

From Journalism to Communication. The initial stage of communication training in Argentina from a case study (Cordoba)

De periodismo a comunicación. La etapa inicial de la formación en comunicación en Argentina desde un estudio de caso (Córdoba)

Do jornalismo à comunicação. A etapa inicial da formação em comunicação na Argentina a partir de um estudo de caso (Córdoba)

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In the 1960s, there was an increase in the offering of undergraduate Journalism programs in Argentina. A unique case during that time was the Escuela de Ciencias de la Información (School of Information Sciences) at the National University of Cordoba, due to the fact that it was planned without going through a Journalism training stage. This paper is a preliminary advancement of a research aiming to study the beginnings of communication research in Argentina, focusing on the case of Cordoba. It can be concluded that training and knowledge production are linked to contextual political and social conditions.

KEYWORDS: Communication research, communication theories, historical research, case study, journalism.

En la década de los sesenta, en Argentina se produjo un aumento de la oferta de carreras de grado en Periodismo. Un caso singular en ese momento fue la Escuela de Ciencias de la Información de la Universidad Nacional de Córdoba, ya que se proyectó sin pasar por una etapa de formación en Periodismo. El presente artículo es un avance preliminar de una investigación que tiene por objetivo estudiar los inicios de la investigación en comunicación en Argentina, centrándose en el caso cordobés. Se concluye que la formación y la producción de saberes están vinculadas a las condiciones político-sociales contextuales.

PALABRAS CLAVES: Investigación sobre comunicación, teorías de la comunicación, investigación histórica, estudio de caso, periodismo.

Na década de sessenta na Argentina houve um aumento na oferta de cursos de graduação em Jornalismo. Um caso único naquela época foi a Faculdade de Ciências da Informação da Universidade Nacional de Córdoba, já que foi desenhada sem passar por uma etapa de formação em Jornalismo. Este artigo é um avanço preliminar de uma pesquisa que visa estudar os primórdios da pesquisa em comunicação na Argentina, com foco no caso de Córdoba. Conclui-se que a formação e a produção do conhecimento estão ligadas às condições político-sociais contextuais.

PALAVRAS-CHAVE: Pesquisa em comunicação, teorias da comunicação, pesquisa histórica, estudo de caso, jornalismo.

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INTRODUCTION

This paper provides preliminary developments of a research being carried out, aimed at studying the beginnings of communication research in Argentina, specifically at the National University of Cordoba (UNC). It is clear that the academic environment is one of the places where knowledge is constructed and its legitimacy is disputed, as discourses of truth (Foucault, 1970/1992). The starting point of the paper is the present time, from which we go back to one of the first significant events that contributed to the institutionalization of communication studies in the country. Thus, the paper focuses on the current School of Communication Sciences (FCC) of the National University of Cordoba, whose immediate antecedent is the School of Information Sciences (hereinafter, ECI).²

The first founding project of this institution dated back to 1966 (Resolution 68/66).³ Although it was not completed until 1971, that initial impulse is relevant as a precedent for the institutionalization of a career in Information Sciences because it implied, in addition to the professionalization of the work as a journalist, the generation of knowledge in collective communication. It should be noted that this first project is closely related to the plan that was finally executed when the ECI was launched (June 1972).

In the 1960s, there was an expansion of the institutionalization of Journalism degrees, and in the specific case of the ECI, the creation of the degree in Information Sciences without previously passing through Journalism. As a hypothesis, the text proposes that the growth of communication careers is linked to the process of academic modernization. A significant aspect of this process has to do with

² The School of Information Sciences of the National University of Cordoba was institutionalized on December 2015 with the creation of the School of Communication Sciences by majority vote in the University Assembly.

³ The date of the resolution is June 14th, 1966, 15 days after the coup d'état against President Arturo Illia. The armed forces appointed General Juan Carlos Onganía as president, who a few days later intervened the universities.

the separation that began to be established from Journalism and the approach to the Social Sciences. It is thus assumed that the name of the new undergraduate formation can be taken as an index of the tensions of the institutionalization of communication studies in the country and the region.

In Argentina, academic modernization was promoted after the coup d'état against President Juan Domingo Perón and during the constitutional governments of Arturo Frondizi and Arturo Illia (1955-1966), the latter two considered tutelary democracies (Coria, 2001). Likewise, these events can be framed within a regional project linked to development, which had its specific background in the university: the theory of modernization (Bula Escobar, 1994).

To carry out the research, a qualitative methodology with data triangulation was chosen, from which two interrelated historical moments could be reconstructed (Chartier, 2005): a short time, which includes the ordinance for the creation of the ECI and its link with the School of Journalism "Esteban Echeverría" of the *Círculo de la Prensa de Córdoba* (Cordoba Circle of Press), and a medium time, which considers the educational offer in communication in Argentina, within the framework of academic modernization.

REFERENTIAL FRAMEWORK

In this research, it is considered that the construction of knowledge is linked to the conditions of possibility in which individuals are situated in a specific time and place. In that respect, and considering that academic institutions contribute to the configuration of knowledge (Foucault, 1970/1992), it is assumed that the FCC was the result of processes of tensions and disputes of meanings influenced by politics at national and international level. When designing the ECI, one of the turning points in this process was the separation of journalism training and the approach to research, mainly in collective communication.

The antecedents linked to the transformation from journalism to information sciences are mainly found in field historizations. It is noticeable that in the 1960s there was a link between the expansion of information science degrees and a regional political, cultural, and

economic development project. The previously mentioned project was launched in the early years after World War II, when there was a growing polarization between the United States and the Soviet Union, known as the Cold War.

The development project was aimed at those countries classified as underdeveloped, among which the Latin American region was included. A key milestone in the founding process was when in 1949 the President of the United States, Harry S. Truman, proposed to expand scientific advances and industrial progress in underdeveloped areas (Nahón et al., 2006). These postulates had an impact in the academic field with the so-called theory of modernization, which sought to understand the reality of the Third World and promote development (Bula Escobar, 1994).

In the context of that debate, communication studies analyzed the spreading of innovations (technical and cultural) to contribute to the development/modernization of societies considered “traditional”, “backward”, “underdeveloped”, etc. The institutionalization in communication education acquired different forms in each region, as well as in each country, although there was a North American hegemony, that is, the use of the media to promote development (Simonson & Park, 2016).

An aspect to mention related to the case study of this paper is that, after World War II, the United States was one of the hegemonic poles not only geopolitically but also in the academic field. In this regards, analysts Simonson and Park (2016) explain that, in 1945, the US delegation encourage communication to be part of the axes of work and research at the United Nations Educational, Scientific and Cultural Organization (UNESCO). It was proposed an investigation to understand the media as a means of education and spreading of ideas by giving up traditional practices, in order to promote cooperation, peace, and international freedom.

Regarding Latin America, it can be notice that it is agreed that the origin of degrees in Information Sciences, Social Communication or Communication Sciences are the studies of the press, training and/or Journalism degrees (Fuentes-Navarro, 1990; Gutiérrez, 2015; Moragas-Spà, 2011). Furthermore, it can be observed that in the sixties there was a strong growth in academic offerings, mainly in journalism, and later, in the seventies, in communication (León-Duarte, 2006).

The antecedents on the institutionalization of degrees in Information Sciences identify the scope of the discussion in America. Without ignoring the hegemony of the United States in the region, the bibliographic review herein outlined offers a general overview of the issue, which does not consider the implications that the transformation had in local realities.

On the other hand, although Latin America, as a geographical region, shares some political-social processes among the countries that constitute it, it cannot always be generalized, much less when we focus on the university. In Argentina, specifically public universities, besides being significant places in terms of the construction and transmission of knowledge, they have been relevant in participating in the debates of the country's political life (Rodríguez, 2015). The political-social significance of this type of institution is evident, for example, when in each authoritarian or democratic interruption the university was intervened, displacing deans, professors, and students (Rodríguez, 2015).

In terms of the studies on the institutionalization of Communication degrees in Argentina, three types can be identified. One of them considers the notion of communication that was institutionalized in the academic environment (Gasquez, 2018). This work allows us to think about the underlying theoretical paradigms in the approaches to the study of communication, although it explores to a lesser extent how this process occurred and the social networks that promoted it. Another analysis, which addresses the institutionalization of Communication careers, focuses on the link between the intellectual sphere and the press, from the 1960s to 2008. This analysis identifies that in the 1980s, after the return of democracy in Argentina, there was an expansion in communication studies, as well as its institutionalization in regional research associations and the creation of careers at the national level (Varela, 2008). An interesting reconstruction, although it eludes two aspects: what happened in other parts of Argentina other than the capital of the country, and the unusual moment of growth experienced by journalism careers in the early sixties, when one of them emerged directly as Information Sciences. Finally, most of the studies that analyze the institutionalization of communication careers focus on the institutional history of the program (Cicalese, 2008; Diviani, 2019).

METHODOLOGY

This study considers that access to the past proceeds from different parts, through discourses, which leave traces in different forms, such as documents and stories of people who remember that moment. The methodology used to carry out the research was based on qualitative research techniques (Valles, 1999), with data triangulation: interviews with key informants gathering and analysis of documentary material located in the archives of the UNC and the ECI, and review of one of the local newspapers, *La voz del interior*.

The decision to analyze an institution inserted in a specific social process, that is, to carry out a case study, seeks to deepen the holistic and contextual understanding of the configuration of communication studies. Specifically, the selection of the ECI is linked to the fact that it is the first institution in Argentina that was created from its beginnings as Information Sciences. Moreover, it is located within the UNC, which is the oldest university in Latin America (1613), one of the first to be nationalized (1854) and the scene of strong tensions between, on the one hand, traditions linked to the colonial and religious past and, on the other, a new country project (Gordillo & Valdemarca, 2013).

ANALYSIS OF RESULTS

The project for the creation of the ECI (1966)

The first resolution of the ECI was in June 1966 (Honorable Consejo Directivo de la Facultad de Filosofía y Humanidades, 1966), in the School of Philosophy and Humanities (hereinafter, FFYH). The driving force behind the project was Adelmo Montenegro,⁴ who was, at that time, the vice-dean of the FFYH. The career manager had a degree in Philosophy and he practiced written journalism from an early age. He was also a supporter of secular education and adhered to the reformist

⁴ Montenegro was born on June 12th, 1911 in Villa Concepción, District of San Justo, Cordoba. He died on November 20th, 1994 in the city of Cordoba, Argentina.

TABLE 1
SYSTEMATIZATION OF THE TECHNIQUES USED

Techniques	Data	Description
Interviews to key informants	Two selected informants: a. Student of the School of Journalism graduated from the first cohort (1962). b. Student of the School of Journalism graduated from the last cohort (1968)	Snowball sampling
Analysis of files of the UNC and the ECI	Research of ordinances, resolutions and minutes of the Superior Council	UNC General and Historical Archives (AGH), FCC Library and Office
Review of local newspapers	Research of relevant news of the University and the ECI	Documentation Center of the Major Library of the UNC

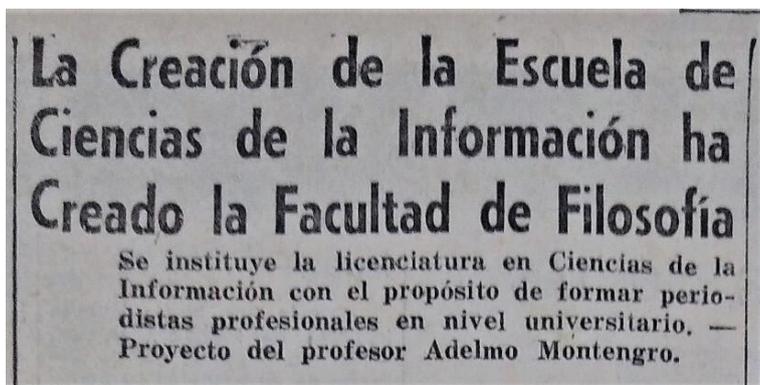
Source: The authors (2023).

movement,⁵ especially the one that arose after the overthrow of the constitutional president Juan Domingo Perón.

The resolution of creation of the ECI stated to educate “at the higher university level, professional journalists and promote scientific research in the different areas of the theory and practice of collective communication” (Honorable Consejo Directivo de la Facultad de Filosofía y Humanidades, 1966). It is clear that the focus was on the education of professional journalism, but it is also necessary to highlight the introduction of research in collective communication. This is the first step towards the institutionalization of an undergraduate program linked to communication and not only to journalism.

⁵ Friedemann (2021) explains that reformism refers to the groups and processes that assumed as their own the postulates of the University Reform of 1918.

FIGURE 1
 PHOTOGRAPH OF THE NEWSPAPER *LA VOZ DEL INTERIOR*
 DATED SATURDAY, JUNE 18TH, 1966



Source: “La creación de la escuela” (1966).

The transition from Journalism to Information Sciences is clearer if two events are considered. The first event is that the ECI project arose from a request to Montenegro from the *Círculo de la Prensa* of Córdoba to give a priority to journalism education. The second event requires taking into consideration the educational offer at that time in Argentina, which was mainly in journalism. Next, we reconstruct the application of the *Círculo de la Prensa* and the journalism education offered there. In the following section we reconstruct the academic offer of this type of training in the country.

In 1962, the *Círculo de la Prensa* opened the School of Journalism “Esteban Echeverría”,⁶ where a degree in Journalism was taught.

⁶ Esteban Echeverría (1805-1851) was an Argentine poet and writer of the so-called generation of 1837. Prestía (2018) explains that, in 1950, Perón’s government took up the figure of General San Martín, on the centenary of the hero’s death. Peronism associated the policies it was carrying out with the San Martín heroic deed. The following year, the opposition to the government—liberals, socialists and communists—forged their own “hero”.

The name chosen for this school is relevant as it reflects the context where the school emerges. The opposition to Perón in 1951 erected the figure of Echeverría as a response to what the government did with the image of General San Martín.⁷ Perón's opposition rescued aspects of the life of the writer of the generation of 1837 in order to highlight what the anti-Peronists understood that Perón did not do, that is, to value democracy. In addition, they compared his background with that of Echeverría, highlighting that he had to go into exile due to persecution by President Rosas (Prestía, 2018).

The career was structured based on the recommendations given by the International Center for Higher Studies in Journalism for Latin America (CIESPAL).⁸ The education offered was divided into two areas of knowledge: the technical-professional education and the general education, the latter included the teaching of knowledge related to humanities and social sciences in terms of the practice of journalism in its different forms (press, radio, television).

One of the first student to graduate in the institution explains that the contribution of the career consisted in a strong formation in literature, political schools and journalistic practice, and that the school was based on the study plan proposed by CIESPAL. She also comments, "what the School of Journalism was trying to do at that time, but they did not say it, was to train educated people. Because the journalist has to know everything, absolutely everything" (Personal communication, 2022).

In 1965, the authorities of the *Círculo de la Prensa* of Córdoba, Héctor M. Gómez Denegri and Alberto Cognigni, had an epistolary exchange with Adelmo Montenegro, in which they explicitly requested the hierarchy of journalism education by transferring it to the university environment (Montenegro, 1966). It is also worth mentioning an academic event in which the *Círculo de la Prensa* of Córdoba

They used the figure of Echeverría and compared the poet's experience with what they had to live through in Peronism, for example, exile.

⁷ General San Martín was at the head of the independence army of Argentina, Chile and Peru.

⁸ CIESPAL, with headquarters at the Central University of Ecuador, was created in 1959 in the light of UNESCO recommendations and promotion.

participated, the Seminar and IV International Course on Journalism Improvement organized by CIESPAL in 1963. At that event, in addition to discussing journalism education (subjects, number of years of study, links between teaching and profession), they arrived at two conclusions that had an impact on the institutionalization of this type of knowledge: the need to give journalism education a higher level, moving it to the university level, and the second, referring to the change in the name of the career, from Journalism to Information Sciences.

According to what has been reviewed in this section, in the case of Cordoba, the evolution from Journalism to Information Sciences took place before the degree program entered the university. Likewise, the suggestions of international organizations endorsed by UNESCO, such as CIESPAL, were part of this transformation.

On the change of career name

The change of name, from Journalism to Information Sciences, may seem anecdotal, to the extent that it was an adaptation to international criteria and to the need to adapt the name to the university environment. However, this change refers to deep political-social processes, both at the regional and national levels, which in turn are connected to each other.

After World War II, the United States had hegemony over the West and especially over international organizations and in the academic sphere, in communication, the idea of training and studying was linked to moral and social progress (Simonson & Park, 2016). In this respect, analysts suggest that the United States promoted the term *communication* in UNESCO, as well as training and research in this area, an aspect that is reflected in the creation of different training and study centers promoted by UNESCO. An example of this is Strasbourg, in France, where the Center for Advanced Studies in Journalism for Europe was created in 1956, said center covered Europe, Africa and the Near East. On the other hand, CIESPAL was created in 1959 in Latin America as an autonomous university organization of the Universidad Central de Ecuador (Central University of Ecuador), and in light of the recommendations and promotion of UNESCO (Moragas-Spà, 2011).

The School of Journalism “Esteban Echeverría” and the creation of the ECI at the FFYH are part of a group of Journalism careers that

began their activities after the institutional coup to the government of Juan Domingo Perón in 1955, self-declared “Revolución Libertadora” (Liberating Revolution). After the resolution of some internal conflicts within the group that carried out the coup, in November 1955, General Pedro Eugenio Aramburu, who belonged to the liberal Catholic sector, became president. The first measures he adopted were categorical: among other provisions, he decreed the proscription of Peronism,⁹ the intervention of the General Confederation of Labor (CGT) and of the national universities.

Regarding education, he tried to eliminate all traces linked to Peronism, through decree/law No. 6403/55. The new part in the decree was the authorization to create private universities, that is, higher education was detached from the State, which generated strong tensions within the ruling coalition. In general, the measures concerning a university policy continued during the constitutional governments of Arturo Frondizi (1958-1962) and Arturo Illia (1963-1966), although it should be noted that in those elections Peronism was banned and the governments were controlled by the armed forces.

It is in this setting that there was an increase in the academic offer in journalism, particularly in Mendoza, Cordoba and Buenos Aires. One of the common aspects of these three experiences is that they were promoted by press associations or unions. On the other hand, it is necessary to distinguish the National University of La Plata (UNLP), located in the province of Buenos Aires; although its activities started in 1935, it changed the name of the degree course to Information Sciences in 1964.

In the province of Mendoza, at the initiative of the *Círculo de Periodistas*, the School of Journalism was created in 1961 at the Provincial Institute under the Provincial Schools Department (Badenes, 2020; Oviedo, 2010). It is interesting to note that the director of that institution, the journalist José Héctor Páez Herrero, participated in the Seminar and IV International Course for the Improvement of Journalism organized by CIESPAL in 1963. The school was modified in

⁹ The decree prohibited any proselytizing allusion to Peronism and extended it to any journalistic mention (Ulanovsky, 2005).

1973, during the government of Héctor Cámpora, when it became the School of Journalism in Collective Communication, under the direction of Daniel Prieto-Castillo.¹⁰

In the province of Buenos Aires, so far, we have surveyed two institutions with academic offerings in journalism,¹¹ one of them is located at the UNLP and the other at the Museo Social Argentino. The latter was born in the first decade of the 20th century, was intervened by the Executive Branch from 1952 to 1955 and in 1956 became a private secular university. The Journalism career was created in 1959, and it would become a School some years later. Dr. Carlos Santiago Fayt,¹² vice-dean of this School of Journalism, also participated in the Seminar and IV International Course for the Improvement of Journalism in 1963.

As for the case of the UNLP, it is known that it was created before 1955, but what is relevant to the period of analysis of this article is the change in the name of the career. For the exposition, we first review its creation and then address the changes in the first years of the sixties.

¹⁰ Prieto-Castillo was born in Mendoza in 1942. He is a rural teacher (1962), he studied a degree in Philosophy (1968) at the National University of Cuyo, and he received his doctorate in Latin American Studies from UNAM, Mexico (1980). He began working as a rural teacher, then as a journalist in 1965, and according to his testimony, he can combine both activities. He is known as one of the first to think about education and communication (educommunication), as well as alternative communication.

¹¹ The first references to systematic studies or reflections on mass media at the University of Buenos Aires date back to 1973 in the seminar given by Héctor Schmucler in the Arts program (Literature and Mass Media), at that time the possibility of creating a Communication Sciences program began to be considered (Badenes, 2020), although the program was finally created in 1985.

¹² Carlos Fayt (1918-2016) was a lawyer and doctor of jurisprudence. From 1983 to 2015 he was a minister of the Supreme Court of Justice of Argentina. Among his extensive teaching activity, he was a professor of Political Science at the School of Journalism of the Argentine Social Museum.

In 1934, the Journalists' Association of Buenos Aires Province proposed courses for the practice of journalism, so it made an agreement with the UNLP. The following year the Escuela Argentina de Periodismo (Argentine School of Journalism) was created, under the impulse of the dean of the UNLP, Dr. Ricardo Levene (democratically elected in a context that was not, known as the Infamous Decade), together with the Journalists' Association created the Escuela Argentina de Periodismo. The analyst Ciappina (2015) explains that the training was aimed at professionalizing journalistic practice in order to make journalists more efficient in the newsrooms and report with objectivity, that is, aseptic in the face of the political commitments that characterized that political-social moment.

Close to the period of academic modernization in Argentina, in 1964, the School of Journalism of the UNLP modified its study plan and the name of the career, which changed from a degree in Journalism to a degree in Information Sciences. Moreover, the institution became the Escuela Superior Universitaria de Periodismo (University School of Journalism). Both modifications were consistent with what had been discussed and agreed upon at the 1963 CIESPAL Seminar. However, according to Ciappina (2015), such transformation was reduced to the name, since it maintained the logic of the previous plans, limited to the training of professional journalists.

In this section, it was discussed the increase in the offer of Journalism careers in Argentina during the first years of the sixties. Furthermore, it was mentioned that these careers were linked to international organizations, either through participation in seminars or by taking as a reference the discussions produced there. It was at that time when the ECI of the UNC was projected.

Academic and cultural modernization

So far, it was discussed the hierarchization of journalism education at the university level and the adaptation to international recommendations as traces of the process of academic and cultural modernization. At the regional level, it is considered as part of the North American hegemony, which proposed to plan development in underdeveloped countries. In Argentina, modernization was linked to the institutional coup of 1955.

The ruling coalition of the self-declared *Revolución Libertadora* adopted measures that affected university functioning in terms of regulation (decree/law n°6403/55), but also meant the opening of currents of thought that were characterized by the adoption of systematicity and empirical method in the social sciences and humanities, moving away from the naturalistic reflections of society or the essayistic tradition, a perspective that characterized the productions of the Schools of Law and the first degrees of Philosophy and Letters (Ansaldi, 2015).

One of the perspectives that contributed to the training of journalists during this process was developmentalism. Altamirano (1998) explains that after the coup against Perón, the country's economic path was reconsidered and, in this context, developmentalist ideas appeared. The main argument of this perspective holds that underdevelopment was the structural result of an international system divided between central and peripheral countries.

The statements of developmentalism, for Altamirano, not only permeated political-economic thought, but also the level of reflection on economic and sociological problematization, an aspect that may present a continuity in the undergraduate programs that were opened in this period. For example, until before 1955, North American and European sociology was found in small isolated redoubts, until Gino Germani founded in 1960 the *Asociación Argentina de Sociología* (Argentine Sociological Association); there he introduced the approaches of Talcott Parsons and Robert Merton, and the survey technique at the methodological level.

During Arturo Frondizi's government (1958-1962), cooperation policies with the United States were launched, which covered both the economic dimension, through the promotion of industrial development and the technification of agriculture, and the cultural dimension, which addressed various aspects such as literacy programs and even a specific way of interpreting democracy. These dimensions were influenced by the ghost of the Cuban Revolution.

This overview suggests the specific nature of national and international links between 1955 and 1966. International institutions such as CIESPAL, which was supported by UNESCO, began to have influence and legitimacy in Argentina. In addition, these institutions

were spaces where there was a strong impulse for social research using a positivist paradigm and with the aim of culturally modernizing society.

On the other hand, and taking into account the increase in the number of Journalism careers in the sixties described in previous sections, it is relevant to mention that, after the Liberating Revolution, there were also changes in the dynamics of production and circulation of ideas, particularly in the mass media. It is possible to think that tensions were generated there that came from previous discussions, from the link between journalism and Perón.¹³

Ulanovsky (2005) explains that, after the 1955 coup, censorship continued (impossibility to talk about Peronism) but also the value of informing was imposed, based on the work of trained journalists, specialized in the subject, and the professional coverage of the facts, far from essayism. This aspect is in line with the memories of the graduate of the School of Journalism “Esteban Echeverría”. The media map was also revised, in favor of those who were not linked to Peronist interests, which was carried out by means of decrees through which the renewal of licenses granted during the Peronist government was cancelled and the broadcasting law was repealed.

¹³ Perón’s relationship with the media began while he served as Secretary of Labor and Social Security during the government of General Farrell (1944-1946). As Secretary of Labor and Social Security, he promoted the Professional Statute of the Journalist in 1944, and created the American News Agency (TELAM) to counteract the interference of the United State agencies Associated Press (AP) and United Press (UP) (Varela, 2005). In the early years of Perón’s government (1946-1955) the relationship with the mass media and journalism, even during the first presidential campaign, was particularly tense (Ulanovsky, 1997). Censorship, financial stifling of opposition media, restrictions on the purchase of newsprint, among others, were identified (Ulanovsky, 1997). On the other hand, the State invested in new media for that time, as in the case of television, which produced its first transmission through the State channel on October 17th, 1951. In the last period of Perón’s presidency, there was a strong constriction of the media, which made its contents pro-government (Ulanovsky, 2005).

In short, after the self-declared *Revolución Libertadora*, the links between national and international institutions acquired a different character, which was reflected in the entry and valorization of other currents of thought. Likewise, the coup led to a dispute over the mass media and the ways of doing journalism. In this context, a new kind of journalism education and the entry of collective communication research were valued. This was expressed in the creation of journalism careers, as well as, in the case of Cordoba, of a degree in Information Sciences.

FINAL COMMENTS

This paper presented research advances on the beginnings of communication education in Argentina. The uniqueness of the case of the ECI at the UNC was mentioned, which was conceived from the beginning as a degree in Information Sciences despite the fact that it was initially a request of the *Círculo de la Prensa* to give hierarchy to the career that was already being taught there, the degree in Journalism.

Through a bibliographic search and the contextual reconstruction of the period from 1955 to 1966, the expansion in the offer of careers in Journalism and the beginnings of Information Sciences were pointed out. This is also relevant if we consider that between 1935 –the first Journalism degree program at the UNLP– and the first years of the 1960s –when the Journalism and Information Sciences degree programs were created in Mendoza, Buenos Aires and Cordoba–, there were few initiatives, which were not maintained over time, for the institutionalization of this type of degree programs. In this context, the dialogues with international organizations such as CIESPAL, as well as the modernization that took place after 1955, the professionalization of journalism and research in collective communication become relevant.

Often the historicizations of the field aim to contain the diversity of training, as well as currently existing research, i.e., historical reviews usually present a preconceived aim, a purpose beforehand. The present research, based on case analysis and triangulation of sources, seeks to identify the incipient traces of the study of communication, following the project of creation of the ECI in relation to the academic offer in

Journalism and Information Sciences in Argentina, and the theoretical debates in the region, without putting before or seeking an ultimate/unique definition of communication theory.

In the same manner, the spatial dimension is significant in the research. Through the analysis of the case of the ECI, that is, the study of a specific social process in connection with macrostructural phenomena, we aimed at putting in tension the general explanations. Jensen (2010) states that “the challenge of local history is to think the ‘life of subjects’ in their ‘concrete locus’, without assuming space as a given geographical or political-administrative unit” (p. 1434). The references to Latin America or Argentina restricted to the federal capital leave in the background significant events, such as the ECI, which also contribute to the understanding of the current configuration of communication studies. It should be noted that we also do not consider that, if we combine all the partial studies, such as the case of the ECI, it would be possible to reconstruct a joint process for the whole of Latin America or Argentina. The theoretical problem proposed, the transition from Journalism to Information Sciences, is a complex phenomenon, and at this moment it is understood that its study is at the stage of the analysis of specific cases.

The ECI has a unique characteristic that from the beginning it was thought, planned and structured as a training in Information Sciences, which was also located in the Argentine public university. One of the innovative aspects of this training proposal resided in collective communication research. The possibility of thinking about research in the field of communication opened up the relevance of journalism careers which, in addition to a technical training to acquire journalistic skills in the different media formats (press, radio, television, etc.), also entailed systematic reflection and research on the media in relation to society.

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PROFILE

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