

Dept. of Media Studies & Production
School of Media & Communication
Temple University

MSP 4496 / MSP 8471: Global Media

Course Type: International/Intercultural Media Issues Requirement
Elective
Times: Wednesdays, 5:30 – 8pm, Ritter Annex 320
Credit Hours: 3
Prerequisite: MSP 1011 and 1021
Other: WI
Instructor: Lauren Kogen, Ph.D. – Lauren.Kogen@temple.edu
Office Hours: Wednesdays, 2:00 – 5:00pm
Tomlinson 228

Course Description:

This writing intensive (WI) course explores questions of media ownership, content, flow, cultural values, political power and technological impact in relation to one of today's most used but least understood terms: *globalization*. Lectures, discussions, class activities, videos/films and course readings focus on how history (colonialism, imperialism, international relations), industrialization (industrial vs. “developing”), political systems (communism vs. democracy), economics (public vs. private) and culture (religion, language & world view) have shaped communication systems in Africa, Asia, Canada, Europe and Latin America. To do so, the course surveys mass communication systems in industrialized, newly industrialized and developing countries and examines the interrelationship between “global culture” & local culture as related to mass media.

Goal:

Identify and develop a deeper understanding of the mass media as political, economic and cultural forces in industrialized, newly industrialized and developing countries within the broader historical context of globalization.

Course Goals

Upon completion of this course, students should be able to:

- Identify the history and practices of the principal private and public interests tied to media globalization
- Recognize the central concepts and theories associated with global communication
- Recognize the interrelationship between “global culture” & local culture as related to mass media and diversity
- Recognize how new media and technology relate to political and social issues in different parts of the world
- Understand a variety of global media systems

Writing-related course goals:

- Critically evaluate the role and importance of mass media in political mobilization and repression in different parts of the world
- Critically evaluate the role and importance of mass media in cultural transformation in different parts of the world
- Critically evaluate media systems
- Sharpen and refine ability to write research papers about media-related topics that require a meaningful investigation and integration of outside source material
- Use proper APA citation style (the primary citation style within the field of media and communication)
- Evaluate the quality of secondary source material

Readings and other course materials

1. Tunstall, J. (2008). *The media were American: US mass media in decline*. New York: Oxford University Press
2. Mirrlees, T. (2013). *Global entertainment media: Between cultural imperialism and cultural globalization*. New York: Routledge
3. Steger, M. (2014). *Globalization: A very short introduction*. New York: Oxford University Press.
4. All other reading assignments will be posted on Blackboard.

Reading assignments – Material on the reading list will complement and / or parallel class discussion. Students are expected to have these readings done *before* date of lecture. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your papers for this course.

Graduate students – Graduate students are expected to complete readings *in addition* to those assigned to the rest of the class. See list of readings. Assignments may have specific graduate-level requirements.

Grades

The course consists of one lecture per week, assigned readings, four written assignments, and a class presentation.

Your final grade will be calculated as follows, out of 100 possible points:

- 15% - Attendance and class participation (15 points)
- 10% - Assignment 1: Media and Globalization proposal and bibliography (10 points)
- 20% - Assignment 2: Media and Globalization paper (20 points)
- 20% - Assignment 3: Globalization and Media Formats paper (20 points)
- 20% - Assignment 4: Revision of assignment 2 or 3 (20 points)
- 15% - Group project / presentation (15 points)

A = 93-100 points

A- = 90-92 points

B+ = 86-89 points

C = 73-75 points

C- = 70-72 points

D = 63-69 points

B = 83-85 points
B- = 80-82 points
C+ = 76-79 points

F = 0-62 points

Important Dates

January 27: Assignment 1 due: Media and globalization proposal and bibliography

February 18: Assignment 2 due: Big media and globalization paper

March 17: Assignment 3 due: Globalization and media formats paper

April 27: Assignment 4 due: Revision of assignment 2 or 3

A note on late papers / missed exams: Assignments are due at the *beginning* of the class period on the day they are due. Sometimes things (life!) arise unexpectedly, and I understand that these events sometimes inconveniently fall when assignments are due. **Late papers are accepted, but your grade will be lowered by one point every day you fail to turn in the assignment.** (Meaning, if it is turned in ten minutes late, your grade will be lowered by one point; if it is turned in any time the following day, your grade will be lowered by two points, etc.). Emergency medical excuses (with documentation from a hospital / doctor's office) are an exception to this. Missing an exam is *not* acceptable unless you have a medical excuse.

Policies and Expectations

Paper formatting and submission: This is a writing course, intended to improve and professionalize your writing abilities. Therefore, professional formatting of all papers is required. All written assignments should be typed, double-spaced, with numbered pages, using APA format and style. Papers must be submitted to me electronically, via e-mail. *You should not consider your paper submitted until you have received a confirmation email from me saying that I have received it.*

Grade appeals: If you have questions about a grade, please come to my office hours or make an appointment. If you wish to appeal a grade you must submit a written explanation of why you think the grade should be changed within two weeks of the work being returned.

Attendance: Punctual and regular attendance at class meetings is an important part of professional development. No excused absences are accepted except for medical reasons (with documentation from a hospital / doctor's office). You are permitted one class absence with no questions asked. **Further absences will lower your attendance and participation grade by one point for each absence.** Students are responsible for their attendance during presentation dates. Absences during these dates / activities will result in a zero for that portion of your final grade.

- *Arriving late and leaving early:* It is disruptive and unprofessional to arrive late or leave early. These disruptions will be "noted." **Three notes (either for arriving late / leaving early or for use of unapproved electronic devices [see below]) will convert to one absence.**

Participation: Learning to discuss and present ideas in front of others is a vital piece of academic development. Learning is also improved when students hear the thoughts and ideas of others. Class participation is therefore an important part of your grade. Participation points will be awarded based on the following rubric. Three total points are possible for each of the five participation categories.

	Strong (3 points)	Needs development (2 points)	Unsatisfactory (1 points)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives prepared with assignments completed and with notes, observations, and questions on readings	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of assigned material and remarks of other students	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of others	Comments reflect little understanding of either the assignment or previous remarks of others
Impact on class	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is tuned out <i>or</i> participates by emailing questions to professor before class	Seldom participates

Adapted from Immerwahr, J. (2008). *Rubrics for evaluating papers*.

Policy on electronic devices in the classroom: You may use electronic items with a *physical* keyboard (e.g., a laptop computer). If you are observed using any other kind of electronic device (e.g., a phone or a tablet), my assumption will be that you are not engaging in the class session and this will be “noted.” Three notes (either for use of unapproved electronic devices or for arriving late / leaving early (see above)) will convert to one absence.

Extra credit: The purpose of extra credit assignments is to help students make up for assignments on which they performed more poorly than expected. Students will be able to engage in one extra credit opportunity, worth a maximum of three points. For this, you will present one of your papers (assignment 2 or 3) to the class. You will be expected to present a clear, cogent, and convincing argument based on your paper. Presentations should be approximately five minutes long. No Power Point is needed. Points for these extra credit presentations will be awarded for clarity (one point), persuasiveness (one point) and professionalism (one point). To avoid having everyone wait until the end of the semester to complete the assignment, I will allow a maximum of four extra credit assignments to be presented on the same class day (first come, first served). These presentations may take place between February 17 and April 20.

Academic Integrity

All work for this class must be your own and specific to this semester. Any work recycled from other classes or from another, non-original source will be rejected with serious implications for the student. Plagiarism, that is, “knowingly representing the words or ideas of another as one’s own work in any academic exercise,” is also unacceptable.

<http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/>

Freedom to teach and freedom to learn are two inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Disability Disclosure

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Calendar

Please note that the following syllabus is provisional; assigned readings may be modified as the course progresses.

January 13: Introduction to the course

Readings: Steger, pp. 1-36; 69-92

Graduate students: Steger, pp. 93-135

January 20: Theorizing International Communication Writing an academic paper

Readings: Mirrlees, Introduction & Chapter 1

January 27: The Political Economy of the Media

Readings: Tunstall, Chapter 1; Mirrlees, Chapter 2

Graduate students: Bagdikian, B.H. (2009). Dr. Brandreth has gone to Harvard. In J. Turow & M.P. McAllister (Eds.) *The advertising and consumer culture reader* (76-90). New York and London: Routledge

Screening: *Manufacturing Consent* (beginning only)

****DUE: ASSIGNMENT 1****

February 3: Global Media Systems

Readings:

- Mughan, A. & Gunther, R. (2000). The media in democratic and nondemocratic regimes: A multilevel perspective. In A. Mughan & R. Gunther (Eds.) *Democracy and the media: A comparative perspective* (1-27). Cambridge: Cambridge University Press.
- Hallin, D. & Mancini, P. (2004). *Comparing media systems: Three models of media and politics*. Cambridge: Cambridge University Press. READ CHAPTER 2.

Graduate students:

- Nerone, J. C. (2004). Four Theories of the Press in Hindsight: Reflections on a popular model, in *New Frontiers in International Communication Theory* (M. Semati, Ed.) (pp. 21-32). Rowman and Littlefield..

February 10: Global Media Policies & Regulations

Readings:

- Mirrlees, Chapter 3
- Allison, S. (2015). Somalia: Think again – Somaliland and the trouble with a free press. Institute for Security Studies. Retrieved from <http://allafrica.com/stories/201504081784.html>.
- Yaron, O. (2015). Internet's 'hive mind' vs world's tyrannical regimes. Haaretz online. Retrieved from <http://www.haaretz.com/israel-news/.premium-1.651189>

Graduate students:

- UNESCO (2014). *World trends in freedom of expression and media development*. Paris, France. Read Executive Summary and Chapter 1. Retrieved from <http://unesdoc.unesco.org/images/0022/002270/227025e.pdf>
- Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. *The Annals of the American Academy of Political and Social Science*, 616(1), 78-93.

Screening: *Freedom to Broadcast Hate* (48 minutes)

February 17: Television Formats and News Trends

Readings:

- Mirrlees, Chapter 5
- Kunz, W.M. (2010). Prime-time island: Television program and format importation into the United States. *Television & New Media* 11(4), 308-324.

Graduate students:

- Frau-Meigs, D. (2006). Big Brother and reality TV in Europe: Towards a theory of situated acculturation by the media. *European Journal of Communication*, 21(1), 33-56.
- Kogen, L. (2015). Not up for debate: U.S. news coverage of hunger in Africa. *International Communication Gazette*, 77(1), 3-23.

****BRING PAPER INTRODUCTION TO CLASS****

****ASSIGNMENT 2 DUE FEBRUARY 18****

February 24: Media and Development

Readings:

- McAnany, E.G. (2012). *Saving the world: A brief history of communication for development and social change*. Urbana, Chicago, and Springfield: University of Illinois Press. Read Chapter 1.
- Thomas, P. (2008). Communication and the persistence of poverty: The need for a return to basics. In J. Servaes (Ed.) *Communication for development and social change* (31-44). New Delhi and Thousand Oaks, CA: Sage.

Graduate students:

- Huesca, R. (2008). Tracing the history of participatory communication approaches to development: A critical appraisal. In Servaes, J. (Ed.) *Communication for development and social change* (180-200). New Delhi and Thousand Oaks, CA: Sage.
- Lerner, D. (1958). *The passing of traditional society*. New York: Free Press. Read chapter 1.

Screening: *What are we doing here?* (82 minutes)

March 2: SPRING BREAK

March 9: Global media regional focus: Asia

Readings:

- Tunstall Chapters 11, 12
- Romig, R. (1 July 2015). What happens when a state is run by movie stars? *New York Times Magazine*. Retrieved from <http://mobile.nytimes.com/2015/07/05/magazine/what-happens-when-a-state-is-run-by-movie-stars.html?referrer=&r=0>.

Screening): *Larger than Life* (78 mins.)

March 16: Global media regional focus Latin America

Readings: Tunstall Chapter 2, 18

Graduate students:

- Straubhaar, J. (1984). Brazilian television: The decline of American influence. *Communication Research*, 11(2), 221-240. On Blackboard.

Screening: *The Revolution Will Not be Televised* (78 mins)

****BRING PAPER INTRODUCTION AND CONCLUSION TO CLASS****

****ASSIGNMENT 3 DUE MARCH 17****

March 23:

Global media regional focus: Europe

Readings:

- Tunstall chapter 14
- Levy, D.A. (2001). *Europe's digital revolution: Broadcasting regulation, the EU, and the nation state*. New York: Routledge. READ CHAPTER 2.

March 30: Global media regional focus: Africa

Readings: Tunstall, Chapter 15

- Cole, T. (21 March 2012). The white-savior industrial complex. *The Atlantic*. Retrieved from http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/?single_page=true.

Screening: *Nollywood Babylon* (74 mins)

April 6: The spread of digital technologies

Readings:

- Association for Progressive Communication (APC). (2009). *ICTs for Democracy: Information and Communication Technologies for the Enhancement of Democracy - With a Focus on Empowerment*.
- Powell, A.C. (2012). Bigger cities, smaller screens: Urbanization, mobile phones, and digital media trends in Africa. Washington, D.C.: Center for International Media Assistance. Retrieved from <http://cima.ned.org/sites/default/files/CIMA-Africa%20Digital%20Media%20-%2009-18-12.pdf>.

Graduate students:

- Omenya, R. & Crandall, A. (2013). Uchaguzi monitoring and evaluation research summary report. Nairobi: iHub Research. Retrieved from <http://whiteafrican.com/wp-content/uploads/2013/03/uchaguzi-kenya2013.pdf>.

April 13: Global media regional focus: The Middle East

Readings:

- Tunstall, Chapter 17
- Dennis, E.E., Martin, J.D., & Wood, R. (24 April 2013). How people in the Middle East actually use social media. *The Atlantic*. Retrieved from <http://www.theatlantic.com/international/archive/2013/04/how-people-in-the-middle-east-actually-use-social-media/275246/>.

April 20: Writing wrap up and lessons learned

****BRING PAPER INTRODUCTION AND CONCLUSION TO CLASS****