

# **NYU Buenos Aires**

## **Global Media Seminar: Latin America**

### **MCC-UE 9455**

#### **Instructor Information**

- Dr. Lisa Ubelaker Andrade, PhD
- Office hours: by appointment

#### **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 be divided into three parts. In the first, we will discuss Latin American perspectives on major themes in media studies, including the public sphere, globalization, empire, and local identities. The second part of the course engages Latin American research about the place of the media in the construction of politics, taking particular note of politics of media freedom and censorship, media as a tool of social agendas and political construction. 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. In the final unit, we examine issues of representation in contemporary media, questioning how media has been reclaimed as a tool for social justice by minority groups, and deconstructing treatments of class, race and gender. Throughout the course, but with particular concentration in the second half of the semester, students will find several opportunities for hands-on research, archival and site visits, and guest lectures that will ground theory and secondary readings in primary source examples and real-world context.

- Tuesday and Thursday 3.30pm to 5pm
- Room

#### **Course Overview and Goals**

- Introduce students to global and Latin American theories, practices and representations about the media.
- Familiarize students with Latin American research on, and perspectives of, the media.
- Grasp the historical importance of media as a site of identity formation and grasp the application of theory to the Latin American context.
- 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.
- Guidance and critical engagement as students produce an original research paper or literature review 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

Once per semester, each student will present on the readings, **bringing in an outside example**, offering an **analysis** of their arguments, evidence, and conclusions, challenging or questioning those conclusions.

### Blog Assignment

Once in the semester, and in tandem with a class “lab” activity, two students will be in charge of updating the class blog, posting a 700-1000 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. Students will also be asked to respond to another blog post once in the semester.

### Media Lab Assignments:

This course gives students various opportunities to do hands-on work with primary sources: examination of documents, newspaper archives, interviews with persons in the field of media, analysis of current events. For each lab, students will be asked to

engage in a connected assignment—a presentation of findings, analysis, discussion, debate.

## 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, 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 only by email).
- **Final essay workshop:** Final essay topics will be decided by Week 13. During the last week of classes, students will turn in a paper outline that includes a draft of their argument. They will also provide written commentary and questions for another student in the course. The last two classes will be dedicated to discussion of each student's final project.

## Grading of Assignments

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

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-65
F	below 65

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Class participation	10%
Midterm	20%
Oral Presentation	20%
Blog Essay and Response	15%
Media Lab assignments/Final Paper Workshop	15%
Final Paper	20%

<b>Grade A</b>	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.
<b>Grade B</b>	The student shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
<b>Grade C</b>	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.
<b>Grade D</b>	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.
<b>Grade F</b>	The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

## Course Schedule

<b>Week/ Date/ Session</b>	<b>Topics/Questions</b>	<b>Readings</b>	<b>Discussion Questions and Thursday Assignment</b>
Week 1-2	<b>Overview and Introductory Discussion</b>	<p><b>Feb 6:</b> Introductions, Syllabus</p> <p><b>Feb 11:</b> Williams, R. (1974) "The technology and the society."</p>	<ul style="list-style-type: none"> <li>• Course expectations</li> <li>• What is "media"?</li> <li>• What are the roles of media in society?</li> <li>• What approaches should we take to its study?</li> </ul> <p><b>Weekend assignment: A definition and example of "the public sphere"</b></p>
Week 2-3	<b>Media and the Public Sphere</b>	<p><b>Feb 13: Presentation</b> Calhoun C. (2007) "Introduction: Habermas and the Public sphere."</p> <p><b>Feb 18:</b> Armus, D. and Ubelaker L. "Reading, Writing Listening." And "Taking to the Street." <i>Buenos Aires Reader</i>. (Forthcoming, Duke University Press, 2019).</p>	<ul style="list-style-type: none"> <li>• What is the public sphere? How have scholars found this idea useful?</li> <li>• What are some of its limitations as a concept?</li> <li>• Has media and the public sphere developed in particular ways in Buenos Aires? In Latin America? If so, how? If not, why not?</li> </ul> <p><b>Assignment for Feb 18: Come to class with an example from reading answering one of above questions.</b></p>
Week 3	<b>Everyday Life and Identities Constructing the Self, Constructing the Other:</b>	<p><b>Feb 20: Presentation:</b> Silverstone, R. "Complicity and collusion in the mediation of everyday life"</p> <p><a href="#">MIT Visual Cultures: Photography and Power in the Colonial Philippines I &amp; II. Conquest by Camera.</a> The Anthropological Gaze, Colonial Counterpoint</p>	<ul style="list-style-type: none"> <li>• How does Silverstone understand complicity and distance?</li> <li>• What is "othering"?</li> <li>• How does media generate a sense of shared identity?</li> </ul>

		<b>FEB 25: HOLIDAY</b>	
Week 4	<b>Globalization and Media</b>	<p><b>Feb 27: Presentation</b> McKeown A. (2007) "Periodizing Globalization." <i>History Workshop Journal</i>. Issue 63, Spring 2007, 218-230.</p> <p>García-Canclini, N. "Culture and Politics in the Imaginaries of Globalization." <i>Imagined globalizations</i>. Duke University Press: 2014.</p> <p><b>Feb 28 [make-up day]:</b> Caimari, L. (2016) "News from around the world: the newspapers of Buenos Aires in the Age of the Submarine cable, 1866-1900."</p>	<ul style="list-style-type: none"> <li>• What is globalization and how does it relate to media?</li> <li>• How does globalization impact the circulation of information and the construction local and national identities?</li> <li>• What forces of power shape media's globalization?</li> <li>• How did Argentina historically figure within this cultural landscape?</li> <li>• How do old cable connections mirror or relate to contemporary material structures of media?</li> </ul> <p><b>Assignment for Feb 27: A definition of "globalization."</b></p>
Week 5	<b>Cultural Imperialism and communication</b>	<p><b>March 3: Presentation</b> Dorfman A. and Mattelart A., "How to Read Donald Duck." (<i>Selection</i>)</p> <p><b>March 5:</b> Ariel Dorfman. "How we roasted Donald Duck, Disney's Agent of Imperialism." <i>The Guardian</i>. October 5, 2018.</p>	<ul style="list-style-type: none"> <li>• What is "cultural imperialism"?</li> <li>• In what context was the idea proposed and how does it fit into broader view of international power?</li> <li>• What power structures does it serve to illuminate</li> </ul>

		<p>Group 1: Joseph G. (1998) <i>Close Encounters: toward a new cultural history of U.S.-Latin American relations.</i>"</p> <p>Group 2: Fein S. "Everyday Forms of Transnational Collaboration: U.S. Film Propaganda in Cold War Mexico." <i>Close Encounters.</i></p> <p>Take home: De-Classified Files</p>	<p>and what are its limitations?</p> <ul style="list-style-type: none"> <li>• How does Joseph revise Dorfman/Mattelart's perspective on media and empire?</li> <li>• Does media function differently than other forms of culture?</li> </ul>
Week 6	<b>20<sup>th</sup> century empire and media</b>	<p><b>March 10:</b> Media Lab: De-classified, United States Information Agency Files; Office of the Coordinator of Inter-American Affairs Files. USAID Files. Provided by Instructor in class. Present Findings <b>Blog Post</b></p> <p><b>Attend Lecture series [Make-up Feb 4]:</b> <b>Identidad Marrón</b></p> <p><b>March 12:</b> The local vs. the international: Mafalda and the construction of local identity; Fútbol, media and the nation.</p> <p>Group 1: Cosse I. "Mafalda; middle class, everyday life, and politics in Argentina, 1964-1973." <i>Hispanic American Historical Review</i> 2014, 94 (1): 35-45.</p> <p>Group 2: Karush, M. B. "National Identity in the Sports Pages: Football and the Mass Media in 1920s Buenos Aires." <i>The Americas</i> 60, no. 1 (2003): 11-32.</p>	<ul style="list-style-type: none"> <li>• How has media served media served as a tool in constructing empire?</li> <li>• How does Fein's work contrast or complicate Joseph, Dorfman, and Mattelart?</li> <li>• Are government uses of media in international relations "cultural imperialism"? Or should this framework be refined?</li> </ul> <p><b>Assignment March 12:</b> <b>Bring in an example of Mafalda that raises a question for you.</b></p>
Week 7	<b>Latin American Interventions in Communication theory</b>	<p><b>March 17:</b> <b>Hypermediations of feminist memes, Futbol and globalization in cumbia villera</b></p> <p>Solari, C. A. "From (new)media to (hyper)mediations. Recovering</p>	Present findings

		<p>Jesús Martín Barbero's mediation theory in the age of digital communication and cultural convergence." <i>Information, Communication and Society</i>. 18:9, 1092-1107.</p> <p>Midterm review</p> <p><b>March 19:</b> <b><u>Midterm</u></b></p>	
Week 8	<b>Media and Populism</b>	<p><b>March 24 [Holiday]</b></p> <p><b>March 26 Presentation</b> Karush, M. "Populism, Melodrama and the Market."</p> <p>Cane Carrasco, J. (2011), The fourth enemy. Journalism and Power in the making of Peronist Argentina.</p> <p><b>Four Final Paper Ideas</b></p>	<ul style="list-style-type: none"> <li>• What is populism? How is media used as a tool in its construction?</li> <li>• How did media play a part in the construction of Peronism and anti-Peronism?</li> <li>• What are the aims of the populist state and its supporters in utilizing different media technologies? How are these objectives met?</li> </ul>
Spring Break	<b>Spring Break</b>	<p><b>March 31 : Break</b> <b>April 2: Break</b></p>	
Week 9 & 10	<b>Dictatorship and media</b>	<p><b>April 7:</b> Peronist Propaganda Media Lab; Present Findings <b>Blog Post</b></p> <p>APRIL 9 HOLIDAY</p> <p><b>April 14:</b> Walsh, Rodolfo (1977) "Open letter to the military Junta."</p> <p>Varela, M. (2016) "Mass Media during the Dictatorship: Between Banality and Censorship."</p>	<ul style="list-style-type: none"> <li>• How did authoritarianism reshape a media landscape?</li> <li>• What is the relationship between the media and the state in democracy, in democracy?</li> </ul>



		<p><b>April 16: Media Lab: Visit to Hemeroteca</b>  <b>Blog Post</b>  Yooll. A.G. <i>State of Fear</i>. (1983)  Chapters 7-9.</p> <p><b>April 21: Present Findings</b></p> <p><b>April 23: The Public Sphere amid the Return to Democracy—</b>  <b>Guest Speaker Julieta Colomer</b>  <b>Watch: <a href="#">Escrache! (2003)</a></b>  <b>Blog Post</b></p>	
Weeks 11 and 12	<b>Media and politics in Latin America</b>	<p><b>April 24 [Make-up]:</b>  Kitzberger, P. (2016). "Media wars and the new left: Governability and media democratization in Argentina and Brazil."</p> <p><b>April 28:</b>  Country Case Files</p> <p><b>April 30:</b>  <b>Media Reform vs. Media Freedom Debate</b>  Country Case Files: Available on Classes  <b>Blog Post</b></p>	<ul style="list-style-type: none"> <li>• What is media polarization and how has it manifested in Latin America?</li> <li>• Why have recent media reforms been so contentious?</li> <li>• How should we measure the freedom of the press?</li> <li>• How are states, corporations, and new media technologies navigating the power of media in Latin America?</li> </ul> <p><b>Assignment April 28:</b>  <b>Come prepared to debate: Have 21<sup>st</sup> century media reforms expanded media freedom?</b></p>
Week 13	<b>Race, Class and Media Interventions, from below</b>	<p><b>May 5: Representation Presentation</b>  Caselli, I. "Fighting for Basic Services, and News, in the</p>	<ul style="list-style-type: none"> <li>• What hegemonic ideas about class, race, and poverty are visible in</li> </ul>

		<p>Slums” CityLab. January 16, 2015.</p> <p>Lederman, J. Criminals in our Midst: Middle-Class Reactions to Representations of the "Ordinary in a Buneos Aires Shantytown." Latin American Perspectives. 44.3 May 2017 135-137.</p> <p><b>May 7</b> Guest Speaker: MundoVilla Bring questions</p> <p><b>Blog Post</b></p>	<p>contemporary media?</p> <ul style="list-style-type: none"> <li>• How do alternative media outlets look to counter hegemonic representations?</li> <li>• What new problems and power structures form in efforts to construct a counter-narrative?</li> </ul> <p><b>Assignment May 5: Come prepared with a question for MundoVilla</b></p>
Week 13 cont'd	<b>Feminism, New Media and the New Digital Politics</b>	<p><b>May 8 [make-up day]:</b> Luengo, M. (2017). "Gender violence: the media, civil society, and the struggle for human rights in Argentina." Media, Culture &amp; Society.</p> <p>Guest Speaker: LatFem Media</p>	<ul style="list-style-type: none"> <li>• How are new feminist movements capitalizing on digital media to overturn media narratives?</li> <li>• How are new digital medias a) impacting political mobilization b) generating new forms of cultural identity?</li> </ul> <p><b>Assignment May 8: Come prepared with a question for LATFEM media</b></p>
Week 14	<b>Conclusions and Final Paper Workshop</b>	<p><b>May 12:</b> Conclusions: Latin American Media Landscapes</p> <p><b>May 14: Final Paper Workshop</b></p>	<b>Assignment for May 12 5: Final Paper Argument, Outline/ example of analysis. Prepare Comments for Workshop</b>
Week 15	<b>Final Paper Due</b>	<b>Final Paper Due: May 21</b>	

## Course Materials

- Armus, D. and Ubelaker, L. "The City of Readers." *Buenos Aires Reader*. (Forthcoming, Duke University Press, 2019). **Provided in class**
- Auyero, J. (2000) The Hyper-shantytown: Neoliberal violence in the Argentine slum." *Ethnography*. Vol1(1), 93-116.
- 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, Massachusetts: MIT Press, (1- 51).
- Cane Carrasco, J. (2011). The fourth enemy. Journalism and Power in the making of Peronist Argentina (Pennsylvania Press University), Introduction and conclusion.
- Caselli, I. "Fighting for Basic Services, and News, in the Slums" CityLab. January 16, 2015.
- Cosse I. "Mafalda; middle class, everyday life, and politics in Argentina, 1864-1973." *Hispanic American Historical Review* 2014, 94 (1): 35-45.
- Cramer, G. "How to do things with waves." In, Bronfman, Alejandra & Wood, Grant. *Media, Sound, and Culture in Latin America and the Caribbean*. Pittsburgh: University of Pittsburgh Press, 2012.
- De-classified, United States Information Agency Files; Office of the Coordinator of Inter-American Affairs Files. [Provided INCLASS]
- Dorfman, A. "How we roasted Donald Duck, Disney's agent of imperialism." *The Guardian*. (October 5, 2018).
- 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).
- García Canclini, N. (2014) "Culture and Politics in the Imaginaries of Globalization." *Imagined globalizations*. Duke University Press.
- 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. (2018). "Gender violence: the media, civil society, and the struggle for human rights in Argentina." *Media, Culture & Society*, 40:3, 397-414.
- 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).
- McKeown A. (2007) "Periodizing Globalization." *History Workshop Journal*. Issue 63, Spring 2007, 218-230
- Picatto, P. (2010) "The public sphere in America Latina", *Social History*, Volume 35 Issue 2.
- 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.

- Solari, C. A. (2015) "From (new)media to (hyper)mediations. Recovering Jesús Martín Barbero's mediation theory in the age of digital communication and cultural convergence." *Information, Communication and Society*. 18:9, 1092-1107.
- 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.
- Waisbord S, Amado A. (2014) "Populist communication by digital means: presidential Twitter in Latin America." *Information, Communication & Society*. 20(9):1330.
- Williams, R. (1974) "The technology and the society" in *Television. Technology and cultural form*, London: Routledge (1-25).
- Yooll, A. G. (1983) *State of Fear*. London (1986)

## 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 **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.
- 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 Academic 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 Academic 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.
- 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 and to “[Statement on Academic Integrity](#)” in NYU Expository Writing Program: Policies and Procedures.
- 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](mailto: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 2020 with Duke University Press.