

NYU Buenos Aires Global Media Seminar: Latin America MCC-UE 9455

Instructor Information

- Dr. Lisa Ubelaker Andrade, PhD
- Office hours: by appointment
- E-mail: lu4@nyu.edu

Course Information

This course will get students acquainted with Latin American theories, practices and representations about the Media. In order to provide a complex perspective, the course will begin with a reflection about globalization, identities and local cultures and their tensions with the constitution of a global culture. The second and most important part of the course engages Latin American research, perspectives and representations about the media, their place in contemporary societies, their active participation in the constitution of identities and the role in the construction of politics and social agendas. The course thus engages both Latin American perspectives and a global vision that will allow students to articulate global and local problems from a critical point of view. Opportunities for hands-on research, site visits, and guest lectures, all presented by the students on the class blog, will ground theory and secondary readings in primary source examples and real-world context. Students will engage in the current incendiary debates about the role of the media in social and political movement, as well as the complex relationship between the media, politics, and the state.

- Tuesday and Thursday 5.15pm – 6.45pm
- Room Piazzolla

Course Overview and Goals

- Introduce students to with global theories, practices and representations about the media.

- Familiarize students Latin American research on, and perspectives of the media.
- Problematize the place of the media in contemporary societies, their participation in the constitution of identities and their role in the construction of an agenda.
- Help students produce a short literature review, research proposal or research paper on these topics.

Course Requirements

Class Participation

Students are expected to participate actively. Participation is graded and considered a fundamental component of the course.

Oral Presentation

Each week, one student will present on the readings, offering an analysis of their arguments, evidence, and conclusions, challenging or questioning those conclusions, and offering two major questions for discussion.

Blog Assignment

Once in the semester, and in tandem with a class “hands-on” activity, two students will be in charge of updating the class blog, posting a 500-800-word post that uses images, examples of texts studied, secondary sources and interviews, to showcase the work completed during the activity, or provide context, insight, and original analysis to debates and questions that arose during the class.

Exams

- **Midterm exam:** Will be in-class and include two short answers and one short essay question.
- **Final essay:** An 8-10 page essay. Students may select a theme explored in the class bibliography and present either an argumentative essay that examines scholarly arguments on the subject, or an essay that closely analyzes relevant primary sources (for example, those used in class), placing those sources in conversation with class bibliography. The essay must be handed in on time and printed (essays will not be graded if received by email). Final essay topics will

be decided by Week 13. During the final week of classes, students will turn in a paper outline, a draft of their argument, and workshop their idea.

Grading of Assignments

The course uses the following scale of numerical equivalents to letter grades:

Assignments/Activities	% of Final Grade
Class participation	15%
Midterm	20%
Oral Presentation	20%
Blog Essay	10%
Weekly Assignments/Final Paper Workshop	15%
Final Paper	20%

Grade A	The student makes excellent use of empirical and theoretical material and offers well-structured arguments in their work. The student writes comprehensive essays / exam questions and the work shows strong evidence of critical thought and extensive reading.
Grade B	The student shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
Grade C	Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.
Grade D	The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, or poor research.
Grade F	The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Grade conversion

Course Schedule

<i>Week/ Date/ Session</i>	<i>Topics/Questions</i>	<i>Readings</i>	<i>Discussion Questions and Thursday Assignment</i>
<i>Week 1:</i>	Overview and Introductory Discussion	Aug 30: Williams, R. (1974) "The technology and the society."	Course expectations What are the roles of media in society? What approaches should we take to its study? Weekend assignment: A definition and example of "the public sphere"
<i>Week 2:</i>	Media and the Public Sphere	September 4: Pablo Picatto (2010) "The public sphere in Latin America" Craig Calhoun (2007) Introduction: Habermas and the Public sphere. September 6 Armus, D. and Ubelaker L. "The City of Readers." <i>Buenos Aires Reader</i> . (Forthcoming, Duke University Press, 2019). Via Email.	What is the public sphere? How have scholars found this idea useful? What are some of its limitations as a concept? Has media and the public sphere developed in particular ways in Buenos Aires? In Latin America? If so, how? If not, why not? Assignment for Sept 6: Document reading. Bring examples.
<i>Week 3</i>	Globalization and Media	September 11: Morley, D. and Robins, K. (1995) "Tradition and translation. National culture in its global context" September 13: Caimari, L. "News from around the world: the newspapers of Buenos	How does globalization impact the circulation of information and the construction local and national identities? What forces of power shape its geography? How did Argentina historically figure within this cultural landscape?

		Aires in the Age of the Submarine cable, 1866-1900." Hispanic American Historical Review (2016) 96 (4): 607-640.	Assignment for Sept 13: Definitions and examples of globalization
Week 4	Audiences, Everyday Life and Identities:	<p>Sept 18: Silverstone R: "Complicity and collusion in the mediation of everyday life"</p> <p>Sept 20: Cosse, I. "Mafalda, middle class, everyday life, and politics in Argentina, 1864-1973"</p> <p>Class Blog Post</p>	<p>What is the role of media in social identity construction?</p> <p>Does Cosse's analysis of Mafalda, uphold or challenge Silverstone's reading of media and everyday life?</p> <p>What are the limitations of viewing media as a window into everyday culture/identities?</p> <p>Assignment for Sept 20: Bring in Mafalda example for analysis</p>
Week 5	Cultural Imperialism and communication	<p>Sept 25: Dorfman A and Mattelart A, "How to Read Donald Duck."</p> <p>Mattelart, A. and Polan, D. (1978) "The Nature of Communications Practice in a Dependent Society"</p> <p>Sept 27: Joseph G. (1998) Close Encounters: toward a new cultural history of U.S.-Latin American relations."</p>	<p>What is cultural imperialism?</p> <p>In what context was the idea proposed and how does it fit into broader view of international power?</p> <p>What power structures does it serve to illuminate?</p> <p>What are its limitations?</p> <p>How does Joseph revise Dorfman/Mattelart's perspective on media and empire?</p> <p>Does media function differently than other forms of culture?</p>
Week 6	20th century empire and media	<p>October 2: Fein S. "Everyday Forms of Transnational Collaboration: U.S. Film Propaganda in Cold War Mexico."</p> <p>October 4: De-classified, United States Information</p>	<p>How has media served media served as a tool in constructing empire?</p> <p>How does Fein's work contrast or complicate Joseph, Dorfman, and Mattelart?</p>

		Agency Files; Office of the Coordinator of Inter-American Affairs Files. USAID Files. Provided by Instructor in class. Second Class Blog Post	Are government uses of media in international relations “cultural imperialism”? Or should this framework be refined? Thursday Assignment: Document observations
Week 7	Communication theory and research	October 9: García Canclini, N. (1988) “Culture and power: the state of research” Martín-Barbero, J. (2006) “A Latin American perspective on communication/cultural mediations” October 11: Midterm	How do Martín Barbero and García Canclini’s arguments sit with the examples studied this far in our course? What challenges do these authors pose? Midterm Review Assignment: Midterm Review
Week 8	Vacation		
Week 9	Media and Populism	October 23: James Cane Carrasco (2011), <i>The fourth enemy. Journalism and Power in the making of Peronist Argentina</i> (Pennsylvania Press University), Introduction and conclusion. October 25: M. Karush. “Populism, Melodrama and the Market.” <i>The New Cultural History of Peronism: Power and Identity in Mid-Twentieth Century Argentina</i> . (Duke University Press, Durham and London 2010). 27-51.	What is populism? How is media used as a tool in its construction? How did media play a part in the construction of Peronism and anti-Peronism? What are the aims of the populist state and its supporters in utilizing different media technologies? How are these objectives met? Assignment: Choose an example of Peronist media, provided on Classes. How does the content support or challenge Karush and Carrasco’s readings?
Week 10	Dictatorship and media	October 30 Walsh, Rodolfo (1977) Open letter to the military Junta Mirta Varela, Mass Media during the	How did authoritarianism reshape a media landscape? What is the relationship between the media and the

		<p>Dictatorship: Between Banality and Censorship.</p> <p>November 1:</p> <p>Hemeroteca and final project discussion</p> <p>Alfonso Salgado (2013), "A Public Sphere in Pinochet's Chile" Class Blog Post</p>	<p>state in democracy, in democracy?</p> <p>Assignment Nov 1: Four final project ideas.</p>
Week 11	Media and politics in Latin America	<p>November 6: Kitzberger, P. (2016). "Media wars and the new left: Governability and media democratization in Argentina and Brazil."</p> <p>Martín Sivak "Latin America's Media Skirmishes" (The New York Times)</p> <p>November 8: de Albuquerque, A. (2017). Protecting democracy or conspiring against it? Media and politics in Latin America: A glimpse from Brazil. Journalism, 1464884917738376</p>	<p>What is media polarization and how has it manifested in Latin America?</p> <p>What are its effects on the contemporary 'public sphere'?</p> <p>Assignment: an example of media polarization Two final project ideas</p>
Week 12	Press Freedom and the State	<p>November 13 Waisbord, S. (2016). The 'Post-state' Argument and Its Problems: Lessons from Media Policy Reforms in Latin America. In Global Media and National Policies (pp. 32-48). Palgrave Macmillan UK.</p>	<p>Why have recent media reforms been contentious?</p> <p>How do we measure the freedom of the press? How are states, corporations, and new media technologies navigating the power of media in Latin America?</p> <p>Assignment Nov 15: Updating and questioning the freedom reports</p>

		<p>Schiller, N, 2013, "Reckoning with Press Freedom: Community Media, Liberalism, and the State in Caracas, Venezuela."</p> <p>Nov 15: Freedom House Media Reports 2015-2017, Mexico, Ecuador, Venezuela, Brazil,</p> <p>Class Blog</p>	
Week 13	Race, Class and Media Interventions, from below	<p>November 20 Clawson, Rosalee A., Trice, Rakuya. "Poverty as we know it: media portrayals of the poor." Public Opinion Quarterly, 2000. Vol 64(1) 53-64</p> <p>*Colectivo Femenino (Lecture Series)</p> <p>November 22 Visit to MundoVilla</p>	<p>How does contemporary Latin American media generate hegemonic ideas about class, race, and poverty?</p> <p>How do alternative media outlets look to counter hegemonic representations?</p> <p>What new problems and power structures form in efforts to construct a counter-narrative?</p>
Week 14	Feminism, New Media and the New Digital Politics	<p>November 27 Luengo, M. (2017). Gender violence: the media, civil society, and the struggle for human rights in Argentina. Media, Culture & Society, 0163443717713259.</p> <p>Gill, R. (2016).</p> <p>Post-postfeminism?: new feminist visibilities in postfeminist times. Feminist Media Studies, 16(4), 610-630.</p> <p>November 29: Guest Speaker LATFEM media</p>	<p>How are new feminist movements capitalizing on digital media to overturn media narratives regarding gender?</p> <p>How are new digital medias a) impacting political mobilization b) generating new forms of cultural identity?</p>

Week 15	Conclusions and Final Paper Workshop	December 4 Discussion: Latin American Representations, Politics, Media, and Society December 6 Final Paper Workshop	Assignment: December 4: Post on classes: Final Paper Argument, Outline/ example of analysis. December 6: Prepare Comments for Workshop
Final	Paper Due		December 13th

Course Materials

- Armus, D. and Ubelaker L. "The City of Readers." *Buenos Aires Reader*. (Forthcoming, Duke University Press, 2019). **NYU classes**
- Caimari, L. "News from around the world: the newspapers of Buenos Aires in the Age of the Submarine cable, 1866-1900." *Hispanic American Historical Review* (2016) 96 (4): 607-640.
- Calhoun C. (2007) Introduction: Habermas and the Public sphere in Habermas and the Public Sphere, Massachussets: MIT Press, (1- 51).
- Cane Carrasco, James (2011). The fourth enemy. Journalism and Power in the making of Peronist Argentina (Pennsylvania Press University), Introduction and conclusion.
- Cosse I. "Mafalda; middle class, everyday life, and politics in Argentina, 1864-1973." *HAHR* 2014, 94 (1), 35-45
- De-classified, United States Information Agency Files; Office of the Coordinator of Inter-Amreican Affairs Files. [In CLASS]
- De Albuquerque, A. (2017). Protecting democracy or conspiring against it? Media and politics in Latin America: A glimpse from Brazil. *Journalism*, 1464884917738376.

- Fein S. "Everyday Forms of Transnational Collaboration: U.S. Film Propaganda in Cold War Mexico." *In Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. (Duke University Press). (400-450)
- García Canclini, N. (1988) "Culture and power: the state of research" in *Media, Culture and Society Nº10*, London: Sage (467-497).
- Joseph G. (1998) "Close Encounters: toward a new cultural history of U.S.-Latin American Relations." *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*. (Duke University Press). (3-46)
- Karush, M. (2010) "Populism, Melodrama and the Market." *The New Cultural History of Peronsim: Power and Identity in Mid-Twentieth Century Argentina*. (Duke University Press, Durham and London), 27-51.
- Kitzberger, P. (2016). Media wars and the new left: Governability and media democratisation in Argentina and Brazil. *Journal of Latin American Studies*, 48(3), 447-476.
- Luengo, M. (2017). Gender violence: the media, civil society, and the struggle for human rights in Argentina. *Media, Culture & Society*, 0163443717713259.
- Gill, R. (2016).
- Mattelart A and Dorfman, A. (1971) *How to Read Donald Duck*. Introduction.
- Mattelart, A. and Polan, D. (1978) "The Nature of Communications Practice in a Dependent Society" in *Latin American Perspectives*, Vol. 5, No. 1, Culture in the Age of Mass Media, London: Sage Publications (13-34).
- Martín-Barbero, J. (2006) "A Latin American perspective on communication/cultural mediations" in *Global media and communication*, Volume 2(3), London: Sage (279-297).

- Morley, D. and Robins, K. (1995) "Tradition and translation. National culture in its global context" in *Spaces of identity. Global media, electronic landscapes and cultural boundaries*, Morley, D. and Robins, K (105-124).
- Picatto P (2010) "The public sphere in America Latina", *Social History*, Volume 35 Issue 2.
- "Post-postfeminism?: new feminist visibilities in postfeminist times." *Feminist Media Studies*, 16(4), 610-630.
- Salgado, Alfonso. (2013), "A Public Sphere in Pinochet's Chile."
- Schiller, N, 2013, "Reckoning with Press Freedom: Community Media, Liberalism, and the State in Caracas, Venezuela."
- Silverstone, R. (2002). Complicity and collusion in the mediation of everyday life. *New literary history*, 33(4), 761-780.
- Sivak, Martin. "[Latin America's Media Skirmishes](#)" (The New York Times)
- Walsh, Rodolfo (1977) [Open letter to the military Junta](#).
- Waisbord, S. (2016). The 'Post-state' Argument and Its Problems: Lessons from Media Policy Reforms in Latin America. In *Global Media and National Policies* (pp. 32-48). Palgrave Macmillan UK.
- Williams, R. (1974) "The technology and the society" in *Television. Technology and cultural form*, London: Routledge (1-25).

Course Policies

Attendance and Tardiness

- NYU's Global Programs (including NYU Buenos Aires) must adhere to a strict policy regarding course attendance. No unexcused absences are permitted.
- Each unexcused absence will be penalized by deducting 1% from the student's final course grade.

- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academics Programs, Julia Tomasini, **within one week** of your return to class.
- A doctor's note excusing your absence is mandatory.
- **The date on the doctor's note must be the date of the missed class or exam.**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director of Academic Programs, Julia Tomasini (jt145@nyu.edu)
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director of Academics Programs)
- If students have more than four unexcused absences, they will fail the course.
- Each class lasts one hour and half or two hours. Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment

- Late work should be submitted in person to the Assistant Director for Academics Programs during office hours (Mon - Fri, 10 am to 6 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academic Affairs and will write the date and time of submission on the work, as above.
- Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100point scale.
- Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.
- Language Courses: Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.
- Please note end of semester essays must be submitted on time

Academic Honesty/Plagiarism

- Academic Integrity is intimately related to the teaching and learning process.
- When writing research papers, you need to keep in mind that plagiarism includes the use of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. It also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear without acknowledgment of the original source.
- For formatting in your papers, refer to MLA guidelines.
- On matters regarding academic integrity, refer to the section "Academic Standards and Discipline" in the College of Arts and Science Bulletin <http://bulletin.cas.nyu.edu/page/academic.policies#STANDARDS> and to "Statement on Academic Integrity" in NYU Expository Writing Program: Policies and Procedures: <http://cas.nyu.edu/ewp.html>
- All your written work must be submitted as a hard copy AND in electronic form to the instructor.
- It is expected that the student follow the rules on academic honesty and intellectual integrity established by NYU University.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Your instructor

Dr. Lisa Ubelaker received her Doctorate in history from Yale University in 2013. She has since taught at Universidad de San Andrés in Buenos Aires, as well as Middlebury College (Buenos Aires) and the Universidad de Tres de Febrero, and coordinated the Taller de Historia Global at UDESA. She has published several of articles on transnational U.S. media in Latin America, and is co-editor of the forthcoming *Buenos Aires Reader* due out in 2019 with Duke University Press.