

STARTING YOUR GLOBAL MEDIA STUDIES RESEARCH PROJECT

- I. What are primary sources? (p. 2)
- II. What are secondary sources? (p. 3)
- III. Sample past projects (pp. 4-7)
- IV. How does a student research paper get written? (pp. 8-10)
- V. JAMS 620 research project assignments (p. 11)
- VI. How to find a topic (pp. 12-15)

Your final paper will be built on two things:

(A) **Your hands-on analysis of primary media sources that interest you.**

And (B) **your use of relevant secondary scholarly sources** that can inform your analysis of (A).

In other words, **in light of what you learn reading (B) secondary scholarly sources, you will do your own, hands-on analysis of (A) your media phenomenon.**

This guide will introduce you to the media studies research process and help you brainstorm what kind of project you might do for this class.

First, this guide explains more about primary and secondary sources.

Second, you can see snapshots of past successful projects. [If the title is followed by an asterisk(*), the project was completed by a graduate student.]

Third, this guide explains how scholars and students go from an idea to a finished paper.

Fourth, you can see how the research and writing process links up with 620 specific course assignments.

The guide ends with ideas about how to get started, either by finding (1) a cool primary media source or by finding (2) an exciting scholarly source. A third, slightly more complicated option would be (3) to start with an interesting international news story.

WHAT ARE PRIMARY SOURCES?

A primary source is direct material you read/analyze yourself without a middleman.

What counts as a **(A) primary media source**? For this class, you could choose to examine one (1) or more of the following.

- A **media text** like a YouTube video, a Chilean film, an Irish sitcom episode, or a meme.
What is in the text? Who is represented? Who is not? What messages and themes are part of the text?
- The **production** of a media text.
How did it get made, and by whom? Why?
- The **reception** of a media text.
Who watches or enjoys the text? How and why? Do different audiences make different meanings from it? How?
- The **circulation** of a media text.
How was it distributed? Why? In what ways has it circulated outside of its intended path of distribution? How has it been remixed or turned into memes?
- The **societal discourses** (or conversations) that surround a media text or phenomenon.
How does it get talked about? By whom? For what purposes?
- The **political economy** of a media text, or of a platform.
Who makes money from the production and circulation of this media, and how?
- A **media interface or platform**, such as TikTok or Facebook.
How does the interface or platform shape user experiences?
- The **media infrastructures** that facilitate the circulation of media and culture, such as the internet, or a search algorithm.
Who built and maintains this infrastructure? With what intentions? With what effects?

Please note: **Most 620 papers analyze just one of these elements.** Sometimes two.

WHAT ARE SECONDARY SOURCES?

What is a **(B) secondary scholarly source**?

A **secondary source**, in general, is someone else's take on a primary source.

For example, your aunt's description of a film she just saw is a secondary source. The film itself is the primary source.

A **scholarly secondary source** is a book, thesis, or article written by a scholar, in which they offer their analysis of a primary source.

For this course, you will need to read and use a certain number of **peer-reviewed scholarly sources*** for your paper. These are:

- published journal articles or scholarly book chapters
- that offer a scholar's first-hand analysis of a media phenomenon.

Why are they so important?

They provide you with theories, methods, examples, or context that will help you with your first-hand analysis of your selected primary sources.

Example:

Let's say you wanted to write a paper on the American adaptation of Venezuelan telenovela *Juana la Virgen* into *Jane the Virgin*. To support your primary research on *Juana la Virgen/Jane the Virgin*, you might opt to read a scholar's published article on the adaptation of Colombian telenovela *Yo soy Betty, la fea* into primetime American show *Ugly Betty*.

Reading the scholarly piece might give you ideas about how you want to analyze your selected media phenomenon, or theories you could work through in your paper, or historical context on the transnational telenovela adaptation process.

Crucially, until you start hunting for scholarly literature, reading some of it, and processing the ideas you read, you won't know what you need to write your paper. There's no one right answer for what scholarly literature you need to write your paper. The key is to dive in and explore! That's how you'll find pieces that engage and inspire you!

*For more on finding peer-reviewed sources, see the second guide ("Working with Scholarly Sources").

SAMPLE PAST PROJECTS

A New Hero	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • TV SHOW – looking at HBO’s <i>The Night Of</i> with a focus on how Naz Khan (played by Riz Ahmed) is depicted.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • The portrayal of Muslims and Arabs in US media. Highlighting a push toward complexity in this representation, but with a continuing, seemingly inescapable association with terrorism. • The depictions of heroes and villains in mass media, especially the turn toward antiheroes and complex protagonists in US TV since 2000.
Thesis	The portrayal of Naz Khan in <i>The Night Of</i> both dispels and upholds racial stereotypes, giving the audience a new type of complex protagonist. Although Naz Khan is at first associated with villainy, the show ultimately depicts him as the victim of a flawed justice system.

Western Media, Cultural Identity, and the Case of the Inamauri Panpipers*	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • VIDEO - A group based in the Solomon Islands did a panpipe cover of Ed Sheeran’s “Shape of You” (https://www.youtube.com/watch?v=eaSfQ-qEEKc). The student analyzed the music video as a text. • INDUSTRY SOURCE – communicated with the group that posted the video to YouTube to learn about their goals and intentions.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • Globalization and cultural identity (AKA media imperialism debate) • Music, intercultural communication, and cultural exchange • Digital platforms and participation • The media of the Solomon Islands
Thesis	I examine how music moves across geographic and cultural borders. Based on a textual analysis of “Shape of You” as performed by the Inamauri Panpipers and Mikaere, a music group from the Solomon Islands, I argue that globalized Western popular music can be recoded by less dominant cultures and nations in meaningful ways to proliferate national identities, negotiate a global sense of place, and participate in a cultural exchange of media.

The Westernization of Mukbang	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • VIDEO - Jeffree Star’s YouTube video “The Ultimate Taco Bell Mukbang feat. Trisha Paytas” • INDUSTRY SOURCE - Carefully analyzes Youtuber/Influencer quotes from an <i>Eater</i> article on the Mukbang video trend in the US.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • Digital platforms and participation, especially in the US and Korean contexts. • Eating videos on YouTube and other online platforms.
Thesis	Based on my analysis of Jeffree Star’s YouTube video “The Ultimate Taco Bell Mukbang feat. Trisha Paytas” and an article by <i>Eater Magazine</i> , I argue that the popularization and adaptation by Western media influencers of the Korean Mukbang phenomenon is representative of an American consumer culture of hyper-capitalism, the ongoing practice of western platform imperialism, and the rise of a new type of realism which seeks to paint wealthy Youtubers as authentic and ordinary.

Harajuku Lovers?: Adaptation, Agency, & Authenticity in Global Creative Culture*	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • VIDEO - Gwen Stefani’s “Harajuku Girls” performance for <i>Sessions at AOL</i>, looking at how she displays and speaks on Harajuku as part of her own self-branding. • ALBUM ART - Stefani’s album art for “Love. Angel. Music. Baby.”, dissecting its visual qualities and what they assert as branded content. • POPULAR PRESS ARTICLES - Commentaries on Stefani’s strategy, many of which accused her of cultural appropriation.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • The history and meaning of Harajuku fashion, and the global circulation of Japanese “cute” culture. • Branding local identities and cultures for global consumption. • Appropriation in global music cultures. • Fashion and branding.
Thesis	I argue that Stefani’s performative branding of Harajuku steps beyond appropriation into applications of adaptation.

The Hottentot Venus	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • MUSIC VIDEOS – Cardi B’s “Money, Nicki Minaj’s “Anaconda,” looking at the specific ways Black women’s bodies are put on display and treated as super-erotic.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • The history of Sara Baartman’s public display throughout Europe and eventual public dissection. Its implications. • The circulation of images of Black womanhood, historically and today. How they center around a few stereotypes, each with connections to the colonial period. • Depictions of Black women in music videos.
Thesis	In this paper, I unravel the history of Sara Baartman, making connections to modern day imagery of Black women’s bodies in popular culture, such as Nicki Minaj’s “Anaconda” music video. Examining current music videos, I show how they reamplify stereotypes of Black women that evolved from the misrepresentation of historical figures such as Sara Baartman.

Weapons of Western Civilization	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • IMAGE SEARCH RESULTS – From two different search engines, based in two different parts of the world, for a small set of revealing key terms. Looking at how these results depict skewed visions of beauty and professionalism, and how the ways they are skewed match historic inequalities.
Puts their analysis in conversation with secondary scholarly sources on...	<ul style="list-style-type: none"> • The global history of colorism. • Chinese beauty standards. • The centrality of search engines for contemporary knowledge formation. • How algorithms work and are part of Web 2.0 phase of internet culture. Specifically, how algorithms use existing (non-neutral) data and optimize for human-selected (non-neutral) goals.
Thesis	By testing the world’s two leading search engines, Baidu and Google, using the same set of search words (i.e. “beautiful woman,” “business man,” and “professional women”) I found that billions are exposed via the search engines’ algorithms to something much more sinister than “best results.” Instead, these search engines consistently reinforce colorism and inequality.

The Politics of Global Media Spectacles	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • MEDIA COVERAGE – of Kate Middleton and Prince William’s wedding • FILMS – Disney princess movies
Puts their analysis in conversation with scholarly secondary scholarly sources on...	<ul style="list-style-type: none"> • Global media events and spectacles. • Heteronormativity in children’s media.
Thesis	In this paper I focus on the politics of global media spectacles. I consider what kinds of global events are considered newsworthy in the US, and what cultural norms they benefit from and reinforce. Using the wedding of Kate Middleton and Prince William as a case study, and reflecting on the Disney princess genre, I argue that American media idealize and prioritize the heteronormative, white, monarchic, and imperial as both newsworthy global events and fodder for children’s media, each one reinforcing the other.

Indian News Coverage of COP24: A Risk-Responsibility Narrative	
Does first-hand analysis of these primary media sources	<ul style="list-style-type: none"> • NEWS COVERAGE – examined 1 article each from 2 key English-language Indian newspapers covering the COP24 climate change conference. Looking at how the headline, text, and images frame the issues discussed at COP24.
Puts their analysis in conversation with scholarly secondary scholarly sources on...	<ul style="list-style-type: none"> • Climate change policy and geopolitics • Public discourses on global warming and climate change • Developmentalism
Thesis	The way in which Indian, English-language newspapers utilize risk-responsibility rhetoric in recent coverage of [climate change conference] COP24 speaks to a greater narrative of global climate change policy dominated by a neo-colonialist attitude favoring Eurocentric modernization.

These examples show: Scholars and students develop a strong thesis *after* first carefully reading, processing, and analyzing a combination of primary sources and secondary sources. Only then can the researcher bring their voice into the conversation to argue something new!

HOW DOES A STUDENT RESEARCH PAPER GET WRITTEN?

You aren't expected to write a publishable scholarly piece for this course, but understanding how such research and writing happens can be helpful as you learn about the research process, and think about how you will do a mini version of it for this class.

Here's a general run-down of the process that leads to the publication of a critical-cultural media studies piece in a peer-reviewed US journal.

Scholarly Research, Writing, & Publication Process

- Step 1:** Oooh! There's an interesting topic!
- Step 2:** Gather lots of data / evidence / primary sources.
- Step 3:** Gather secondary scholarly literature that helps you process your evidence. Sort data into themes and questions, etc.
- Step 4:** Repeat steps 2 & 3 many times as you start to figure out exactly what you want to write about.
- Step 5:** Outline paper, start writing.
- Step 6:** Repeat steps 2 through 5 as needed to hone your ideas and argument until you have a full draft.
- Step 7:** Revise until you're happy with it.
- Step 8:** Submit it. Get rejected, or get asked to revise and resubmit.
- Step 9:** Make necessary changes, repeating Steps 2 through 7 as needed until it's accepted.

From this run-down, you'll notice that completing a research paper like this is not a one-step accomplishment. Instead, **completing a research project is a process that is cyclical and dialogic.**

It's a **process** because there is not a single activity, or even a single path, that will get it done. It has to unfold over time. No one, at the start of the project, can know exactly how it will turn out.

It's **cyclical** because media scholars often have to repeat several steps over and over again as they sort out what exact aspect of a media phenomenon it's most important to analyze, and what specifically they will argue about it.

It's **dialogic** because media scholars constantly move back and forth, between primary (media) and secondary (scholarly) sources. What they learn from their media examples informs how they think about scholarly theories and vice versa.

Now let's walk through the process by which a successful student paper for 620 got written.

620 Student Paper Process

Step 1: Oooh! There's an interesting topic!

You love the show *Jane the Virgin*. It's an American primetime TV adaptation of Venezuelan telenovela *Juana la Virgen*. You decide to explore this topic!

Step 2: Gather lots of data / evidence / primary sources

You've already seen most of *Jane the Virgin*, so you start by looking into the Venezuelan show. How are the two similar and different? You take lots of notes on it, perhaps watching a couple key episodes (ex. the pilots and the finales) from both shows back-to-back. You start to investigate how the show was adapted in the US and elsewhere.

Step 3: Gather scholarly literature that helps you process your evidence. Sort your data into themes and questions informed by the scholarly literature

You look for scholarly writings on the adaptation of Latin American telenovelas into US TV shows or for other markets. You even find articles on specific examples like *Ugly Betty* and *Jane the Virgin*.

Different pieces you find focus on different aspects of telenovelas or adaptations, giving you lots of ideas of where to take your project! For example, one article might focus on the key role stars like America Ferrara and Selma Hayak played in getting *Ugly Betty* on the air. Another might focus on how the politics of beauty in *Yo soy Betty, la fea* are inflected by Colombia's history of colonization and racism. A third might cover how different audiences interpreted the show.

Step 4: Repeat steps 2 & 3 many times

As you read up, looking at both your scholarly (secondary) and media (primary) sources, you become more and more interested in the way women are depicted in *Juana la Virgen/Jane the Virgin*, so you begin to focus in on the bits from your secondary and primary research that are about this.

Step 5: Outline paper, start writing

You become particularly interested in how parenthood and acting maternal relate to the seemingly binary categorization of women in both shows as good or evil. Specifically, you notice that the female characters who embrace pregnancy and child-rearing, even if they started out as villains, are given a redemptive arc. But those who remain cold toward the idea of motherhood and mothering are depicted as unredeemable. You look for scholarly readings that help you examine this phenomenon.

Step 6: Complete a full draft. Keep repeating earlier steps as necessary

As you start writing, you find another scholarly piece that's about the influence Catholicism has on Venezuelan society and how this particularly affects ideas about women's roles as mothers. You're excited, because it helps you explain a small but key difference between the Venezuelan and American versions of the show, which you add into your argument!

Step 7: Once you have a solid draft, work on polishing it

Have a friend read your paper, or visit the Writing Center. Make sure your ideas are clear and the text is error free.

If you're short on time, reading your paper aloud is a great way to get a fresh perspective on it and to check your writing mechanics.

Step 8: Turn it in and pat yourself on the back

You just completed a semester-long research project. That's super impressive. Congratulations!

As you can see from this example, the student didn't know when they started the project where exactly it would end up. For example, the student could have chosen to focus on the way men were portrayed in the show. Or they could have focused entirely on how *Jane the Virgin* was produced rather than what happened on screen. They could have written on just *Juana la Virgen*, or just *Jane the Virgin*, instead of comparing the two.

How did they figure out where their project was headed?

- They explored potential primary and secondary sources.
- They gave themselves time to think on what they'd found and hunt for more primary and secondary sources when necessary.
- They wrote up their ideas—even just as scraps or bullet points—to see if they were promising.
- They talked with other people in the 620 learning community as they shared their draft proposal, literature review, thesis, etc. in class and turned in assignments, which helped them articulate and improve their ideas.

Working through this open-ended process can be intimidating for first-time researchers. But never fear! There are lots of places to turn for support—your teacher, your peers, these guides, in-class workshopping opportunities, UWM's fabulous librarians, and the folks at the Writing Center.

RESEARCH PROJECT ASSIGNMENTS

In this class, a series of assignments—as well as in-class lectures and activities—will help you walk through the research and writing process.

For your **PROPOSAL**, you will brainstorm a few project ideas and submit three to your professor. You will begin looking for relevant secondary scholarly sources to support the one project you think is most promising. Before you submit this assignment, you'll have a chance to workshop your ideas in class. After you submit the proposal, you'll get feedback from the professor that will help you consider how to shape your project, or if you should change topics.

Throughout the semester, separate from the assignments, you will work at your own pace on your first-hand analysis of your primary media sources, and you will seek out relevant secondary scholarly literature that supports that primary analysis. Often it takes a few tries to find just the right sources.

For your **LITERATURE REVIEW**, you will highlight key secondary scholarly sources that will support your first-hand analysis of your own primary media sources. In the literature review assignment, you will introduce these pieces of scholarly literature, highlight their key findings, and show how they support your own research. You will again get workshop time in class ahead of submission, and receive feedback from the instructor after submission.

In a **CONFERENCE** with your professor, you'll discuss how your project is going, sharing any concerns or questions you might have. It's a great time to take a breath, get perspective, and prepare for the last push of the semester.

For your **INTRODUCTION-OUTLINE-BIBLIOGRAPHY** assignment, you will begin pulling together your primary and secondary research into an argumentative essay. You will take a stab at articulating your thesis (central argument), which you will include in a full draft of your final paper's introduction. You will outline the rest of the paper in bullet points, and include a complete, polished bibliography. You will again get workshop time in class ahead of submission, and receive feedback from the instructor after submission.

During your **PRESENTATION** you will share the current state of your project and argument with the class. First, watching your peers share their ideas is powerful and inspiring! Second, many students find the presentation helps them sharpen and clarify their central argument (thesis).

Your well-crafted and error-free **FINAL PAPER**, which you will submit during the finals period, will be the culmination of all your work!

HOW TO FIND A TOPIC?

It can be intimidating to jump in and work with media in another language and/or from another culture. Heck, it can be hard to even think of an interesting global media phenomenon when you're used to a diet full of media from your home culture. That's ok! This guide is here to help.

The key is to find a topic that excites and engages you. Otherwise, you won't have enough steam to see the project through to its end.

Once you've settled on a topic, **check that the project you're proposing is really a fit for this *global + media studies* class. Something (e.g. people, media, ideas, money) needs to cross borders and, centrally, you need to analyze a media object.**

OPTION 1: START WITH A COOL MEDIA TEXT and find scholarly literature after

Any medium (ex. film, radio, television, website, book, podcast, blog, music video, newspaper) is fair game! Here are some particularly fruitful places you can start looking:

- **Adaptations and translations**
 - Focus on a TV show, book, or film that crosses international borders and is adapted, translated, subtitled, or dubbed. What does it tell you about cultural differences in the two places? Or about the different ways media industries work in different regions? Or about whose movies travel and are adapted to other markets and whose are not?
 - Television - Format reality TV shows (ex. *Big Brother*, *America's Next Top Model*) and serial melodramas like telenovelas (*Ugly Betty*, *The Good Doctor*) are particularly popular for adaptations.
 - How are certain global films packaged or marketed differently depending on geographic context? What does that tell us about social norms or power dynamics?
- **Co-productions** – lots of US shows are filmed in Canada. Or are a coproduction of two countries.
- **International news coverage** – How does the news of one country (say the US) cover the rest of the world? Do different news sources—satirical vs. straight news, for example, or US vs. Canada on Russia—do it differently? With what effects?
- **English-language Youtubers based in other countries** – How do they mediate between cultures?
 - Ex. DKDKTV - <https://www.youtube.com/channel/UCVEzR8VHu0JC5x1Tr53cMwQ>

- **Netflix, Amazon, and other streaming services** - All have different priorities in terms of which languages and regions they best cover, but all offer some international shows and co-productions with English subtitles.
- **Music videos** – Music and music videos are particularly good media for intercultural communication and exchange. And they’re nice and short to analyze. Think of “Gangnam Style,” “Despacito,” “Waka Waka (This Time for Africa),” or “Sorry.” (We will examine all of these in some detail in class, except “Gangnam Style.”) Why do certain songs, forms of music, and artists travel easily across borders and others don’t? What elements from different cultures were brought together to make _____ song, how did it happen like that, and what are the implications?
 - You could also look at covers of songs that cross borders.
- **International media outlets sometimes directly post their content with English subtitles**
 - Ex. Many of the bigger Indian music/film distributors post subtitled trailers and music videos. (T-Series https://www.youtube.com/channel/UCq-Fj5jknLsUf-MWSy4_brA)
 - Ex. KBS World TV (Korean Broadcasting System) posts many full shows with complete subtitles a week after broadcast - <https://www.youtube.com/channel/UC5BMQOsAB8hKUyHu9KI6yig>
- **Comparative social media work**
 - Look at hashtag campaigns across cultural contexts, like #MeToo.
 - Compare social media feeds or search engines across cultural context, like looking at the Trending page of YouTube for different countries.
 - Examine social media platforms that have a largely non-US base, like TikTok. On some you can set your location as anywhere in the world. This could be particularly interesting if you examine the output during a big event, like an election or a scandal.

OPTION 2: START WITH A COOL SCHOLARLY SOURCE and find a media text after

Skimming the most recent Table of Contents for a scholarly journal can show you up-to-date exciting work that might speak to you and your interests. Just compiling this list of journals I found gems like “Spinning the Zoetrope: Visualizing the Mixed-Race Body of Dominican Actress Zoe Saldaña” (<https://muse.jhu.edu/journal/86>), and “Political Campaigning Games: Digital Campaigning With Computer Games in European National Elections” (<https://ijoc.org/index.php/ijoc/article/view/10477/2729>).

Don’t forget, even journals with an international or global media focus sometimes feature articles based on US material. Or some journals with a regional focus have articles that are not about media at all. **You always have to check that the project you’re proposing is really a fit for this global + media studies class.**

- **Journals on global or transnational media topics:**
 - *Communication, Culture & Critique* <https://onlinelibrary.wiley.com/toc/17539137/current>
 - *Media, Culture & Society* <https://journals.sagepub.com/toc/mcs/current>
 - *International Journal of Cultural Studies* <https://journals.sagepub.com/toc/ics/current>
 - *International Journal of Communication* <https://ijoc.org/index.php/ijoc>
 - *Media Fields Journal* <http://mediafieldsjournal.org/>
- Some more US-based media studies journals have **special issues** that are specifically oriented to global or transnational issues:
 - *Transformative Works and Cultures*' issue on "European Fans and European Fan Objects: Localization and Translation" <https://journal.transformativeworks.org/index.php/twc/issue/view/20>
 - *First Monday*'s issue on "Data-driven models of governance across borders" <https://firstmonday.org/ojs/index.php/fm/issue/view/620/showToc>
 - *New Media & Society*'s issues on "ArabInternet" <https://journals.sagepub.com/toc/nmsa/21/5> or "Media and Migration" <https://journals.sagepub.com/toc/nmsa/18/10>
 - *Television & New Media*'s issue on "Media and Sports Culture after World Cup 2014" <https://journals.sagepub.com/toc/tvna/15/8>
- You can also find **region-specific or medium-specific journals** for all sorts of topics. Just search google for "journal" + [a region or country] + [media / communication / the name of a medium (ex. film, radio, journalism)].
Some examples:
 - *Asian Journal of Communication* <https://www.tandfonline.com/toc/rajc20/current>
 - *African Journalism Studies* <https://www.tandfonline.com/toc/recq21/current>
 - *Journal of African Media Studies* <https://www.ingentaconnect.com/content/intellect/jams>
 - *South Asian Popular Culture* <https://www.tandfonline.com/toc/rsap20/current>
 - *Arab Media & Society* <https://www.arabmediasociety.com/archive/>
 - *Studies in Russian & Soviet Cinema* <https://www.tandfonline.com/toc/rrsc20/current?nav=tocList>
 - *Studies in Spanish and Latin American Cinemas* <https://www.ingentaconnect.com/content/intellect/sslac>
 - *European Journal of Media Studies* <https://necsus-ejms.org/journal/>
- **American Studies / Ethnic Studies journals**
 - *Latin American and Latinx Visual Culture* <https://lalvc.ucpress.edu/>
 - *Journal of Asian American Studies* <https://muse.jhu.edu/journal/86>

OPTION 3: FIND A COOL PHENONEMON COVERED BY AN INTERNATIONAL NEWS SOURCE, but then you still have to find the right (1) media text(s) around which to focus your project. If you can't find some (1) solid primary sources to analyze, the project won't be doable.

- *Al Jazeera* - <https://www.aljazeera.com/>
- *The Guardian* - https://www.theguardian.com/international?INTCMP=CE_INT
- *Scroll.in* [India-based] - <https://scroll.in/>
- *Africa Is a Country* - <https://africasacountry.com/>
- *BBC* - <https://www.bbc.com/news/world>
- *Jadaliyya* - <https://www.jadaliyya.com/>
- *The Conversation* - <https://theconversation.com/global>