

## Global Media Seminar

**Class Code** MCC-UE9455

**Instructor Details** Eugenia Mitchelstein  
Email: em173@nyu.edu  
Office Hours: Thursdays 6-7 pm

**Class Details** Tuesdays 5:15-6:45 PM  
Thursdays 5:15-6:45 PM  
Location: NYU Buenos Aires - Ocampo Room

**Prerequisites**

**Class Description** The course aims to get students acquainted with global theories, practices and representations about the media. 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 part of the course covers Latin American research on, and perspectives of the media, their place in contemporary societies, their participation in the constitution of identities and their role in the construction of an agenda. Thus, the course will introduce not only Latin American perspectives but also a global vision that will allow students to articulate global and local problems from a critical point of view. The denaturalization of the media, the identification of their constructions, representations and selections are some of the objectives of the course: to re-read media practices as a way to reflect about everyday practices

**Desired Outcomes**

- 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

**Assessment Components**

The main components of this course will be class discussions, an individual presentation, three short discussion papers and final research paper.

- **Class participation (20%):** Discussion is fundamental to this class and students will be evaluated accordingly. For each Thursday, students should prepare
  - a) something they liked about the readings
  - b) a critique to the readings
  - c) a question about the readings to discuss in class.

- **Individual Presentation (20%):** During the first week, each student will be assigned the readings from one week to present to the class. The presentation should last no more than 15 minutes, and should use presentation software such as PowerPoint or Prezi. The student should also prepare a short summary of the assigned texts (one page maximum) to distribute to the class.
- **Three short discussion papers (30%, 10% each):** Due on weeks 4, 8, and 12, three short discussion papers (2-4 pages) that summarize the readings from at least two of the previous weeks, find similarities and differences, identify gaps in the literature and propose questions for future research.
- **Final paper (30%) (8-12 pages)**
  - Three options
  - a) A critical literature review about a topic related to the class. The literature review should include at least 6 readings that are not in this syllabus and identify gaps in the literature and avenues for future research.
  - b) A research proposal. It should include a short literature review, research questions and/or hypotheses, and a methodological strategy to answer the questions or confirm/reject the hypotheses.
  - c) A short research paper about a topic related to the class. It should include a short literature review, research questions and/or hypotheses, a methodological strategy, findings from original research (a few interviews, a short participant observation, content analysis, a web-based survey), and a discussion of those findings.

**Failure to submit or fulfill any required course component results in failure of the class.**

### Assessment Expectations

**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 candidate 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

100-93	A	76-73	C
92-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-60	D
82-80	B-	59-0	F
79-77	C+		

## Exams and Submission of work

Final Exam dates cannot be changed under any circumstance.

Mid term exam dates will be scheduled with each lecturer.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternative assessment component, etc.).

Written work due in class must be submitted during the class time to the instructor.

**Final essays must be submitted to the instructor in print and electronic copy.** If students are not in Buenos Aires they must send a printed copy via express postal mail (i.e. FeDEX, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.

## Attendance Policy

- 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 Academic Programs, Julia Tomasini, **within one week** of your return to class.
- A doctor's note excusing your absence is mandatory for the absence to be justified. The note must clearly state that student is not able to attend class.
- **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 for Academic Programs, Julia Tomasini (jt145@nyu.edu).
- Requests to be excused for non-illness purposes must be discussed with your instructor prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your lecturer, please contact the Assistant Director for Academic Programs, Julia Tomasini (jt145@nyu.edu)).
- Students with more than four unexcused absences will fail the course.
- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For 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.

## **Late Submission of Work**

Late work should be submitted **in person** to the Assistant Director for Academic Programs **during office hours** (Mon – Fri, 9.30 am to 5 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 Programs 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 100 point 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 100-point 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.

## **Plagiarism Policy**

### **Academic Integrity**

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://www.nyu.edu/cas/ewp/html/policies\\_\\_procedures.html#statementacademicintegrity](http://www.nyu.edu/cas/ewp/html/policies__procedures.html#statementacademicintegrity)

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.

## **Required Texts**

## **Supplemental Texts**

## Internet Research Guidelines

## Additional Required Equipment

Note: This Syllabus is subject to change

- Session 1**  
February 6  
**Presentation. Overview of the course. Introduction to media studies in Latin America.**  
Williams, R. (1974) "The technology and the society" in *Television. Technology and cultural form*, London: Routledge (1-25).
- Session 2**  
February 8  
**Media in Latin America**  
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.
- Session 3**  
February 13  
National Holiday
- Session 4**  
February 15  
**The Public Sphere**  
Required: Craig Calhoun (2007) Introduction: Habermas and the Public sphere in *Habermas and the Public Sphere*, Massachusetts: MIT Press, (1-51).  
Supplemental: Habermas, J. (1991). The structural transformation of the public sphere: An inquiry into a category of bourgeois society. MIT press.
- Session 5**  
February 20  
**The Public Sphere**  
Schudson, M. (1997). Why conversation is not the soul of democracy. *Critical Studies in Media Communication*, 14(4), 297-309.
- Session 6**  
February 22  
**The Latin America Public Sphere**  
Pablo Picatto (2010) "The public sphere in America Latina", *Social History*, Volume 35 Issue 2.
- Session 7**  
February 27  
**Media and everyday life**  
Silverstone, R. (2002). Complicity and collusion in the mediation of everyday life. *New literary history*, 33(4), 761-780.
- Session 8**  
March 1  
**Media and everyday life**  
La Pastina, A., Rego, C. M., & Straubhaar, J. D. (2003). The centrality of telenovelas in Latin America's everyday life: Past tendencies, current knowledge, and future research. *Global Media Journal*, 2(2), 1-15.  
First short paper due on March 1 at 5:15 PM (it should be submitted in hard copy to the professor and sent by email)
- Session 9**  
March 6  
**Media as practice**  
Couldry, N. (2004). Theorising media as practice. *Social semiotics*, 14(2), 115-132.
- Session 10**  
March 8  
**Media as practice**  
Boczkowski, P.J., Mitchelstein, E., Matassi, M. (in Press)  
News come across when I'm in a moment of leisure": Understanding the

practices of incidental news consumption on social media, *New Media and Society*

**Session 11**

March 13

**Media and independence in Latin America**

Benedict Anderson 1993. *Imagined communities*, London Verso pp 67-82

**Session 12**

March 15

**Media and populism during the XXth century**

James Cane Carrasco (2011), *The fourth enemy. Journalism and Power in the making of Peronist Argentina* (Pennsylvania Press University), Introduction and conclusion.

De Albuquerque, A. (2005). Another 'Fourth Branch' Press and political culture in Brazil. *Journalism*, 6(4), 486-504.

**Session 13**

March 20

**Media and Dictatorship in Latin America**

Walsh, Rodolfo (1977) Open letter to the military Junta

<http://www.historyisaweapon.com/defcon1/walshopenletterargjunta.html>

The Chilean case. <https://www.hrw.org/legacy/reports98/chile/Chilerpt-03.htm>

**Session 14**

March 22

**Media and Cultural Imperialism**

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).

Dorfman, A., & Mattelart, A. (1975). *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*, trans. David Kunzle (New York: International General, 1975)

**Session 15**

March 27

**Spring Break**

**Session 16**

March 29

**Spring Break**

**Session 17**

April 3

**Hybridization**

Canclini, N. G. (2006). Hybrid cultures, oblique powers. *Media and Cultural Studies*, 73, 422.

Second short paper due on April 3 at 5:15 PM (it should be submitted in hard copy to the professor and sent by email)

**Session 18**

April 5

**Media and Dictatorship in Latin America: aftermath**

Hughes, S., & Lawson, C. (2005). The barriers to media opening in Latin America. *Political Communication*, 22(1), 9-25.

**Session 19**

April 10

**Mexico: Media and the war on Drugs**

"The Effects of Drug-War Related Violence on Mexico's Press and Democracy" Emily Edmonds-Poli and "The Murderers of Mexico" by Alma Guillermoprieto.

[http://www.wilsoncenter.org/sites/default/files/edmonds\\_violence\\_press.pdf](http://www.wilsoncenter.org/sites/default/files/edmonds_violence_press.pdf).

<http://www.nybooks.com/articles/archives/2010/oct/28/murderers-mexico/>.

**Session 20**

April 12

**Gender and the media**

Prado, P., & Hughes, S. Media diversity and gender (in) equality in Latin American broadcast news.

Andelsman, V and Mitchelstein E. If it bleeds it leads, coverage of women's human rights issues in the Argentine Press, 1995-2015 (unpublished manuscript)

**Session 21**

April 17

**The media and gender issues**

Luengo, M. (2017). Gender violence: the media, civil society, and the struggle for human rights in Argentina. *Media, Culture & Society*, 0163443717713259.

Gill, R. (2016). Post-postfeminism?: new feminist visibilities in postfeminist times. *Feminist Media Studies*, 16(4), 610-630.

**Session 22**

April 19

**Media and polarization**

Prior, M. (2013). Media and political polarization. *Annual Review of Political Science*, 16, 101-127.

**Session 23**

April 24

**Media and polarization in Latin America**

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.

**Session 24**

April 26

**Polarized media and citizens in Latin America**

Mitchelstein, E., & Boczkowski, P. J. (2017). Information, Interest, and Ideology: Explaining the Divergent Effects of Government-Media Relationships in Argentina. *International Journal of Communication*, 11, 20.

Third short paper due on April 26 at 5:15 PM (it should be submitted in hard copy to the professor and sent by email)

**Session 25**

May 1

National holiday

**Session 26**

May 3

**Polarized presidential communication**

Waisbord, S., & Amado, A. (2017). Populist communication by digital means: presidential Twitter in Latin America. *Information, Communication & Society*, 1-17.

Boczkowski, P. J. (2017). The rise of skeptical reading. NiemanLab.

**Session 27**

May 8

**Polarized journalism**

de Albuquerque, A. (2017). Protecting democracy or conspiring against it? Media and politics in Latin America: A glimpse from Brazil. *Journalism*, 1464884917738376.

Pickard, V. (2017). Media Failures in the Age of Trump. *The Political Economy of Communication*, 4(2).

Boczkowski, P. J. (2016). Has Election 2016 been a turning point for the influence of the news media?. NiemanLab.

**Session 28**

May 10

**FINAL PAPER: EXPECTATIONS AND SUGGESTIONS**

By May 9, 8 PM, students should exchange in pairs (organized by the professor) a half a page description of their final paper. On May 10, they will present their project and receive feedback from the other student and the professor

**Exam Week**

[Final paper deadline: May 17 ]

**Classroom  
Etiquette**

The use of cell phones in class is not allowed.

**Required  
co-curricular  
activities****Suggested  
co-curricular  
activities****Your  
Instructor**

Eugenia Mitchelstein (MsC, London School of Economics 2005; PhD, Northwestern University, 2015) is Assistant Professor and Director of the Undergraduate Communications Program in the Department of Social Sciences at Universidad de San Andrés. Her research program examines the interaction between new media, political communication and public opinion. She is the co-director of MESO (The Center for the Study of Media and Society in Argentina), a joint venture between Universidad de San Andrés and Northwestern University). She is the author of *The News Gap: When the Information Preferences of the Media and the Public Diverge* (MIT Press, November 2013; joint with Pablo Boczkowski), and of ten papers in peer-reviewed journals.