**Global Media**

**MDST 3300.01/02 Fall 2016**

**Tu/Th 9:30 a.m. -10:45 a.m.**

**168 New Cabell Hall**

**Instructor:** Katharine Allen

**Contact information**

 *Emails*: kra135@psu.edu (email me via **UVACOLLAB ONLY**)

 kra9t@virginia.edu

 *Twitter*: @kralaw (please make sure to request to follow me on Twitter)

 *Office Hours:*

 Traditional: Mondays/Wednesdays 1:00-3:00

 Virtual: Individual Chat: By appointment.

**COURSE DESCRIPTION**

This course will introduce you to the study and comparison of global media systems. Media systems are both different and similar throughout the world. By comparing media systems, we can improve our understanding of the limitations and possibilities of media in shaping our overall consciousness of the world. Being exposed to media from another country or region helps us to identify the boundaries of perception created by the media in our own country.

**COURSE LEARNING OBJECTIVES:**

After successfully completing the course, you should:

* Have a strong grasp of influential communications theories
* Understand of the structure and function of media systems
* Critically evaluate media systems in different countries and regions
* Compare media systems in different countries and regions without allowing cultural values to interfere with your evaluation.
* Recognize influential factors that have and continue to shape media systems
* Be aware of and appreciate other media systems
* Be familiar with the skills and analytical tools necessary for conducting comparative systems research
* Be capable of analyzing case studies to reach theoretical and practical insights from the differences and similarities between media systems

**READINGS:**

Required Text: de Beer, A.S., and J.C. Merrill (2009). Global journalism: Topical issues and media systems (5th ed.). Boston: Allyn & Beacon.

Following Current Events and News: An awareness of current events and a consideration of how they specifically impact our own lives and communication across borders is essential for understanding much of this course material, as many of the classroom examples will be placed in the context of current events. As such you will be expected to follow:

* Traditional news, taking advantage of the *New York Times, USA Today, and The Daily Progress*
* Alternative news sources-each week I will post an “alternative news source of the week”
* International news, e.g., *Al-Jazeera*, *The Guardian*, *Granma*
* In very rare instances, special news programs or commentary (i.e. *Nightline*, BBC reports, Internet content, etc.) specifically related to the issues we are discussing in class.
* Major broadcast news, e.g., MSNBC, CNN, FOX, CBS, ABC, NBC, PBS
* Political satire news programs and Internet sites, e.g., John Oliver’s *Last Week Tonight*, *The Borowitz Report*, *The Onion*, *The Daily Currant*

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* ***Often class discussions will reference current events. Current events discussed in class discussions are fair game for exams.***

A great way to keep up to date is to follow a news source (e.g., *Huffington Post*, *Politico*, *Slate*) on *Twitter*, *Facebook* or similar sites

**ATTENDANCE AND CLASS PARTICIPATION**

* Attendance is not mandatory although highly encouraged. This class is about critically evaluating and comparing world media systems and dialogue and debate with fellow students will foster your ability to do so.
* In addition, although lectures are posted online after class

***The powerpoints that are posted do NOT include all material from lecture and as such if you do not attend class you will miss important material.***

* For those students who ***attend class regularly and actively participate*** in class discussions ***participation consideration*** will be given when deciding whether or not to round up final grades, e.g., a 94.5 would be rounded to a 95, giving the student an A, rather than an A-.

**COURSE REQUIREMENTS:**

Your grade in this class is based on three exams, and a two writing assignments that will consist of a literature review (5 pages) and a critical analysis piece (10 pages) that will focus on a country-specific media system. Students will be graded according to the following formula:

Exam 1 20 percent

Exam 2 20 percent

Exam 3 (final exam): 30 percent

Literature Review: 10 percent

Final Paper: 20 percent

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**TOTAL 100 percent**

**Exams (70 percent of final grade)**

Each exam will consist of questions related to any and all course-related work (readings, lectures, in-class activities, discussions, etc.) covered up to that moment. Only the Final Exam will be cumulative

**Literature Review, 5 pages (10 percent of final grade)**

A literature review discusses published information in a particular subject area, in your case that subject area will be published information on a media system from a country of your choice-on which you will base your second paper. Literature reviews have an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. You will choose your country and topic mid-semester Deadline for selection and additional information will be provided later in the semester.

**Critical Analysis Paper-10 pages (20 percent of final grade)**

You will choose some aspect of your country’s media system for your paper. As the semester progresses you will learn about theories of communication as they relate to global media as well as the forces that have shaped specific media systems, i.e.,

historical, institutional, cultural, technological, and economic contexts.

Writing papers in communication studies often requires you to do three tasks common to academic writing: analyze material, read and critique others’ analyses of material, and develop your own argument around that material. You will need to build an original argument (sometimes called a “theory” or “plausible explanation”) about how a communication phenomenon can be better understood. The word phenomenon can refer to a particular communication event, text, act, or conversation. To develop an argument for this kind of paper, you need to follow several steps and include several kinds of information in your paper. First, you must demonstrate your knowledge of the phenomenon and what others have said about it. This usually involves synthesizing previous research or ideas (your literature review). Second, you must develop your own original perspective, reading, or “take” on the phenomenon and give evidence to support your way of thinking about it. Your “take” on the topic will constitute your “argument,” “theory,” or “explanation.” You will need to write a thesis statement that encapsulates your argument and guides you and the reader to the main point of your paper. Third, you should critically analyze the arguments of others in order to show how your argument contributes to our general understanding of the phenomenon. Assume that your audience for your paper includes your classmates as well as your instructor, unless otherwise indicated in the assignment. A rubric, writing resources, and citation guide (APA) will be provided.

**EXTRA CREDIT OPPORTUNITIES**

In addition to the graded course requirements there will be 2 extra credit opportunities yet to be determined. They may take the form of lecture attendance, out of class movie or documentary viewing or other form. Both will require a writing component. Those who complete the extra credit assignments receive either 1 or 2 extra credit points based on the quality of their work.

**OUTSIDE OF THESE TWO OPPORTUNITIES, THERE WILL BE NO**

 **EXTRA CREDIT ASSIGNED. IT IS UP TO YOU TO PURSUE THE OPPORTUNITY**

**AT THE TIME GIVEN.**

***ANY REQUEST FOR FURTHER EXTRA CREDIT (e.g., “is there any way I can improve my grade”) WILL BE DENIED ON THE GROUNDS THAT IT UNFAIRLY ADVANTAGES ONE STUDENT OVER THE OTHERS.***

GRADING

\*Grades are earned based on the following scale:

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| --- | --- | --- |
|  | A+ | 100 |
| A | 95 |
| A- | 90 |
| B+ | 87 |
| B | 83 |
| B- | 80 |
| C+ | 77 |
| C | 73 |
| C- | 70 |
| D+ | 67 |
| D | 63 |
| D- | 60 |
| F | 0 |
| IN - Incomplete |  |

Please note that with the exception of ***participation consideration*** as described in the Attendance Policy below, there is no ‘rounding’ in the grading scale. For example, an 89.0 is a B+ and is not rounded up to an A-, etc. Your numerical score is firm.

POLICIES

Thank you in advance for cooperating with the following policies:

* Attendance Policy: Attendance is not mandatory although ***highly encouraged***. This class is about critically evaluating the state of international communications and dialogue and debate with fellow students fosters your ability to do so. Further, for those students who ***attend class regularly and actively participate*** in class discussions ***participation consideration*** will be given when deciding whether or not to round up final grades, e.g., a 94.9 would be rounded to a 95, giving the student an A, rather than an A-.
* Personal communication devices: Use of cell phones, tablets, or any other personal communication devices or programs in the classroom during class time is strictly prohibited. **Made sure these devices are turned off prior to entering the classroom.**
* Food and Beverages: Food and drinks are officially prohibited in the classroom by university policy. Although I will not be policing the room you will be asked to dispose of any food items I see being eaten flagrantly and may be asked to leave if you are found consuming them during class time more than once.
* Classroom Etiquette: **It is more than likely that during discussion and other times you may encounter ideas and positions with which you do not agree. Some may even offend you**. This is part of the strategy behind the course, designed to challenge you to engage with alternative and opposing perspectives. This process is vital to grooming your critical thinking skills. Should you disagree with the concepts under review, please remember to stop and think about what is being said before drawing conclusions and making impulsive statements. When you do respond, please do so in a *thoughtful* and *respectful* manner. Passion is essential for debate, however disrespect, condescension, and/or outright dismissal of your fellow students or course content is unacceptable. No topic or perspective is off limits, but they must be presented with maturity and critical thinking.
* Online behavior: Emails or correspondence to both me and other students should be done so with the *Rules of Netiquette.*

[*http://www.albion.com/netiquette/corerules.html*](http://www.albion.com/netiquette/corerules.html)

* Missed deadlines: No excuses for late work will be accepted unless coming from an official source (e.g., a note from your doctor, an email from your advisers or coaches, etc.) I will not make exceptions, for to do so is to reward unprofessional behavior as well as to give one student an advantage over the others. I suggest that you get your work done and done on time.
* Emailing the instructor: Please only email me through ***UvaCollab***; *I am not responsible for answering email sent through ‘webmail,’* as it can easily get lost amidst other emails I receive. While I may not always be able to answer emails immediately, I will make every effort to answer your email as quickly as possible. If you have not received a response from me within 24 hours, you can assume I did not receive your correspondence.
* Twitter: If you do not already have a Twitter account, please go to <https://twitter.com/> to sign up for one and request to follow me @kralaw; I will disseminate information through Twitter as well as UvaCollab. Don’t worry! I will not follow you.
* **ACADEMIC INTEGRITY** : Academic integrity is the pursuit of scholarly and creative activity in an open, honest and responsible manner, free from fraud and deception, and is an educational objective of University. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, turning in someone else's work, or passively allowing others to copy your work, will result in academic penalties at the discretion of the instructor, and may result in the grade of "XF' (failed for academic dishonesty) being put on your permanent transcript. In serious cases it could also result in suspension or dismissal from the University. As students studying communications, you should understand and avoid plagiarism (presenting the work of others as your own, AKA [Milli Vanilli](https://en.wikipedia.org/wikki/Milli_Vanilli)). The rules and policies regarding academic integrity should be reviewed by every student, and can be found online at:

<http://www.virginia.edu/onmyhonor/honorNetscape.html>

Any student with a question about academic integrity or plagiarism is strongly encouraged to discuss it with me. Please remember, once a matter has been referred to Academic Integrity, it is out of my hands and there is no dropping the issue.

* Disability access: UVA welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Student Disability Access Office, located in the Elson Student Health Center, and at 434.243.5180 or sdac@virginia.edu For further information regarding SCAC, please visit their web site at

 <http://www.virginia.edu/studenthealth/sdac/sdac.html>

Should you have the need for reasonable academic adjustments, you should notify me as

early in the semester as possible.

**Course Schedule**

**PART I. Introduction, Comparative Media Studies, Theoretical Perspectives**

**Week 1: August 22-August 26**

**Lectures:**

Introduction, course syllabus

Elements of Media Systems

Theories of the Press

**Readings:**

Syllabus

DeBeers & Merrill, Chapter 1: pp. 3-30

Watch: The Danger of a Single Story

<https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en>

**Week 2: August 20-September 2**

**Lectures:**

Freedom of Press Around the World

U.S. Media System

Non-Western Press Ideologies

**Readings:**

DeBeers &Merrill, Chpt. 5 pp. 65-83

DeBeers & Merrill, Chpt. 2: pp. 22-29

Freedom House: Freedom of the Press around the World

h[ttps://www.freedomhouse.org/report/freedom-press/freedom-press-2016](http://freedomhouse.org/template.cfm?page=251&year=2010)

CNN Politics: U.S. Press Freedom dropping

<http://www.cnn.com/2015/02/13/politics/u-s-press-freedom-ranking-obama-administration-leaks/>

**PART II. Trends in Media Systems: Neoliberalism, Digital Activism, Global Journalism and Ethics**

**Week 3: September 5-September 9**

**Lectures**

Trends/Barriers

Neoliberalism

Digital Activism

**Readings:**

Bennet, W. Lance (2003). New Media Power: The Internet and Global Activism.

DeBeers & Merrill, Chpt. 4:pp. 33-63.

**Week 4: September 12-September 16**

**Lectures:**

Digital Activism (continued)

The Global Journalist

**Readings:**

DeBeers & Merrill, Chpt. 10, pp. 143-151

Digital Activism Link in Resources

**Week 5: September 19-September 23**

 **Exam Week**

 **Lectures
 Exam 1 Review**

 **Exam 1**

**PART III: Media and Foreign Affairs**

**Week 6: September 26-September 30**

**Lectures:**

Propaganda and Genocide

Media and War

Terrorism

The Media Magnifier Effect

**Readings:**

TBD based on the “terrorism de jure”



**Readings:**

Nichols (2003); ***UvaCollab***

Snow; UVACollab

Giboa; UVACollab

**Extra Credit I Opens**

**Week 7: October 3-October 7**

 **Reading Day October 4**

**Week 8: October 10-October 14**

**TBD**

**PART IV: Global Journalism in the World’s Regions, Selected Case Studies**

**Week 9: October 17-October 21**

**Lectures:**

Literature Reviews

 Rubric

 Tips

Review of Press Models

The Americas:

Case Study: Cuba

**Readings:**

De Beer & Merrill, Chapter 19

BBC

<http://www.bbc.com/news/world-latin-america-19578348>

**Week 10: October 24-October 28**

**Lectures:**

Eastern Europe

Case Study: Russia

**Readings**

Becker, J. (2004). Lessons from Russia: A Neo-Authoritarian Media System, European Journal of Communication, 19(2), 139-163

De Beers & Merrill pp. 214-251

**Week 11: October 31-November 4**

 **EXAM WEEK**

**Lectures:**

**Exam Review**

**Exam II**

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**Week 12**: **November 7-November 11**

**Lectures:**

Western Europe

Case Study: Italy

**Readings:**

DeBeers & Merrill, Chpt. 13, pp. 181-212

Durante, R & B. Knight (2010). Partisan Control: Media Bias and Viewer Responses, Evidence from Berlusconi’s Italy

**Week 13: November 14-November 18**

 **Literature Review Due, November 18**

**Lectures:**

The Middle East and North Africa

Case Studies: Syria, Pakistan

**Readings**

DeBeers & Merrill: Chpt 15, pp. 253-286

Harb, Z. (2011). The Arab Revolutions and the Social Media Effect

<http://journal.media-culture.org.au/index.php/mcjournal/article/view/364%3E/0>

Kraidy: Saudi Arabia, Lebanon and the Changing Arab Information Order

<http://ijoc.org/ojs/index.php/ijoc/article/view/18/22>

**Week 14: November 21-November 25**

 **No Class November 24**

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**Lectures**

Sub Saharan Africa

Case Study: Kenya

**Readings:**

DeBeers & Merrill Chpt. 16

Allen, K (2011). The State of Kenyan Media, pp 5-20

**Extra Credit II Opens**

**Week 16: December 5- December 9**

**Lectures**

Exam Review

Exam Q&A

Class Wrap Up

**Classes end December 6**

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IMPORTANT DATES

There are 3 Exams, 1 Literature Review, and 1 Critical Analysis Paper

Exams:

**Thursday September 22**

**Thursday October 14**

**Final: TBD**

Literature Review

 **Friday November 19**

Final Paper

**Friday December 16**

***\*The instructor reserves the right to make alterations to this syllabus\****