

USC ANNENBERG SCHOOL FOR COMMUNICATION & JOURNALISM**JOUR XXX: Reporting on Globalization, 3 Units****Fall 2014**

Class Number:	21687
Class:	TBD
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Description:

The world is flat, New York Times columnist Thomas Friedman has told us, describing globalization as one of today's most powerful economic forces. The title of Friedman's 2005 book was a metaphor for viewing the world as a level playing field for commerce. In the view of globalists, all competitors would have equal opportunities if they made the necessary perceptual shifts as countries, companies and individuals to remain competitive in a global marketplace where historical and geographical divisions were increasingly irrelevant. Today, there are more doubts, and far more controversy about globalization. Its advocates see it as an engine of growth; its critics say that it actually increases poverty in some quarters to the profit of others and is creating a new international power elite.

Globalization, however, is more than the flow of goods and money. The ubiquity of sushi, the spread of reality television shows and epidemics of avian and swine flu all show how interconnected we are increasingly in lifestyles and culture. The Internet sends information – and ideas – across borders effectively putting billions of people into the same time zone and making borders even more porous as ideological barriers. And people, they move too – as immigrants, refugees, tourists, students, athletes, businessmen and women.

Put another way, most of us experience globalization not on the Friedman scale but through missionaries who speak at our church, through the clothes and household goods sold at Wal-Mart but made in China or Vietnam or Bangladesh, through the immigrants we meet in our daily lives, through the engineer in India who sorts out a computer problem by phone, and through the banker who can help us in Thai send money to relatives back home. And there is another level in which we experience globalization on a local scale – the decisions on infrastructure and regional

development that municipal governments make as they compete with other cities determined to be world leaders.

While we will review the origins, development, and major characteristics of globalization at the transnational level, our focus in this course will be on the ways that globalization is experienced at regional and local levels today and the opportunities and challenges that it creates there. Using Los Angeles and Southern California as our laboratory, we will develop skills as journalists in reporting, describing, analyzing, and responding to globalization. The importance of understanding globalization at this level is, of course, because that is how most people experience it, form their views about it, and where many decisions are made that, in their aggregate, shape the trends that determine history.

This course is intended to be innovative in its content and approach, its orientation is professional, and its goal is to produce quality news coverage of globalization. Much of the learning in this course will come in classroom discussions, and full participation in every class is expected. These discussions will require political maturity and a readiness to understand and learn from different points of view.

The outcomes we are seeking include—

- An understanding of globalization, its origins, history and the drivers of change.
- Knowledge of the major cross-border flows characteristic of globalization, including people, goods and money, information and ideas, and power.
- Knowledge of the ways in which globalization impacts local and regional levels and of the ways in which political leaders, business people, and ordinary people attempt to benefit from globalization or mitigate its impact.
- The ability as journalists to report on and analyze local and regional events and trends as influenced by globalization.

Given the nature of the course, we may depart from this syllabus to examine local developments that stem from globalization. In any case, this syllabus is more of a road map than a blueprint, and we may adapt it as the course unfolds.

Organization:

This course meets once a week at TBD.

The initial classes will look at globalization broadly so that we have a common understanding. We will then focus in sets of classes on four categories of cross-border flows – goods and money, people, information and ideas and, lastly, power. Of course, there could be other categories, but these four are widely prevalent in the ways that journalists cover globalization. Typically, we will move from the general to the local in these sets of classes.

Requirements and Grading:

Four reporting projects on globalization, each 15% (see below)	60%
Web or multimedia elements for the four reporting projects, each 5%	20%
Final essay on globalization and journalism	10%
Class participation	10%

Requirements for the reporting projects:

- Newspaper or magazine feature – 1,000 to 1,200 words
- Television news package – 2.5 to 3 minutes
- Radio package, public radio style – 4.5 to 6 minutes
- Multimedia packages – 2 to 3 minute video with additional elements

Reporting projects will be graded on the basis of the quality and depth on the aspects of globalization they are covering and for the strength of their journalistic storytelling. Reports that could be broadcast or published with minor editing will merit an “A,” those that need moderate editing a “B,” and those that require substantial editing a “C.”

Students will do brief, in-class pitches or presentations of their projects prior to their completion. These, too, will be similar to a professional newsroom story conferences and discussions. The completed projects will also be shared across the class and critiqued in class.

The class will have a website about global Los Angeles on which students will publish their work and provide such additional elements as slideshows, maps, podcasts, and reference materials typical for a news website.

With permission of the instructor, international students may do the assignments in their own languages to gain career practice; in such cases, an English translation must also be submitted for grading.

We will also do a weekly “Ripped from the Headlines” assignment in which students share news stories and other materials that do a good job of putting local issues in a global context – or suggest ways in which those stories fall short and could be improved.

In their final essay, students will suggest a variety of stories on globalization and the ways that they might be done to increase public understanding of globalization and its impact on their lives. The essay should be about 5 to 8 pages in length, double spaced, and is due on the day set by the University as the date for the final exam in this course.

Honesty/Plagiarism/Academic Integrity Policy:

1. USC Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00; the recommended sanctions are located at <http://scampus.usc.edu/university-governance>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The review process can be found at <http://www.usc.edu/student-affairs/SJACS>

2. School of Journalism Plagiarism/Academic Integrity Policy

Plagiarism is defined as taking ideas or content from another and presenting them as one's own. The following is the School of Journalism's policy on academic integrity as published in the University catalogue:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism.” All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators and the school's academic integrity committee.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Disability Accommodation:

Any students requesting academic accommodations based on a disability are required to register each semester with USC's Disability Services and Programs (DSP). A letter of verification for approved accommodations can be obtained after adequate documentation is filed. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open Monday through Friday, 8.30 a.m. to 5 p.m. The office is located in STU 301, and the phone number is 213-740-0776.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Stress and Angst:

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Drop/Add Dates:

Last day to drop without a mark of "W" and receive a full refund:

TBD

Last day to drop with a mark of "W:"

TBD

Internships:

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course who undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to one percent of the total available semester points for this course.

To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned in to the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

Readings in General:

The literature on globalization – scholarly, journalistic, and simply bureaucratic – is vast. Thomas Friedman, for example, followed up his initial book on globalization with four more. A quick search at the Amazon website produced nearly 26,155 different entries, and a quick Google search produced 88,600,000! The readings below and on our course Blackboard are selected for their relevance to our effort to understand globalization broadly and then work as journalists in dealing with its impact at the regional level.

Required Readings:

Michael T. Snarr and D. Neil Snarr, eds, *Introducing Global Issues*, 5th edition, Lynne Reiner, 2012, 370 pages.

Richard C. Stanton, *All News Is Local – The Failure of the Media to Reflect World Events in a Globalized Age*, McFarland & Company, 2007, 227 pages.

Pietra Rivoli, *The Travels of a T-Shirt in the Global Economy*, 2nd edition, John Wiley & Sons, 2009, 316 pages.

Abraham F. Lowenthal, *Global California – Rising to the Cosmopolitan Challenge*, Stanford University Press, 2009, 223 pages.

Recommended Readings:

Martin Wolf, *Why Globalization Works*, 2nd edition, Yale University Press, 2005, 416 pages.

Additional materials will be posted on the course Blackboard or distributed in class.

About the Instructor:

Michael Parks is a professor of journalism and international relations. Prior to coming to USC Annenberg in 2000, he had been a foreign correspondent, managing editor and editor of the *Los Angeles Times*. He was awarded the Pulitzer Prize for international reporting in 1987 for his coverage of the struggle against apartheid in South Africa. Across 25 years as a foreign correspondent, Parks reported from more than 110 other countries, including China, Russia, Israel and Egypt for the *Times* and earlier for The Baltimore Sun. From 2001 to 2008, he was director of the USC Annenberg School of Journalism.

THE ORDER OF MARCH THROUGH THE SEMESTER

Week #1 – Introduction to Globalization

*Globalization is not simply a trend or a fad but is, rather, an international system. It is the system that has now replaced the old Cold War system, and like that Cold War system, globalization has its own rules and logic that today directly or indirectly influence the politics, environment, geopolitics and economies of virtually every country in the world. --Thomas L. Friedman, *The Lexus and the Olive Tree*, 2000*

When Friedman wrote those words, he might have added that globalization would affect the lives of virtually everyone in those countries around the world. What is globalization? What are its current characteristics? We will use the flows of people, goods and money, information and ideas, and power to look at globalization in Southern California. The pluses and minuses of using Los Angeles as a laboratory. There are other important prisms through which to view globalization – human rights, environmental protection, diasporas, sustainable development, the role of women among others – and we will want to keep them in mind. And we begin to consider the dark side of globalization, the case that critics make and the unintended consequences of some decisions and trends.

Reading assignment—

1. Michael Snarr, “Introducing Globalization and Global Issues,” in Snarr & Snarr, pp. 1-11
2. Bruce E. Moon, “Free Trade vs. Protectionism: Values and Controversies,” in Snarr & Snarr, pp. 103-120.
3. Mary Ellen Batiuk, “The Political Economy of Development,” in Snarr & Snarr, pp. 121-140.
4. Stanton, *All News Is Local*, pp. 7-24.

Week #2 – Following the Money: Economic Aspects of Globalization

Adam Smith wrote that man has an intrinsic “propensity to truck, barter, and exchange one thing for another.” But how did trade evolve to the point where we don’t think twice about biting into an apple from the other side of the world? Where every stitch of clothing we have on has come from across the ocean? The history of all this commerce is fascinating, and it constitutes one way to look at the development of civilization. If that is the case, however, why do many aspects of globalization cause such controversy? The loss of monopoly markets, the movement of jobs across borders and the fears of being overtaken—and taken over. And the global criminal economy—what Manuel Castells calls the perverse results of globalization.

Reading assignment—

1. Stanton, *All News Is Local*, pp. 25-44.
2. Lowenthal, *Global California*, pp. 1-78.

Week #3 – LA’s Role in the World Economy, the World Economy’s Role in LA

We look at the role that Los Angeles plays today in the world economy, and then turn the telescope around to examine the role the world economy plays in L.A. Trade through the ports of Los Angeles and Long Beach. Exports from Southern California, and what we buy from the world. Smuggling. L.A.’s relative decline as a center for investment funds, and its growth as a region for foreign investment. Remittances to Mexico and Central America. Japanese investments in Los Angeles in the 20th Century, Chinese investments in the 21st. Mexican flight money on the Wilshire Corridor and remittances from Mexican workers sending their pay back home.

Reading assignment—

1. Rivoli, *The Travels of a T-Shirt in the Global Economy*.
2. Manuel Castells, “The Perverse Connection: The Global Criminal Economy,” in *End of the Millennium*, 2nd ed., Wiley-Blackwell, 2010, pp. 169-211.

Week #4 — Planning Our Projects, #1

Students will pitch projects on economic aspects of globalization as seen locally. We will start by mapping the strengths and flaws in current news coverage and in the public discussion of globalization and discuss ways of doing it better. Students should bring pitches ready for discussion and finalization. These projects are the first of four in the course and are due in three weeks. DATE TBD.

Reading assignment—

1. Ellen Percy Kraly, Caroline Anderson, and Fiona Mulligan, “Population and Migration,” in Snarr & Snarr, pp. 169-192.
2. Materials on Blackboard.

Week #5 – People on the Move

The largest migration in human history is under way. Much of it is internal within national borders, but there are also huge flows of immigrants, refugees, business people, students and tourists crossing those borders. The globalization of the job market—and its consequences in developed and developing countries. The brain drain from less developed economies (e.g., the computer engineers and software designers from India). The dark side of migration: Illegal immigration, trafficking in women and children, forced servitude.

Reading assignment—

Materials on Blackboard.

Week #6 — LA as the “Great American Arrival City”

Patterns of migration to LA from within the United States and from abroad. What makes LA a magnet for talent, for the ambitious? How does a city come to see itself as a global city? Does LA have a global imagination? How immigrants have changed the city historically and how they are changing it today. The impact of laws and policy decisions on migration. The dark side of globalization.

Reading assignment—

Materials on Blackboard.

Week #7 — Americans Abroad

Increasing numbers of Americans travel internationally – as students, tourists, business people, athletes, relief workers, missionaries and returnees to their home countries. And every year they meet more international travelers at home. How this has affected Americans’ views of the world, of the U.S. role in world, of globalization? What do Americans think about the world? How does this shape their attitudes to global issues? How does this shape their interests and their appetite for global news? In what ways do their travels affect attitudes of other Americans?

Reading assignment—

Materials on Blackboard.

Week #8 — Planning Our Projects, #2

Students will pitch projects on the flow of people in globalization as seen locally. We will start by mapping the strengths and flaws in current news coverage and public discussion of globalization and discuss ways of doing it better. Students should bring pitches ready for discussion and finalization. These projects are the second of four in the course and are due DATE TBD.

Reading assignment—

1. Stanton, *All News Is Local*, pp. 86-128.
2. D. Neil Snarr and Audrey Ingram, “Human Rights in a Changing World,” in Snarr & Snarr, pp. 59-80.
3. Materials on Blackboard.

Week #9 — The Flow of Information and Ideas

The flow of information across borders has become no less important than the flow of people and goods. On the one hand, that information drives a globalized economy, making it possible, for

example, for American companies to employ computer programmers and technicians in India, speeding up commerce through Internet transactions, making it possible to gamble in a Caribbean casino without leaving home and bringing more and more people onto the same news agenda. Western predominance on the Internet and other media has brought resentment in some other countries where it is seen as a renewal of imperialism and cultural domination and contributed to the backlash against globalization.

Reading assignment—

Materials on Blackboard.

Week #10 — Hollywood: Shaping Worldviews in LA

In the distant past, the world wanted raisins, silk, tea and diamonds, then raw materials carried by ship and later high-value exports flown by jet aircraft. All still true. The new dimension in globalization, and LA is at the heart of it, is entertainment that is exported worldwide. Although produced in many other cities, much of it is imbued with the values and culture of Hollywood and thus extends American influence – and produced a backlash and charges of cultural imperialism. Although U.S. exports of films goes back to the 1920s, the digital transformation of media has expanded them to the point where most products have to be made so they appeal to international audiences. But globalization also strengthened another trend, paradoxical on the surface, with the decentralization of production. And perhaps the most important people are not the creative folks but the bankers and marketing specialists.

Reading assignment—

1. Nicholas D. Kristoff and Sheryl WuDunn, “Why Women’s Rights Are the Cause of Our Time,” *The New York Times Magazine*, August 22, 2009, pp. 28-39.
2. Elise Boulding, Michael T. Snarr, and Heather Parker, “Women and Development,” in Snarr & Snarr, pp. 193-210.
3. Lori Heninger and Kelsey Swindler, “Health,” in Snarr & Snarr, pp. 229-252.
4. Materials on Blackboard.

Week #11 — Prisms We Use, Values We Export

Like most people, Americans tend to assess globalization in terms of their own values—and often to use their influence through globalization to promote those values. And so the globalization agenda in LA would probably include democracy, human rights, women’s rights, religious freedom, humanitarian relief, free markets. LA indeed has been a center for rallying support, and raising funds, for Jews in the Soviet Union, for a free Tibet, for medical care in Afghanistan, for an independent Armenia, for environmental protection. LA sends missionaries to Russia, Africa and Latin America, it sends relief workers to help in earthquakes and other major disasters, and California’s military reservists and National Guard forces have fought in Iraq and Afghanistan.

Reading assignment—

1. Lowenthal, *Global California*, pp. 79-138.
2. Materials on Blackboard.

Week #12 — Planning Our Projects, #3

Students will pitch projects on the flow of ideas and information as seen locally. We will start by mapping the strengths and flaws in current news coverage and public discussion of globalization and discuss ways of doing it better. Students should bring pitches ready for discussion and finalization. These projects are the third of four in the course and are due on DATE TBD.

Reading assignment—

1. Stanton, *All News Is Local*, pp. 129-169.
2. Jane Winzer and Deborah S. Davenport with Audrey Ingram, “Conflict and Cooperation over Natural Resources,” in Snarr & Snarr, pp. 295-318.
3. Mark Seis, “Regulating the Atmospheric Commons,” in Snarr & Snarr, pp. 273-294.
4. Robert Guest, “The Few—A Special Report on Global Leaders,” *The Economist*, January 22, 2011.
5. James O. Goldsborough, “California’s Foreign Policy,” *Foreign Affairs*, Vol. 72, No. 2 (Spring 1993), pp. 88-96.

Week #13 — Power

Globalization has brought new issues in national and international governance. For all the efforts to ease the flow of people, goods, information and ideas across borders, there have also been efforts to manage them, sometimes through direct regulation, sometimes through economic measures. In these ways, power also flows across borders—to the extent that many critics of globalization see it as American hegemony. The U.S. sees it, naturally, as an exercise of international leadership. Yet, there are clear needs for multilateral approaches to many issues. Thus the creation of ICANN, WTO and the International Court of Justice. Some LA issues: migration, trade, environmental protection, drug trafficking, corruption. And there is the power that non-governmental actors wield—the leaders of transnational enterprises, charitable and philanthropic organizations, celebrities from entertainment, drug lords and arms merchants.

Reading assignment –

1. Stanton, *All News Is Local*, pp. 170-189.
2. Materials on Blackboard.

Week #14 – Planning Our Projects, #4

Students will pitch projects on the flow of power in globalization, again focusing on LA and Southern California. We will start by mapping the strengths and flaws in current news coverage and public discussion of globalization and discuss ways of doing it better. Students should bring

itches ready for discussion and finalization. These projects are the last of four and are due on the day set by the University for the final exam for the course.

Reading assignment—

1. Adam Gopnik, “Decline, Fall, Rinse, Repeat—Is America Going Down?”, *The New Yorker*, September 12, 2011.
2. Michael Snarr, “Future Prospects,” in Snarr & Snarr, pp. 319-328.
3. Stanton, *All News Is Local*, pp. 190-200.

Week #15 — How Will It End?

Almost every year, a scholar of economics, history or international relations predicts the end of globalization. The process is reversible, they say. In past cases, highly developed and highly integrated international communities had dissolved under the pressure of unexpected events. The momentum that feeds the expansion of globalization can be lost. Global strategies for businesses are a myth, goes one argument, which cites the Great Depression and earlier economic contractions; real strength is said to be in regional markets. We will use this topic to wrap up our discussions, which you can use to write your final reflective essay. That is due on the date of the final exam as set by the University.