	29.4	22.1
- Still great dependency on foreign models	5.9	---	3.0
- Eclecticism	14.7	17.6	15.8
- Diversity of cultural and political factors	---	29.4	14.7
- Haven't proposed anything yet (not organized research)	5.9	5.9	5.9
- Not important whether there is a L.A. model or not	11.8	5.9	8.9
- Other	5.9	---	3.0
-----	-----	-----	-----
T O T A L	100.0	100.0	100.0

areas mentioned above can be seen as opposites, we broke down the results by nationality, responsibilities, affiliation with professional associations, and areas of study. South American scholars, those who are affiliated with international associations, who have higher responsibilities, and who work on communication and culture, put more emphasis on "communication and culture"

Table 6.5: Research topics that should be more studied/less studied in Latin America, according to Latin American scholars.

	% of response
-----	-----
a) <u>Should be studied more:</u>	
- Communication and development	41
- Communication and culture	39
- New information technologies	37
- Political communication	31
- Mass media audiences	31
- Alternative communication	27
 b) <u>Should be studied less:</u>	
- Mass media effects/advertising/marketing	35
- Semiological studies/denouncing	33
- None	33
-----	-----

as the area that should be more studied. Mexican scholars, those not affiliated with any international communication association, those who have lower responsibilities, and those who work on mass media uses and effects or communication and development tend to think that "communication and development" should receive more attention. On the other hand, whereas Mexican scholars and those who work in the area of "communication and development" tend to think that "mass media effects" is an area that should be studied less or even abandoned in Latin American communication research, those who work in the areas of "mass media effects," "political communication," and "characteristics of Latin American media" tend to say that "denouncing and semiological studies should be less studied or abandoned (see Table 6.6). Although the groups of people who provided the responses mentioned above were relatively small [frequencies for these categories of response ranged from 5 to 11], these responses seem to indicate some polarization of opinions. Further analyses are needed to verify this hypothesis.

U.S. scholars were asked to evaluate, on a scale from 1 to 5 [where 1=abandon, and 5=do much more], topics that had been mentioned by the Latin American scholars. We considered areas with mean values greater or equal to 3.5 as areas that should be more studied; those with means between 2.5 and 3.5 as areas that should remain the same;

Table 6.6: U.S. scholars' opinions on topics that should be studied more, and less in Latin America

Topics	Mean scores
- Health communication	4.00
- Educational communication	3.54
- Agricultural communication	3.50
- - - - -	- - - - -
- New information technologies	3.32
- Political communication	3.17
- Mass media ownership	3.11
- Mass media effects	3.04
- National communication policies	2.94
- Television and children	2.90
- Popular culture	2.83
- Diffusion of innovations	2.81
- Media content	2.68
- Modernization research	2.63
- - - - -	- - - - -
- Media imperialism	2.43
- New international information order	2.38
- Semiological studies	1.66

Note: Scores range from 1 (abandon) to 5 (do much more).
Therefore, topics with mean scores above 3.5 should be studied more, those with mean scores between 2.5 and 3.5 should remain the same, and those with mean scores below 2.5 should receive less attention.

and those with means values equal to or lower than 2.5, as areas that should be studied less. Based on these criteria, we see that U.S. scholars think that Latin American scholars should study more those aspects related to communication and development, that is, "health communication" (mean value=4.0), "educational communication" (3.5), and "agricultural communication" (3.5). On the other hand, studies on the ideological content of the media and news flows should be studied less, according to U.S. scholars (see Table 6.6). Therefore, results obtained from the two sources suggest that both Latin American and U.S. scholars agree that "communication and development" is a high priority area of study in Latin America. On the other hand, whereas Latin Americans consider that areas of "communication and culture," and "new information technologies" should be more studied, U.S. scholars seem to think that these areas should remain the same. Finally, whereas there is agreement between U.S. scholars and one group of Latin American scholars in regard to the areas that should receive less attention in the study of communication research in Latin America (both think that studies on the ideological content of the media should receive less attention), another group of Latin American scholars disagree; they think that studies on mass media effects should be abandoned.

4. Changes we can expect in Latin American communication research with the arrival of the new information technologies: Latin American scholars more than their North American counterparts think that new information technologies will produce some important changes in the way communication research is conducted in Latin America: 71% of respondents in the former group versus 43% in the second group responded affirmatively to this question [$p < .05$]. (see Table 6.7).

 Table 6.7: Latin American and U.S. scholars opinion that new information technologies will produce important changes in the way communication research is conducted in Latin America.

Group of respondents	N	Mean	t	p
Latin Americans	49	+ .45	2.31	.05
North Americans	49	+ .02		

 Note: Scores were calculated by multiplying all the "yes" answers by 1, the "no" answers by -1, and the "don't knows" by 0.

In combining the results obtained in this part of our study with the ones mentioned in point number 3, we see that Latin American scholars seem to be more interested in, and to have greater expectations than their North American counterparts on the effects that the new information technologies will produce in the area of communication research in Latin America.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

The present study was aimed at analyzing the origins, growth, and present state of mass communication research in Latin America. It was the first empirical study of this kind, analyzing the internal and external factors that determined the emergence of the discipline in Latin America, the major research topics, the most influential authors, the most important journals, and the main currents of theoretical influence on Latin American communication scholars. Five major sources of data were combined strategically to provide empirical answers leading to the following conclusions:

1. The emergence of communication research in Latin America was the result of four major factors: First, the economic, political, technological, and intellectual influence from the U.S.; Second, the development of the mass media of communication, especially of electronic media, in the region; Third, the combination of scientific and scholarly factors, such as the development of social sciences worldwide on the one hand, and the founding of schools of journalism, schools of communication, and research centers in Latin America on the other; And, fourth, the emergence in the 1960s of Latin American intellectual leaders, who developed innovative theories to

explain why traditional models of economic development were not working in Latin America (Dependency Theory), and who suggested that communication models that were working in some developed countries were not applicable to the Latin American social and cultural context. The most influential factors originated outside Latin America. However, according to the Latin American respondents, there were also some influential factors that emerged within the region in reaction to the external ones. This suggests that, communication research in Latin America has been an area of study composed of groups that are in conflict with one another.

2. The most important events in the history of communication research in Latin America, according to the Latin American scholars, have been: (1) the founding of CIESPAL, in Quito, Ecuador, in 1959; (2) the works of Mattelart and his group in Chile, between 1969 and 1973; and (3) the founding of the first schools of journalism in the early 1930s, and schools of communication in the early 1960s. In grouping these and all the other events identified as milestones of communication research in Latin America by Latin American respondents by year or time period when they happened, on the one hand, and by thematic category on the other, we obtained the following results: First, 1959 and 1976 seem to be two very important years for communication research in Latin America: two events,

the Cuban revolution, and the founding of CIESPAL, considered as milestones of communication research in Latin America by Latin American respondents, occurred in the former year, and three events, the founding of ILET, the Argentinean coup d'état, and the Costa Rica conference on communication policies, occurred in the latter. Second, the results mentioned above led us to hypothesize that the history of communication research in Latin America can be divided into three stages: The first stage going from the early studies on Latin American journalism of the 1920s and 1930s to 1959, the second stage going from 1960 to 1976, and the third one from 1977 to at least the time when we concluded our process of data collection: 1985-86. Third, considering the characteristics of the various events identified as milestones of communication research in Latin America within each stage, we suggest that the first stage can be characterized by the predominance of studies conducted by U.S. scholars: in fact, no internal activity for communication research was identified by Latin American scholars for that period; the second stage, on the other hand, can be characterized by (1) the emergence of Latin American scholarly work, (2) proliferation of schools of communication and research centers in the region, and (3) strong socio-political transformations. Finally, the third stage can be characterized by (1) the emergence of a more international view of communication, (2) the coexistence of the critical and empirical schools in the region, and (3) a

process of redemocratization of some Latin American countries which in turn has led to repatriation of scholars to their home countries. Regarding the analysis of the milestones of communication research in Latin America by thematic category, socio-political events have been the most important in the growth of communication research in Latin America, followed by Latin American scholarly work, the founding of schools of communication and research centers, and the programs implemented by UNESCO in the region.

3. Latin American respondents considered the works of Mattelart and his group in Chile, as well as the works of Pasquali in Venezuela, Beltran in Colombia, Veron in Argentina, and Freire in Brazil and Chile the most important communication studies conducted so far in the region. These results go in line with some theories developed recently by North American and Latin American scholars, according to which the five authors mentioned above can be considered as the pioneers and most important intellectual leaders of communication research in Latin America (Atwood, 1986; McAnany, 1986; Schwarz & Jaramillo, 1986). In fact, the present results could be considered as a first piece of empirical evidence in support of that conclusion. In combining the results presented above with those presented in the previous paragraphs, we can suggest that whereas for Latin American scholars the origins of the

discipline can be attributed to external causes, the research production, or at least the one that they recognize as more important has been Latin American. Likewise, if we combine the internal factors to the emergence of communication research in Latin America with the most important studies, we see that both can be classified within the "critical approach." Perhaps this latter finding could be considered as empirical evidence in support of the idea that the origins of indigenous communication research in Latin America were essentially critical (McAnany, 1986; Schwarz & Jaramillo, 1986).

4. U.S. scholars with research experience in Latin America considered that "Latin American scholarly work" and "U.S. intellectual and scholarly influence" were the two more positive factors to the emergence and growth of communication research in Latin America. They considered "socio-political events" as negative factors. Considering that, on the one hand, we asked Latin American scholars to identify the factors, and on the other hand, we asked U.S. scholars to evaluate how positive or negative this factors were, we cannot establish any direct comparison between the two on this issue. However, both groups tend to identify the same influential factors, and they agree in considering Latin American scholarly work very positive. They might disagree in evaluating "U.S. intellectual and scholarly influence," or "Latin American socio-political events."

5. Both Latin American and U.S. scholars agreed that there have been important changes over time in regard to the kinds of research problems studied in Latin America, the research objectives pursued, and the research methods commonly used. No statistically significant difference was found on the items. However, when we separated those who had an opinion on whether or not there have been changes over time from those with no opinion, ("don't knows"), we found that Latin American scholars tend more to have an opinion ($p < .01$). Perhaps this can be interpreted as an "actor-and-observer" phenomenon, with Latin Americans more aware of what has happened inside the region in the field of communication research. Another possible explanation is that we used different measurement instruments with each group.

6. Chasqui, a communication journal published by CIESPAL, and Journalism Quarterly have been the most important Latin American and North American communication journals for Latin American communication research, respectively. The former was considered as the most important Latin American communication journal by both Latin American and U.S. respondents; it has been the best publication forum for both groups, and was the Latin American communication journal that registered the highest level of readership among U.S. scholars. Journalism Quarterly, on the other hand, is the journal that has

published Latin American communication research for the longest period of time (as compared with both Latin American and English language communication journals); it is the journal most widely cited by Latin American scholars, and the one in which the highest number of U.S. scholars who participated in the present study had published. Two other Latin American journals, Comunicacion y Cultura and Cuadernos de Comunicacion accompany Chasqui in the group of three major Latin American communication journals. However, Comunicacion y Cultura, which publishes "critical" communication studies, was the only journal, among the top five Latin American journals, in which no U.S. scholar, among those who participated in the present study, has ever published a paper. If we compare this finding with the fact that Serie Comunicacion Social y Desarrollo, an empirical journal published by FUDECO, in Barquisimeto, Venezuela, was practically not mentioned by any Latin American scholar, we can hypothesize that there is a clear-cut division in the editorial policies of Latin American communication journals. However, this finding could also be affected by problems respondent self-selection: no scholar from Venezuela participated in our study. On the other hand, there is a U.S. journal that is becoming more important in the spectrum of major communication journals publishing research on Latin America: Studies in Latin American Popular Culture, which in spite of being launched in 1982, has become the second most important English language journal, along with the

Journal of Communication, publishing research on Latin America. This journal specializes in a topic that is very important for Latin American communication research (popular culture), and, consequently, it has become a forum for those Latin American scholars interested in publishing for an English speaking audience. In grouping Latin American communication journals by the geographic area where they are published, we found that Hispanic South American journals have a better image among both Latin American and North American scholars: they were the journals in which more U.S. scholars have published, the ones with the highest readership among U.S. scholars, and the ones that were considered the best Latin American journals by both Latin American scholars and U.S. scholars. Mexican journals registered more differences in opinions between Latin American and U.S. scholars. For the former group, Mexican journals were where they would like to publish most -- regardless of nationality, affiliation with professional associations, or responsibilities. For the U.S. group, on the other hand, Mexican journals registered the lowest scores in importance and as publication forums. This variation could be caused by the fact that Comunicacion y Cultura and Cuadernos del TICOM, two "critical" communication journals published in Mexico, were the ones in which more Latin Americans want to publish, and, at the same time, they were two journals in which no U.S. scholars in the present study had ever published.

7. There is a very low level of connectedness among the Latin American journals: only Comunicacion y Cultura, a journal edited by Mattelart and Schmucler, has citation links with other four Latin American journals (Revista ININCO, Cuadernos del TICOM, Comunicacao e Sociedade, and Chasqui). This situation could be produced by the following factors: (1) because some journals have been published at different times. Cuadernos de la Realidad Nacional, for instance, which was launched during Allende's administration in Chile, was the most widely cited journal, but it could not cite any of the other journals selected for the present study, because its publication was canceled before the other journals were launched; (2) because of differences in the research orientation between some journals (i.e., Comunicacion y Cultura, on the one hand, and FUDECO, on the other); (3) because of the low circulation that Latin American journals have outside the country where they are published; and (4) because of the tendency that Latin American scholars have to cite books instead of journals: 67% of the 4863 citations analyzed in the present study were books.

8. "Communication and culture," "communication and development," and "mass media uses and effects" turned out to be the most important topics of communication research in Latin America, when combining data from our four major sources: Latin American and U.S. surveys and journals.

"The impact of new information technologies," "alternative communication," and "Latin American journalism" were the least important. Whereas "communication and culture," and "mass media uses and effects" were more important to the Latin American group, "communication and development" was the most important topic for U.S. scholars. Regarding the topics rated least important, the following factors could affect their position in the ranking of major topics: "new information technologies" because it is a new area of analysis in Latin America, and also because no U.S. scholar had conducted any study yet on this topic in Latin America. "Latin American journalism," is a topic that was very important in the early years of communication research in Latin America, but that gradually has lost importance. The results for "alternative communication" were surprising (based on literature reviews, we expected a better relative position for this topic). Perhaps most studies on this topic are published in books or elsewhere. However, even among Latin American scholars this topic ranked very low [9th]. Therefore, we can hypothesize that "alternative communication" has not been as important topic in Latin America as it has been thought by some authors. Or, perhaps there is not a clear idea of what it is, and respondents use other terms to refer to it. As a matter of fact, even some of the scholars who study this area feel it lacks a clear definition (Reyes-Matta, 1986).

9. There seems to be a process of mutual influence between Latin American and North American scholars in regard to topics. Specifically, topics that were of great interest to the former group in the early stages of communication research in Latin America have become very important to the latter group in recent years and vice versa. This process of intellectual influence seems to be stronger from Latin Americans to North Americans: "communication and culture" and "ideological content of the media," which were typical of communication studies conducted by Latin Americans in the 1960-76 period, have lost importance there, acquiring importance among U.S. scholars. This result could be affected by the recent introduction of the Studies on Latin American Popular culture.

10. There has been a displacement in regard to where North American scholars have conducted research, from South American countries to Mexico and Central America. This change in geographic area of interest could be an indicator of the strong influence of social and political processes of Latin America on communication research in the region.

11. Armand Mattelart has been, by far, the most influential author on Latin American communication researchers: he was the most widely cited author regardless of time, topic, and citing journal. Likewise, Mattelart was considered, by Latin American respondents, as the most

influential author in both Latin American communication research and in their professional careers as writers and researchers. However, in analyzing the most influential authors by language of citation, we found that Mattelart was the most widely cited author only in Spanish citations: he ranked third in Portuguese citations, fourth in French citations, and 22nd in English citations. This could reflect, on the one hand, the actual number of books/journal articles that the author has published in different languages, or the availability of his works in languages other than Spanish in the region, or, finally, the convenience for Latin American scholars of reading Mattelart's works in Spanish or Portuguese.

12. "Critical" Latin American communication scholars, even without Mattelart and his group, constitute the most influential group of authors on those Latin American scholars who have published research in Latin American communication journals. The critical school's influence has increased in the recent years, going from the fifth place in the 1969-76 period, to the first place in 1977-85. This variation could be an indicator of a process of "Latinamericanization" of communication research in the region. Likewise, it is in line with the importance assigned by Latin American scholars to work of Latin American "critical" scholars.

13. There seem to be some differences between Latin

American and North American scholars regarding obstacles to communication research in Latin America. Although both groups mentioned "economic problems" prominently, for Latin Americans the low status and quality of communication research in Latin America, as well as the low research orientation of Latin American universities were also very important. U.S. scholars tend to put more emphasis on the lack of human resources, lack of access to information, and lack of communication networks among Latin American scholars. We interpret this as a major concern of Latin Americans for the opportunity to do more and better research. U.S. scholars seem to believe that what is needed is the emergence of a community of communication scholars in the region, able to establish links with one another. This, again, could be a problem of actor versus observer perspective.

14. Although, as a rule, Latin American and North American scholars agree that we cannot talk about a singular Latin American communication research model, the Hispanic South Americans considered that there is such a model. This finding could be interpreted, in part, as follows: Hispanic South American scholars, especially Argentineans and Chileans, have seen strong changes in the research activities conducted in their home countries. They have seen research centers closed by military regimes, and have either migrated themselves to other countries, or

have seen some of their fellows leave their countries because of political reasons. Therefore, it is likely that their perceptions of the historical circumstances in which communication research has grown in the region, as well as on the kinds of studies that have emerged as a consequence of these historical factors, have led them to see the history of communication research in Latin America differently. However, Brazilians also faced strong political problems during the military regimes (1964-78), and they do not think that way.

15. Latin American and U.S. scholars agree that "communication and development" should be more emphasized in Latin America. However, Latin Americans also emphasize the areas of "communication and culture" and "new information technologies." This finding seems to be consistent with other findings mentioned above: U.S. scholars more interested than Latin Americans in the area of communication and development, and Latin Americans more interested in communication and culture. The area of new technologies is creating an important difference in the way communication research in Latin America is seen by scholars. Unlike U.S. scholars, Latin American scholars not only mentioned the area of new information technologies as one that should be emphasized, but also considered that this new area of study is going to produce important changes in the way communication research is conducted in

the region [$p < .05$]. In regard to the areas that should receive less attention, we can identify two groups: one third of Latin American scholars who think that studies on advertising and mass media effects should be abandoned, and another third of Latin American scholars and some U.S. scholars who think that studies on the ideological content of the media should receive less attention. A third group, on the other hand, considers that nothing should be canceled, and that any study should be welcomed.

16. Latin American scholars' "nationality" and "affiliation with international associations" affect opinions on influential factors, the milestones of communication research in Latin America, and the importance of journals versus books. Level of responsibility, on the other hand, did not reflect any important variation in the patterns of response between sub-groups of scholars. Among U.S. scholars, the only variable which turned out to be useful for breakdowns of the data was "experience," in terms of number of studies conducted in the region.

Suggestions for further research:

The present study suggests that we cannot talk of a Latin American research model. Moreover, it suggests that there is not a well-integrated community of Latin American communication researchers. We can hypothesize that Latin American scholars perceive themselves as disconnected from the rest of scholarly community; their concerns and

research interest focus on their own countries and are determined by the political and economic situations faced by each country at a particular time. However, the proliferation of schools of communication in the region [180 schools in 1982] (FELAFACS, 1983), as well as the fact that Latin American scholars are gradually becoming more aware of the research of colleagues in different parts of the region, and the fact that Latin American journals are growing, lead us to expect that communication researchers could constitute a known and respected group of scholars within the Latin American social science community in the future. This poses a number of research questions:

(1) What characteristics should an organization which could gather Latin American communication scholars from various countries, and antagonistic ideologies have?

(2) Where should it be located, taking into account that there are still lack of political stability in the region?

(3) What kinds of scholarly activities should it include to encourage participation of the three major Latin American groups: empiricists, pluralists, and critical scholars?

(4) What kinds of publications should exist in the region to create forums which may encourage to do research?

(5) Citation analysis, and other archival techniques used in the present study did not help to determine trends of the discipline in the region, nor intellectual influences: What other research techniques should be used to determine where the discipline is going in the region, and what can we expect?

(6) What kinds of university curricula would help to prepare Latin American communication students to be more pluralistic and to focus more on research?

(7) The growing interest in satellite communication and in other new technologies is creating the opportunity of discussing research results with engineers and other scientists and technicians. What variations in the approach to communication research are going to happen as a consequence of that?

REFERENCES

- Abreu-Sojo, E. (1982). "Medios de Difusion y Percepcion Selectiva de los Mensajes Masivos." Serie Comunicacion Social y Desarrollo, 12.
- Aguirre, J.M. & Bisbal, M. (1981). La Ideologia Como Mensaje y Masaje. Caracas: Monte Avila Editores.
- Alisky, M. (1981). Latin American Media: Guidance and Censorship. Ames: Iowa State University Press.
- Antola, L. & Rogers, E.M. (1984). "Television Flows in Latin America." Communication Research, 11(2):183-202.
- Arnove, R. (1973). "Sociopolitical Implications of Television." In R. Arnove [ed.], Educational Television: A Policy Critique and Guide for the Third World. Stanford, CA: Stanford University, School of Education.
- Arriaga, P. (1980). Publicidad, Economia y Comunicacion Masiva: Estados Unidos y Mexico. Mexico City: Nueva Imagen.
- Arriaga, P. (1984). "Publicidad y Estado Capitalista." In P.Arriaga, et al., Estado y Comunicacion Social. Mexico City: Centro de Estudios Economicos y Sociales del Tercer Mundo: Editorial Nueva Imagen.
- Arriaga, P. (1985). "Toward a Critique of the Information Economy." Media, Culture & Society, 7(3):271-296.
- Atwood, R. (1980). "Communication Research in Latin America: Cultural and Conceptual Dilemmas." Paper presented at the annual meeting of the International Communication Association. Acapulco, Mexico.
- Atwood, R. (1986). "Assessing Critical Mass Communication Scholarship in the Americas: The Relationships of Theory and Practice." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Atwood, R. & Mattos, S. (1982). "Mass Media Reform and Social Change: The Peruvian Experience." Journal of Communication, 32(2): 33-44.
- Beltran, L.R. (1975). "Research Ideologies in Conflict." Journal of Communication, 25(2):187-183.

- Beltran, L.R. (1976). "Alien Premises, Objects, and Methods in Latin American Communication Research." In E.M. Rogers [ed.], Communication and Development: Critical Perspectives, Beverly Hills: Sage.
- Beltran, L.R. (1977). "La Investigacion en Comunicacion en America Latina, Indagacion con Antiojeras?" Orbita, 21:5-56.
- Beltran, L.R. (1978). "TV Etchings in the Minds of Latin Americans: Conservatism, Materialism, and Conformism." Gazette, 24(1):61-85.
- Beltran, L.R. & Fox de Cardona, E. (1980). Comunicacion Dominada: Estados Unidos en los Medios de America Latina. Mexico City: Instituto Latinoamericano de Estudios Transnacionales: Editorial Nueva Imagen.
- Blumler, J.G. (1982). "Mass Communication Research in Europe: Some Origins and Prospects." In M. Burgoon [ed.], Communication Yearbook, 5. New Brunswick: Transaction Books.
- Bottomore, T.B. (1968). "Marxist Sociology." In D.L. Sills [ed.], International Encyclopedia of the Social Sciences. New York: The Macmillan Company & The Free Press.
- Burns, E.B. (1972). Latin America: A Concise Interpretative History. Englewood Cliffs, N.J.: Prentice Hall.
- Cardoso, F.H. & Falleto, E. (1979). Dependency and Development in Latin America. Berkeley: University of California Press.
- Carter, R.E. & Sepulveda, O. (1964). "Some Patterns of Mass Media Use in Santiago de Chile." Journalism Quarterly, 41(2):216-224.
- Chaffee, S.H. & Izcaray, F. (1975). "Mass Communication Fuctions in a Media-Rich Developing Society." Communication Research, 2(4):367-395.
- Chaffee, S.H. & Hernandez-Ramos, P. (1985). "Comunicacion Politica." In C. Fernandez Collado & G.L. Dahnke [eds.], La Ciencia Social de la Comunicacion. Mexico City: McGraw Hill de Mexico.
- Chilcote, R.H. (1984). Theories of Development and Underdevelopment. Boulder, CO: Westview Press
- Cohen, B. (1931). "South American Journalism in 1931." Journalism Quarterly, 8(4):429-434.

- Cole, R.R. (1972). The Mass Media of Mexico: Ownership and Control. Ph.D. Thesis: University of Minnesota.
- Cole, R.R. (1975). "The Mexican Press System: Aspects of Growth, Control, and Ownership." Gazette, 21(2): 65-81.
- Comstock, G. & Maccoby, N. (1966). The Peace Corps Educational Television Project in Colombia: Two Years of Research. Stanford, CA: Institute for Communication Research.
- Corral Corral, M. (1982). "La Ciencia de la Comunicacion en Mexico: Origen, Desarrollo y Situacion Actual." Cuadernos del TICOM, 15.
- Diaz-Bordenave, J.E. (1974). "Communication and Adoption of Agricultural Innovations in Latin America." Paper presented at the Cornell-CIAT International Symposium, Cali, Colombia.
- Diaz-Bordenave, J.E. (1976). "Communication of Agricultural Innovations in Latin America: The Need for New Models." In E.M. Rogers [ed.], Communication and Development: Critical Perspectives, Beverly Hills: Sage.
- Diaz-Bordenave, J.E. [ed.] (1977). Communication and Rural Development. Gembloux, Belgium: UNESCO.
- Diaz-Bordenave, J.E., & Martins de Carvalho, H. (1978). Planificacion y Comunicacion. Quito: Coleccion Intiyan, Editorial Don Bosco.
- Diaz-Guerrero, R. & Holtzman, W.H. (1974). "Learning by Televised Plaza Sesamo in Mexico." Journal of Educational Psychology, 66:632-643.
- Diaz-Guerrero, R., Reyes-Lagunes, I., Witzke, D.B., & Holtzman, W.H. (1976). "Plaza Sesamo in Mexico: An Evaluation." Journal of Communication, 26(2): 145-154.
- Diaz-Rangel, E. (1974). "Pueblos Subinformados: Las Agencias de Noticias y America Latina." Cuadernos de Nuestro Tiempo, 3. Caracas: Universidad Central de Venezuela.
- Dorfman, A. (1980). Reader's Nuestro que Estas en la Tierra. Mexico City: Nueva Imagen.
- Dorfman, A. & Jofre, M. (1974). Superman y sus Amigos del Alma. Buenos Aires: Editorial Galeana.

- Dorfman, A. & Mattelart, A. (1971). Para Leer al Pato Donald. Valparaiso: Ediciones Universitarias de Valparaiso.
- Easum, D.B. (1951). "La Prensa and Freedom of the Press in Argentina." Journalism Quarterly, 28(2):229-237.
- Elias, J.L. (1976). Conscientization & Deschooling: Freire's and Illich's Proposals for Reshaping Society. Philadelphia: Westminster Press.
- Eliashev, R. (1981a). "Satelites de Transmision Directa: Una Nueva Revolucion Industrial." Cuadernos de Comunicacion, 74:45-57.
- Eliashev, R. (1981b). "El Mercado de las Telecomunicaciones en America Latina." Cuadernos de Comunicacion, 73:28-36.
- Elguea, J. (1982). "Un Conocimiento Roto." Cuadernos de Comunicacion, 82:44-53.
- Elguea, J. (1984). Sociology of Development and Philosophy of Science: A Case Study in Contemporary Scientific Growth. Unpublished Ph.D. Dissertation. School of Education. Stanford University.
- Emery, E. & Emery, M. (1984). The Press and America: An Interpretative History of the Mass Media. Fifth ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Esteinou, J. (1980). "Aparatos de Comunicacion de Masas y Puntas de Hegemonia." Cuadernos del TICOM, 6.
- Esteinou, J. (1982). "Medios de Comunicacion y Acumulacion de Capital." Comunicacion e Informatica, 2-3:16-27.
- Esteinou, J. (1984). "CIESPAL y la Ciencia de la Comunicacion." Chasqui, 11:20-27.
- Esteinou, J. (1987). "El Sistema de Satelites Morelos y su Impacto en la Sociedad Mexicana." Paper presented at the First Seminar on the Socio-Economic Impact of New Communication Technologies. Mexico City: Labor Congress.
- Eulau, H.F. (1942). "Six Great Newspapers of South America." Journalism Quarterly, 19(3):287-293.
- Fadul, L.M. (1984). "Las Comunicaciones Via Satelite en America Latina." Cuadernos del Ticom, 31.
- Fagen, P. (1974). "The Media in Allende's Chile." Journal of Communication, 24(1):59-70.

- Fagg, J.E. (1977). Latin America: A General History. Third ed. New York: Macmillan Publishing Co.
- Fejes, F. (1981). "Media Imperialism: An Assesment." Gazette, 3(3):281-289.
- Fejes, F. (1983). "The U.S. in Third World Communications: Latin America, 1900-1945." Journalism Monographs, 86.
- FELAFACS [Federacion Latinoamericana de Facultades de Comunicacion Social] (1983). La Formacion Universitaria de Comunicadores Sociales en America Latina. Report Presented to UNESCO. Mexico City: Editorial ITESC.
- Fernandez-Christlieb, F. (1976). "La Industria de la Radio y la Television: Gestacion y Desarrollo." Revista Nueva Politica, 1(3):237-248.
- Fernandez-Christlieb, F. (1982). Los Medios de Difusion Masiva en Mexico. Mexico, D.F.: Juan Pablos Editor.
- Freire, P. (1969). Extension o Comunicacion. Santiago: Instituto de Capacitacion e Investigacion en Reforma Agraria.
- Freire, P. (1973). Education for Critical Consciousness. New York: The Seabury Press.
- Fuenzalida, V. (1974). Democratizacion de la Television Chilena. Santiago de Chile: Corporacion de Promocion Universitaria.
- Galindo, J. (1985). "La Universidad y la Ensenanza de la Comunicacion: El Caso de la Universidad Iberoamericana." Cuadernos del TICOM, 37.
- Garcia-Canclini, N. (1982). Las Culturas Populares en el Capitalismo. Mexico City: Editorial Nueva Imagen.
- Garcia-Canclini, N. (1983). "Las Politicas Culturales en America Latina." Casqui, 7:18-26.
- Gardner, M.A. (1960). "The Argentine Press Since Peron." Journalism Quarterly, 37(3):426-430.
- Gargurevich, J. (1977). Introduccion a la Historia de los Medios de Comunicacion en el Peru. Lima: Editorial Horizonte.
- Gerald, J.E. (1930). Aspects of the Journalism of Chile and Argentina. Unpublished M.A. thesis. School of Journalism. University of Missouri, Columbia.

- Gerald, J.E. (1931). "Aspects of Journalism in South America." Journalism Quarterly, 8(2):213-223.
- Golding, P. & Murdock, G. (1978). "Theories of Communication and Theories of Society." Communication Research, 5(3):339-356.
- Hornik, R.C., Ingle, H.T., Mayo, J.K., McAnany, E.G., & Schramm, W. (1973). Television and Educational Reform in El Salvador: Final Report. Stanford, CA: Institute for Communication Research, Stanford University.
- Janus, N. (1980). The Making of Global Consumer: Transnational Advertising and Mass Media in Latin America. Ph.D. dissertation. Stanford, CA: Institute for Communication Research.
- Janus, N. (1986). "Transnational Advertising: Some Considerations on the Impact on Peripheral Societies." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Janus, N. & Roncagliolo, R. (1979). "Advertising, Mass Media, and Dependency." Development Dialogue, 1
- Jay, M. (1973). The Dialectical Imagination: A History of the Frankfurt School and the Institute for Social Research, 1923-1930. Boston: Little, Brown & Co.
- Jimenez-Mendez, J.H. (1982). "La Ciencia de la Comunicacion en America Latina." Cuadernos del TICOM, 13.
- Kane, J. (1951). "The Totalitarian Pattern in Peron's Press Campaign." Journalism Quarterly, 28(2):237-243.
- Kaplun, M. (1983). "La Comunicacion Popular: Alternativa Valida?" Chasqui, 7:40-43.
- Knudson, J.W. (1969). "The Press and the Mexican Revolution of 1910." Journalism Quarterly, 46(4):760-766.
- Knudson, J.W. (1973). "The Press and the Bolivian Revolution." Journalism Monographs, 31.
- Kuncar, G. & Lozada, F. (1984). "Las Voces del Coraje: Radio Mineras en Bolivia." Chasqui, 10:52-57.
- Korzenny, F., Griffis, B.A., Greenberg, B.S., Burgoon, J., Burgoon, M. (1981). "Los Contenidos Comunicativos Hispanoamericanos." Cuadernos de Comunicacion, 75:23-43.

- Lazarsfeld, P.F. (1941). "Remarks on Administrative and Critical Communications Research." Studies in Philosophy and Social Science, 9:2-16.
- Lins da Silva, C.E. (1986). "Transnational Communication and Brazilian Culture." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research. Madison: The University of Wisconsin Press.
- Llano, S. & Morales, O. (1984). La Radiodifusion en Mexico. Mexico: Comunicacion, Tecnologia e Investigacion.
- Lozada, O., Izcaray, F., & Nunez, H. (1980). "Usos y Efectos de los Medios de Comunicacion Social." Serie Comunicacion Social y Desarrollo, 10.
- Margolis, J. (1967). "Citation Indexing and Evaluation of Scientific Papers." Science, 155:1213-1219.
- Marquez de Melo, J. (1975). "Evolution of the Communication Discipline in Brazil." Gazzete, 21(1):34-39.
- Marquez de Melo, J. (1984). "La Investigacion Latinoamericana en Comunicacion." Chasqui, 11:4-11.
- Martin-Barbero, J. (1983). "Comunicacion Popular y los Modelos Transnacionales." Chasqui, 8:4-11.
- Martin, R.R., Chaffee, S.H., Izcaray, F. (1979). "Media and Consumerism in Venezuela." Journalism Quarterly, 56(2):296-304.
- Martin, R.R., McNelly, J.T., & Izcaray, F. (1976). "Is Media Exposure Unidimensional? A Sociological Approach." Journalism Quarterly, 53(4):619-625.
- Mattelart, A. (1974). "Comunicacion y Cultura de las Masas." In A.Mattelart [ed.], Comunicacion Masiva y Revolucion Socialista. Second ed. Mexico City: Editorial Diogenes.
- Mattelart, A. (1978). La Comunicacion Masiva en el Proceso de Liberacion. Mexico City: Siglo XXI.
- Mattelart, A. (1980). "Comunicacion y Cultura de Masas." In A. Mattelart, P. Biedma, & S. Funes, Comunicacion Masiva y Revolucion Socialista, Fourth ed. Mexico City: Editorial Diogenes.
- Mattelart, A., Piccini, M. & Mattelart, M. (1970). "Los Medios de Comunicacion de Masas," Cuadernos de la Realidad Nacional, 3:11-22.

- Mattelart, A. & Schmucler, H. (1983). America Latina en la Encrucijada Telematica. Mexico City. Instituto Latinoamericano de Estudios Transnacionales: Folios Ediciones.
- Mattos, S. (1982). The Impact of the 1984 Revolution on Brazilian Television. San Antonio, TX: Klingensmith Independent Publisher.
- Mattos, S. (1984). "Advertising and Goverment Influences: The Case of Brazilian Television." Communication Research, 11(2):203-220.
- McAnany, E.G. (1986). "Seminal Ideas in Latin American Critical Communication Research." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- McNelly, J. & Molina, J. (1972). "Communication, Stratification and International Affairs Information in a Developing Urban Society." Journalism Quarterly, 49(2):316-326.
- McNelly, J. & Izcaray, F. (1973). "Patrones de Exposicion a los Medios de Comunicacion de Masas en America Latina." Orbita, 4:23-35.
- Montoya, A. & Rebeil, M.A. (1986). "Commercial Television as an Educational and Political Institution: A Case Study of Its Impact on the Students of Telesecundaria." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Moragas-Spa, M. (1981). "Latinoamerica: Estudio para las Politicas de Comunicacion." In M. Moragas-Spa [ed.], Teorias de la Comunicacion. Barcelona: Editorial Gustavo Gili.
- Morin, E. (1968). New Trends in the Study of Mass Communications. Birmingham: Centre for Contemporary Cultural Studies.
- Mullins, N.C. & Mullins, C.J. (1973). Theories and Theory Groups in Contemporary American Sociology. New York: Harper & Row, Publishers.
- Narula, U. & Pearce, W.B. Development as Mass Communication. Carbondale and Edwardsville: Southern Illinois University Press.
- Nethol, A.M. & Pinto, J.B. (1980). "La Comunicacion Participativa." Cuadernos del TICOM, 7.

- Nixon, R.B. (1970). Education for Journalism in Latin America. New York: Council on Higher Education in the American Republics.
- Nordenstreng, K. & Varis, T. (1974). Television Traffic: A One Way Street? Paris: UNESCO Press, Reports and Papers on Mass Communications, No. 70.
- Noriega, L.A. & Leach, F. (1979). Broadcasting in Mexico. London: International Institute of Communications.
- Parker, E.B., Paisley, W., & Garrett, R. (1967). Bibliographic Citations as Unobtrusive Measures of Scientific Communication. Stanford, CA: Institute for Communication Research, Stanford University, 1967.
- Parkinson, G.H. (1982). Marx & Marxisms. Cambridge: Cambridge University Press.
- Pasquali, A. (1963). Comunicacion y Cultura de Masas. Caracas: Ediciones de la Biblioteca de la Universidad Central de Venezuela.
- Perez-Sanchez, J.F. (1984). "Area de Problemas en la Radio Educativa." Chasqui, 10:12-19.
- Preston, P.W. (1982). Theories of Development. London: Routledge & Kegan Paul.
- Price, D.J. (1963). Little Science, Big Science. New York: Columbia University Press.
- Proano, L. (1984a). "La Radio Educativa en America Latina." Chasqui, 10:2-3.
- Proano, L. (1984b). "25 Anos de CIESPAL." Chasqui, 11:2-3.
- Rada, J. (1981). "The Microelectronics Revolution: Implications for the Third World." Development Dialogue, 2:41-67.
- Reeves, B. & Borgman, C.L. (1983) "A Bibliometric Evaluation of Core Journals in Communication Research." Human Communication Research, 10(1):119-136.
- Reyes Matta, F. (1986). "Alternative Communication: Solidarity and Development in the Face of Transnational Expansion." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.

- Roberts, D.F. & Bachen, C.M. (1981). "Mass Communication Effects." Annual Review of Psychology, 32:307-356.
- Rogers, E.M. (1965). "Mass Media Exposure and Modernization Among Colombian Peasants." Public Opinion Quarterly, 29(4):614-625.
- Rogers, E.M. (1976). "Communication and Development: The Passing of the Dominant Paradigm." In E.M. Rogers [ed.], Communication and Development: Critical Perspectives, Beverly Hills: Sage.
- Rogers, E.M. (1982). "The Empirical and Critical Schools of Communication Research." In M. Burgoon [ed.], Communication Yearbook, 5. New Brunswick: Transaction Books.
- Rogers, E.M. & Antola, L. (1985). "Telenovelas: A Latin American Success Story." Journal of Communication, 35(4):24-35.
- Romero-Sanjines, C.A. (1987). "La Radiodifusion Directa por Satelite y la Television de Alta Definicion: Perspectivas en America Latina." Paper presented at the First Seminar on the Socio-Economic Impact of New Communication Technologies. Mexico City: Labor Congress.
- Roncagliolo, R. (1982a). "Comunicacion y Cultura Transnacionales." In Comunicacion Transnacional: Conflicto Politico y Cultural. Lima: Centro de Estudios y Promocion del Desarrollo.
- Roncagliolo, R. (1982b). "Comunicacion y Democracia en el Debate Internacional." Casqui, 7:12-17.
- Roncagliolo, R. (1985). "Information and Transnational Culture." Media, Culture, & Society, 7(3):369-383.
- Roncagliolo, R. (1986). "Transnational Communication and Culture." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Rosentbal, G. (1989). "Balance Preliminar de la Economia Latinoamericana en 1988." Revista Mexicana de Comercio Exterior, 39(3):235-247.
- Rota, J. (1970). Estudio Comparativo de Cinco Periodicos de la Ciudad de Mexico. Mexico City: Universidad Iberoamericana.
- Sabido, M. (1984). Towards the Social Use of Soap Operas. Mexico City: Institute for Communication Research.

- Salinas, R. (1985). "Information in the Third World: Adjusting Technologies or Strategies?" Media, Culture & Society, 7(3):355-368.
- Sanchez-Ruiz, E.E. (1984). Origenes de la Radiodifusion en Mexico. Guadalajara: Instituto Tecnológico y de Estudios Superiores de Occidente.
- Schenkel, P. (1984a). "America Latina y la Comunicacion." Primera Parte. Chasqui, 9:48-56.
- Schenkel, P. (1984b). "America Latina y la Comunicacion." Segunda Parte. Chasqui, 10:70-75.
- Schiller, H.I. (1970). Mass Communication and American Empire. New York: A.M. Kelley.
- Schiller, H.I. (1976). Communication and Cultural Domination. White Plains, NY: International Arts and Science Press.
- Schmelkes, S. (1977). "The Radio Schools of the Tarahumara, Mexico: An Evaluation." In P. Spain, D. Jamison, & E. McAnany [eds.], Radio for Education and Development: Case Studies, Vol. 1. Washington, D.C.: World Bank, Working Paper 266.
- Schmucler, H. (1979). "Editorial." Comunicacion y Cultura, 5:2-3.
- Schmucler, H. (1982). "Communication Research in Latin America During the Computer Era." Paper presented at the annual conference of the International Association for Mass Communication Research, Caracas.
- Schmucler, H. (1983). "La Educacion en la Sociedad Informatizada." Chasqui, 6:12-21.
- Schneider, I.A. & Fett, J.H. (1978). "Diffusion of Mass Media Messages Among Brazilian Farmers." Journalism Quarterly, 55(3):494-500.
- Schwarz, C. & Jaramillo, O. (1986). "Hispanic American Critical Communication Research in its Historical Context." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Simmons, R.E. & Garda E.C. (1982). "Dogmatism and the 'Knowledge Gap' among Brazilian Mass Media Users." Gazette, 30(2):121-133.

- Simpson-Grinberg, M. (1981). "Comunicacion Alternativa: Dimensiones, Limites, Posibilidades." In M. Simpson-Grinberg [ed.], Comunicacion Alternativa y Cambio Social, Vol.1: America Latina. Mexico: Universidad Nacional Autonoma de Mexico.
- Simpson-Grinberg, M. (1986). "Trends in Alternative Communication Research in Latin America." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- Skidmore, T.E. & Smith, P.H. (1984). Modern Latin America. New York: Oxford University Press.
- Tichenor, P.J., Donohue, G.A., & Olien, C.N. (1970). "Mass Media and Differential Growth in Knowledge." Public Opinion Quarterly, 34:158-170.
- Trejo-Delarbre, R. [ed.] (1985). Televisa, El Quito Poder. Mexico: Claves Latinoamericanas.
- United Nations (1988). "Population & Vital Statistics Reports." Statistical Paper Series, 15(3). New York: United Nations.
- Veron, E., Indart, J.C., Steinberg, O., & Traversa, O. (1974). "Editorial." Lenguajes, 1(1):1-10.
- Wasco, J. (1986). "Communication in Latin American Society: Overview." In R. Atwood & E.G. McAnany [eds.], Communication & Latin American Society: Trends in Critical Research, 1960-1985. Madison, WI: The University of Wisconsin Press.
- White, R.E. (1972). The Adult Educational Program of 'Accion Cultural Popular Hondurena'. St. Louis, MO: St. Louis University.
- White, R.E. (1978). Un Modelo Alternativo de Educacion Basica: Radio Santa Maria. Paris: Oficina Internacional de Educacion, UNESCO.
- Zachariah, K.C. & Vu, M.T. (1988). World Population Projections. Baltimore: The John Hopkins University Press.

APPENDICES

APPENDIX A: Latin American survey (questionnaire sample -- English version).

STUDY ON THE ORIGINS AND GROWTH OF
MASS COMMUNICATION RESEARCH IN LATIN AMERICA
(INTERVIEW GUIDE)

INSTRUCTIONS FOR THE INTERVIEWER:

1. Before starting with the interview, please write down the following information about the interviewee:

Name: _____

Job/honorary positions: _____

Country of origin: _____

Country where he/she currently lives: _____

2. Read aloud the introduction of the questionnaire, so that the interviewee may have a clear idea of the purpose of the study.
3. Ask the interviewee permission to tape the interview.
4. Write down his/her name on the cassette, and send it back along with the questionnaire in the self-addressed envelope.

INTRODUCTION:

We are conducting a study aimed at determining the origins, growth and present state of mass communication research in Latin America.

We are using two research methods to collect data:

- On the one hand, we are content analyzing the communication works on Latin America published in selected Latin American and English-language communication journals, and doing a citation analysis of the articles published by Latin American scholars in those journals to determine (1) what have been the main research topics on Latin America? (2) what the research methods more commonly used? and (3) who have been the most influential authors in the development of the discipline in Latin America.
- On the other hand, we are interviewing communication scholars from various Latin American countries to know their opinions about the development of communication as a scholarly discipline in the region.

That is why we would like to obtain your opinion about this topic. Your knowledge and experience will certainly be of great value for our study. Thank you in advance for your participation.

I. HISTORICAL DEVELOPMENT OF COMMUNICATION RESEARCH IN LATIN AMERICA:

1. Talking about the ORIGINS of communication research in Latin America, we would like to know your opinion about the factors that determined the emergence of the discipline in the region. Specifically:

a) Which were -- in your opinion -- the historical, political, social, economic, and scholarly events that made mass communication phenomena the foci of interest of a number of scholars?

b) What EXTERNAL factors to Latin America were more influential in the emergence of communication research in the region?

c) On the other hand, what INTERNAL factors to Latin America were more influential in the emergence of communication research in the region?

d) Which were -- in your opinion -- the most important communication studies conducted during the early stages of the discipline in the Latin America?

2. Talking about the GROWTH of communication research in Latin America, which have been the major events that have determined the development of the discipline in the region?
3. On the other hand, which have been the main obstacles to communication research in Latin America?
4. Which authors, researchers or scholars have influenced more positively the growth of the discipline in the region?
5. On the other hand, who has exerted more negative influence in the growth of communication research in Latin America?

CHARACTERISTICS OF COMMUNICATION RESEARCH IN LATIN AMERICA:

6. In comparing the current status of communication research in Latin America vis-a-vis the early stages, would you say that there have been substantial changes

a) in regard to the kinds of communication problems analyzed?

() YES

() NO ----- Why?

|

_____ How would you describe this change?

b) in regard to the research objectives?

() YES

() NO ----- Why?

|

_____ How would you describe this change?

c) in regard to the research methods most commonly used?

() YES

() NO ----- Why?

|

_____ How would you describe this change?

7. Could we talk about a Latin American communication research model?

() YES

() NO ----- Why?

|

_____ How would you describe this model

(1) Regarding the kinds of problems under study?

(2) Regarding the research objectives?

(3) Regarding the research objectives most commonly used?

(4) Regarding the historical context in which this model is applied?

8. This research model is predominant in Latin America or coexists with other research models?

() IT IS THE PREDOMINANT
RESEARCH MODEL

() COEXISTS WITH OTHER
RESEARCH MODELS

|

a) Which other research models coexist with it?

b) How do they coexist?

c) Which are the most representative scholars or group of scholars of each research model in Latin America?

PERSONAL EXPERIENCE:

9. Talking about the research that you have personally conducted or advised/consulted:

a) What are the research topics that you most commonly study?

b) What research methods do you usually use to collect and analyze your data?

c) What are the major advantages of the research methods you use?

d) What are the major disadvantages?

e) Who has exerted more positive influence on your career as researcher?

SCIENTIFIC PRODUCTION:

12. Talking about the production of research studies in Latin America,

a) Which, do you think, have been the most important?

b) Which are the main Latin American communication journals?

c) Which role have Latin American communication journals played -- as compared with books and conference papers -- in the growth of the discipline in the region?

d) Is there any difference between the kinds of studies published in Latin American communication journals and those published in books?

13. In which Latin American communication journal have you ever published an article?

14. Is there any other Latin American communication journal in which you would like to publish?

() YES

() NO ----- Why?

|

_____ In which journal(s)?

15. On the contrary, is there any Latin American communication journal in which you would not like to publish ever?

() YES

() NO ----- Why?

|

_____ Which journals?

|

_____ Why?

DIFFUSION OF LATIN AMERICAN COMMUNICATION RESEARCH

16. Do you think that North American scholars know the kinds of research studies that Latin American scholars are conducting in Latin America?

() YES

() NO ----- Why?

|

_____ What should be done to
solve this problem?

17. Do you think that European scholars know the kinds of research studies that Latin American scholars are conducting in Latin America?

() YES

() NO ----- Why?

|

_____ What should be done to
solve this problem?

18. Do you think that Latin American scholars, from other countries, know the kinds of research studies that communication scholars are conducting in this country?

() YES

() NO ----- Why?

|

_____ What should be done to
solve this problem?

ROLE OF LATIN AMERICAN COMMUNICATION RESEARCHERS

19. What are the major problems that a Latin American communication scholars faces to do research?
20. What do you think should he/she do to solve these problems?
21. What do you think about the schools of communication in this country? Do you think that the program is adequate to the major problems that this country has in this respect?

PERSPECTIVES FOR LATIN AMERICAN COMMUNICATION RESEARCH:

22. Would you say that with the arrival of the new information technologies, such as satellite communication, direct broadcast satellite, cable-television, computers, etc. communication research in Latin America will register substantial changes

a) in regard to the research objectives?

() YES

() NO ----- Why?

----- How would you describe this change?

b) in regard to the kinds of problems under study?

() YES

() NO ----- Why?

----- How would you describe this change?

c) in regard to the research methods used?

() YES

() NO ----- Why?

----- How would you describe this change?

Thank you very much for your participation.

APPENDIX 2: U.S.survey (questionnaire sample).

Date: _____

Scholar's name
Address

Dear _____,

We are writing you as a fellow scholar who has published research on mass communication in a Latin American setting. We ask your cooperation in answering the attached questionnaire, which is similar to a survey of Latin American scholars we conducted recently.

Our study also includes a content analysis of research published in U.S. and Latin American communication journals. Our goal is to develop a survey that provides a full picture of the origins, growth, and present state of this research area.

We are including you and some other scholars from outside Latin America to provide us with a perspective that we suspect is somewhat different from that within the region. Your answers will be quite important to our project, and we thank you in advance for your time and interest.

Carlos Gomez-Palacio
Doctoral candidate

Prof. Steven Chaffee
Chairman

SURVEY ON LATIN AMERICAN MASS COMMUNICATION RESEARCH

A. YOUR LATIN AMERICAN RESEARCH EXPERIENCE. Please indicate separately those studies you have personally conducted or authored, and those on which you have served as a consultant or adviser for others.

1. How many communication studies have you done in Latin America? A "study" means any separate project, article, paper, or other report of research.

7.73 Personally conducted
(Avg.)

9.66 Advised/consulted
(Avg.)

2. In which countries have you done research? (Check all that apply):

Personally	Advised		Personally	Advised	
7/14%	6/12%	Argentina	14/27%	9/18%	Guatemala
6/12%	3/ 6%	Belize	12/24%	9/18%	Honduras
4/ 8%	1/ 2%	Bolivia	25/49%	21/41%	Mexico
15/29%	14/27%	Brazil	12/24%	10/20%	Nicaragua
9/18%	8/16%	Chile	7/14%	2/ 4%	Panama
15/29%	15/29%	Colombia	5/10%	2/ 4%	Paraguay
13/25%	8/16%	Costa Rica	11/22%	9/18%	Peru
5/10%	6/12%	Cuba	6/12%	7/14%	Puerto Rico
9/18%	4/ 8%	Dominican Rep.	3/ 6%	4/ 8%	Uruguay
6/12%	6/12%	Ecuador	8/16%	14/27%	Venezuela
14/27%	6/12%	El Salvador	3/ 6%	5/10%	
					(other)

3. On which topics? (Check all that apply):

Personally	Advised	
6/12%	9/18%	Advertising/persuasive communication
10/20%	12/24%	Agricultural communication
26/51%	26/51%	Communication and development
7/14%	14/27%	Communication and health
18/35%	17/33%	Content of media
8/16%	5/10%	Cultural dependency
12/24%	7/14%	Characteristics of Latin American media
11/22%	10/20%	Educational media
3/ 6%	8/16%	New world information order
10/20%	5/10%	History of Latin American media
18/35%	12/24%	Mass media effects
6/12%	4/ 8%	Mass media ownership
8/16%	9/18%	Media flows
8/16%	4/ 8%	Media-State relationships
8/16%	6/12%	New communication technologies
11/22%	6/12%	Patterns of media consumption/usage
8/16%	5/10%	Political communication
6/12%	6/12%	Popular culture
4/ 8%	5/10%	Public opinion
7/13%	6/12%	Other: _____

4. What research methods you have used in Latin American research? (Please check all that apply):

37/73% Survey
 23/45% Content analysis
 26/51% Secondary analysis of existing data
 5/10% Experiment
 20/39% Field experiment or quasi-experiment
 35/69% Interviews with experts or leaders
 27/53% Observation
 10/20% Essay
 9/18% Other: _____

5. In doing communication research in Latin America, did you face problems that are different from those you have had doing research elsewhere?

36/71% YES 12/24% NO

Please explain: _____

6. What are the most important things that you have learned from your Latin American research experience? (Check 2 or 3)

13/25% Kinds of problems studied by Latin Americans
 18/35% Diversity of research approaches
 10/20% Involvement of scholars in political activities
 8/16% Role of governments in research
 12/24% Latin American governments' control of media
 2/ 4% Emphasis on study of the source's intentions
 15/29% Different ways of using media
 13/25% Respondents' attitudes toward research
 16/31% Other: _____

7. Check the Latin American communication journals (a) which you have published in, (b) which you have read, and (c) which you consider most important for Latin American scholars:

Published in	I've read	Important in Lat. Am.	
1/ 2%	11/22%	7/14%	Cadernos INTERCOM (Brazil)
8/16%	18/35%	14/27%	Chasqui (Ecuador/CIESPAL)
3/ 6%	6/12%	5/10%	Comunicacao e sociedade (Brazil)
1/ 2%	6/12%	3/ 6%	Comunicacion (Venezuela)
	14/27%	4/ 8%	Comunicacion y cultura (Mexico)
3/ 6%	12/24%	2/ 4%	Cuadernos de comunicacion (Mexico)
	3/ 6%	2/ 4%	Cuadernos del TICOM (Mexico)
	7/14%	3/ 6%	Materiales para la comunicacion popular (Peru/IPAL)
	2/ 4%	1/ 2%	Orbita (Venezuela)
1/ 2%	3/ 6%	1/ 2%	Revista ININCO (Venezuela)
2/ 4%	8/16%	3/ 6%	Serie Comunicacion Social y Desarrollo (Venezuela/Fudeco)
7/14%	8/18%	3/ 6%	Other: _____

8. In which other journals have you published research on Latin America? (Check all that apply.)

1/ 2% Columbia Journalism Review
 Communication Monographs
 10/20% Communication Research
 2/ 4% Communications
 2/ 4% Critical Studies in Mass Communication
 Development Dialogue
 7/14% Gazette
 2/ 4% Human Communication Research
 17/33% Journalism Quarterly
 2/ 4% Journalism Monographs
 4/ 8% Journal of Broadcasting (and Electronic Media)
 13/25% Journal of Communication
 1/ 2% Media, Culture and Society
 5/10% Public Opinion Quarterly
 1/ 2% Quarterly Journal of Speech
 8/16% Studies in Latin American Popular Culture
 20/39% Other: _____
 10/20% Other: _____

B. THE LATIN AMERICAN SCENE

9. The following scholars have been mentioned by some Latin Americans as important to communication research in that region. Please mark the number indicating how influential you think each has been, based on your knowledge of the field. If you are unfamiliar with a name, mark DK ("don't know"). Ratings are from "1" for not influential to "5" for very influential (*):

	1	2	3	4	5	DK		1	2	3	4	5	DK
	--	--	--	--	--	--		--	--	--	--	--	--
S. Mattos	1	2	9	5	3	27	A. Mattelart	2	0	2	9	17	17
A. Pasquali	2	1	3	6	4	31	M. Mattelart	2	1	8	8	1	24
H. Muraro	1	0	1	0	2	43	L. R. Beltran	1	1	2	10	29	6
O. Capriles	2	1	4	6	1	33	G. Munizaga	1	0	2	1	0	41
A. Dorfman	1	1	5	11	6	23	Diaz Bordenave	1	1	3	17	14	13
J. Esteinou	1	3	5	5	0	33	N. de Camargo	1	5	8	7	2	24
D. Portales	1	0	3	4	1	38	H. Schmucler	1	1	8	2	1	33
P. Freire	1	1	2	4	27	13	J. M. Cortina	2	1	3	4	0	35
O. Massota	1	0	0	0	0	46	F. Reyes-Matta	2	3	8	9	5	21
L. Proano	2	2	4	1	0	38	Garcia-Canclini	1	0	0	0	3	42
E. Veron	1	1	1	1	5	40	R. Roncagliolo	1	1	8	6	2	30
F. Izcaray	1	6	6	8	4	22	V. Fuenzalida	1	1	5	6	2	31
M. Kaplun	1	1	4	3	0	38	Martin-Barbero	1	0	1	2	0	41
J. Somavia	2	0	7	9	2	27	Marquez de Melo	1	2	4	4	3	32
F. Osandon	1	1	0	0	1	43	Fatima Fernandez	2	1	2	2	1	38

(*) In this table only frequencies are presented.

10. Now please rate the following scholars from 1 to 5 in terms of how influential their work has been on Latin American communication scholars: (1=not influential; 5=very influential) [*]

	1	2	3	4	5	DK		1	2	3	4	5	DK
	--	--	--	--	--	--		--	--	--	--	--	--
Theodor Adorno	6	5	4	5	2	22	Richard Martin	4	7	2	2	1	27
Marvin Alisky	7	3	9	3	2	20	Denis McQuail	1	6	9	6	1	21
L. Althusser	2	1	2	5	6	27	Emile McAnany	0	7	8	9	5	16
Roland Barthes	0	1	2	6	4	29	John McNelly	1	2	14	10	4	15
J. Baudrillard	1	0	2	3	0	36	Jack McLeod	2	10	9	4	3	17
B. Berelson	2	7	13	2	3	16	Robert Merton	2	8	7	5	0	22
Jean Cazeneuve	2	3	2	3	1	30	Christian Metz	1	1	1	0	0	39
Melvin DeFleur	5	8	7	5	2	16	C. Wright Mills	1	6	13	6	4	16
M. de Moragas	1	1	0	0	0	39	Alain Minc	2	1	2	0	0	37
P. Deutschmann	3	5	9	6	6	15	Abraham Moles	0	4	2	3	0	34
Umberto Eco	2	0	9	7	1	24	Edgard Morin	1	1	0	2	1	37
F. Engels	3	3	3	4	8	22	Simon Nora	3	2	1	1	1	33
M. Foucault	2	1	5	7	1	27	K. Nordenstreng	1	7	5	11	3	17
S. Freud	6	5	7	4	2	18	Jean Piaget	1	8	10	2	2	22
A. Gramsci	1	1	3	3	8	27	I. de Sola Pool	1	5	14	6	7	11
A. J. Greimas	1	1	0	0	2	37	Everett Rogers	0	2	6	13	15	10
R. Jakobson	3	1	2	1	2	32	Herb Schiller	1	2	7	10	16	9
Elihu Katz	3	3	11	10	6	11	Adam Schaff	0	1	1	1	1	38
J. Klapper	2	8	9	7	5	15	Wilbur Schramm	0	1	4	19	13	9
H. Lasswell	2	5	13	10	5	10	ServanSchreiber	1	3	6	5	1	26
P. Lazarsfeld	1	5	13	11	4	11	Claude Shannon	4	9	2	5	0	23
D. Lerner	2	4	5	16	7	11	Tapio Varis	0	2	6	14	0	22
C. Levi-Strauss	1	1	7	10	4	19	Warren Weaver	5	9	4	3	0	23
H. Marcuse	1	1	8	9	6	17	Ray Williams	0	4	5	5	2	27
G. Maletzke	1	3	0	1	0	37	Charles Wright	1	9	5	4	0	24
Karl Marx	2	0	6	6	17	14							

[*] Only frequencies in this table

11. The following issues have been cited by some Latin American communication scholars as major factors in the discipline there. Please indicate whether you think each has been positive (+), negative (-), or neither (o) for communication research in Latin America. If you are unfamiliar with an item, just mark DK ("don't know").

	Positive	Neither	Negative	Don't know
Critical studies	24/47%	6/12%	4/ 8%	12/24%
Marxist theory	25/49%	4/ 7%	8/15%	7/14%
Inter-American Press Assn. (IAPA)	14/27%	11/22%	7/14%	15/29%
CIESPAL programs	30/59%	3/ 6%	1/ 2%	13/25%

11. (continued) Influences on communication research in
Latin America:

	Positive 12/24%	Neither 7/14%	Negative 2/ 4%	Don't know 25/49%
Televisa				
Research programs of U.S. universities	33/65%	6/12%	2/ 4%	4/ 8%
Telesecundaria in Mexico	15/29%	6/12%	1/ 2%	24/47%
Media imperialism theory	26/51%	7/14%	5/10%	8/16%
Founding of INTERCOM (Brazil)	12/24%	3/ 6%		31/61%
Nationalization of media in some countries	5/10%	10/20%	17/33%	14/27%
Structuralism	13/25%	5/10%	4/ 8%	22/43%
Migration of Lat.Am. scholars due to government changes	9/18%	6/12%	18/35%	11/22%
Founding of ILET in Mexico	13/25%	2/ 4%	1/ 2%	30/59%
Stanford research in Lat.Am.	24/47%	6/12%	2/ 4%	16/31%
Empirical studies	34/67%	4/ 8%	2/ 4%	7/14%
Semiology	17/33%	6/12%	5/10%	17/33%
UNESCO programs	26/51%	6/12%	6/12%	10/20%
Frankfurt School	18/35%	6/12%	3/ 6%	20/39%
The Cuban revolution	13/25%	11/22%	7/14%	15/29%
1976 Costa Rica conference on communication policies	8/16%	7/14%	3/ 6%	29/57%
Modernization theory	18/35%	5/10%	11/22%	12/24%
Dependency theory	29/57%	4/ 8%	3/ 6%	11/22%
National comm. policies	17/33%	7/14%	9/18%	13/25%
Alternative communication	24/47%	3/ 6%	2/ 4%	17/33%
Hegemonic theories	12/24%	8/16%	3/ 6%	23/45%
Diffusion of innovations res.	27/53%	8/16%	5/10%	8/16%
Alianza para el Progreso	17/33%	10/20%	3/ 6%	17/33%
Peace Corps	20/39%	14/27%	3/ 6%	10/20%

12. Following are factors some people have considered obstacles to the growth of communication research in Latin America. Please indicate by number from 1 to 5 how serious a problem each has been. (1=not a problem to 5=major problem) [* Frequency table]:

	1	2	3	4	5	DK
Censorship	1	5	10	10	14	7
Lack of access to data sources	3	0	8	13	19	3
Economic crises	1	4	6	14	17	5
Lack of communication networks among Latin Am. scholars	1	3	6	21	10	6
Lack of diffusion of research studies conducted in Latin Am.	2	3	10	14	14	4
Lack of enough and good graduate programs in the region	2	3	10	14	10	7
Lack of Latin Am. theoretical models	12	11	7	7	4	6
Lack of resources	1	0	4	15	23	5
Military coups d'etat	2	6	9	9	13	8
Political oppression	1	2	9	11	16	8
Adherence to traditional models	3	11	11	5	7	9
Lack of a job market in Latin Am. for communication researchers	1	5	8	10	8	15
Communication not considered a scientific discipline	3	7	10	10	5	12
Identification of empirical research with U.S. imperialism	5	7	6	13	8	6
Interest of some Latin Am. scholars in politics instead of research	4	8	10	12	4	9
Deficient communication programs offered by Latin Am. universities	4	3	15	6	7	12
Lack of interest of some Latin Am. governments in doing research	1	7	8	14	5	10
Lack of empirical studies	3	7	8	13	10	6
Emphasis on content analysis	4	15	13	5	4	6
Nationalism	5	12	7	9	1	13

13. The following research topics are sometimes controversial in Latin America. Some scholars think they should get more attention, but others argue that they should be abandoned entirely. What do you think Latin American scholars should do on these topics?

	Abandon	Do less	Stay the same	Do more	Do much more	Don't know
	-----	-----	-----	-----	-----	-----
Advertising research	3	3	12	16	5	9
Agricultural comm.	0	1	4	22	13	8
Alternative comm.	1	4	7	15	7	12
Educational comm.	0	1	10	17	14	6
Health comm.	0	0	3	22	19	4
Modernization research	4	11	5	15	5	8
Popular culture research	2	5	9	19	3	8
Studies of elites	1	4	10	15	8	9
Content of media	0	6	19	13	1	8
Cultural dependency	2	8	14	10	6	8
Democratization of media	2	2	10	16	8	9
Diffusion of innovations	3	10	12	14	4	5
Mass media effects	1	7	10	14	9	7
Mass media ownership	1	2	12	15	9	8
Media imperialism	5	6	12	9	5	10
National comm. policies	0	3	14	12	9	10
New info. technologies	0	1	8	20	10	8
New World Info. Order	4	12	14	6	4	8
Political comm.	0	3	15	12	10	7
Semiological studies	5	7	10	6	1	18
Television and children	0	10	8	15	7	8
Women and media	2	4	8	19	7	8

14. Comparing current research to the early studies of mass communication in Latin America, do you think that there have been important changes in any of the following respects?

14a. Changes in the problems studied?

(YES) 33/65% (NO) 4/8% (DK) 11/22%

(Please explain): _____

14b. Changes in research objectives?

(YES) 29/57% (NO) 4/8% (DK) 14/27%

(Please explain): _____

14c. Changes in research methods?

(Yes) 25/49% (NO) 3/6% (DK) 18/35%

(Please explain): _____

15. Do you think that there is a Latin American communication research model?

(YES) 4/8% (NO) 40/78% (DK) 5/10%

(Please explain): _____

16. Finally, do you think the "new information technologies" will produce substantial changes in the way communication research is conducted in Latin America?

(YES) 22/43% (NO) 21/41% (DK) 6/12%

(Please explain) _____

Thank you very much for your cooperation. Please send this
questionnaire back in the self-addressed stamped envelope.
