

## Global Digital Media (JMC:6255:0001)

Fall 2014

Seminar meets Wednesday, 12:30–3 p.m. in E254 AJB

Instructor: Prof. Melissa Tully, [melissa-tully@uiowa.edu](mailto:melissa-tully@uiowa.edu)

Office hours: T 2–3:30 p.m. & W 10:30 a.m.–12 p.m. or by appt., E332 AJB

SJMC DEO: Dr. David Ryfe, [david-ryfe@uiowa.edu](mailto:david-ryfe@uiowa.edu), E305B AJB

### *Course Overview:*

In this course, we will explore media theory, production and producers, and consumption and audiences in the Global South and comparative international contexts. Although the course will focus on digital media and contemporary media trends, we will explore more traditional media theories and concepts to ground our understanding of current issues. Topics covered in the course include international media flows and counterflows, media and development, identity and representation, local and hyperlocal media, global popular culture, and social media among others.

In this course you will have a range of research options, including developing and conducting original research; proposing an international research project; and conducting country and region-specific research in your interest area. You may also develop/expand reading lists for comprehensive exams or work on your dissertation proposal.

### *Course Objectives:*

- Explore and question the role of digital media in the world – its past, present and future as part of global processes
- Engage with diverse scholarship and issues related to the global spread of digital media
- Develop an in-depth understanding of a country or region of interest to your research
- Produce original research that contributes to the study of global digital media

### *Readings and Required Texts:*

This course has one required book: *Invisible users: Youth in the Internet cafés of urban Ghana* by Jenna Burrell (ISBN-10: 0262017369). The book is available as an [e-book](#) through the University of Iowa library or through online sellers and bookstores. The other required articles and chapters are available on ICON or through the library e-books system.

### *Grade Allocation:*

#### **In-class contributions: 20%**

- This is a graduate seminar. As such, I expect that you will come to class prepared to participate with thoughtful comments. This means that you have done the readings and prepared for our discussion.

#### **Response papers: 20%**

- You must complete four response papers during the semester. You must complete one response paper for each segment of the course listed below:
  - Response paper 1 – during weeks 1–3
  - Response paper 2 – during weeks 4–6
  - Response paper 3 – during weeks 7–9
  - Response paper 4 – during weeks 10–12
- Response papers should be 500 to 1,000 words and should grapple with some or all of the readings for the week. These are **NOT** summaries of the readings, but rather analytic reflections on the texts that offer insight, draw comparisons across texts, argue with evidence for or against material presented in the readings, etc.

- Response papers are due by 10 p.m. Tuesday before class. Upload your response paper to the Discussion forum on ICON (viewable by everyone in the class) and to the dropbox on ICON. You are expected to read each other's responses before class.

#### **Area presentations: 20%**

- In pairs or small groups, you will present on digital media research in a specific country or region. Your topic should be focused and specific (i.e. "digital media and identity in South Africa;" "social media and political participation in Colombia"). Your group will prepare an annotated bibliography with 6-8 articles and a 12- to 15-minute max presentation to be presented in seminar. You will also select one article for the class to read in advance of your presentation. More details on this assignment will be given in week 3.

#### **Final project: 40%**

- For the final project in this class, you have a range of options for conducting and presenting research. Because of the diverse research interests and stages in your graduate careers, the final project will vary depending on your goals. *Final project proposals due week 9.* Final project options include:
  - Research paper (20-25 pages) – empirical paper grounded in theory; must conduct original research.
  - Grant/fellowship proposal for conducting international communications/media research – details TBD, but options include Fulbright applications, SSRC International Dissertation Research Fellowship applications, among other major grants, fellowships, and scholarships geared at conducting long-term (read: dissertation) fieldwork abroad.
  - Multi-part, multimedia journalism or strategic communications series – only for M.A. students, unless PhD students have a strong justification for this option.

#### **Total: 100%**

#### *Grading Scale:*

A	93%	B-	80–82	D+	67–69
A-	90–92	C+	77–79	D	63–66
B+	87–89	C	73–76	D-	60–62
B	83–86	C-	70–72	F	59 & below

Week/Topic	Readings/Assignments
<p><i>Week 1</i> Introduction</p>	<p>Thussu, D. (2009). "Introduction" and "Why internationalize media studies and how?" in <i>Internationalizing media studies</i></p>
<p><i>Week 2</i> Development communication</p>	<p>Lerner, D. (1958). "Modernizing styles of life" in <i>The passing of traditional society</i></p> <p>Schramm, W. (1964). "The human meaning of underdevelopment" and "The role of information in national development" in <i>Mass media and national development</i></p> <p>Melkote, S. R., &amp; Steeves, H. L. (2001). "The enterprise of modernization and the dominant discourse of development" and "Deconstructing the dominant paradigm of development" in <i>Communication for development in the Third World</i></p> <p>McPhail, T. (2009). "Major theories following modernization" in <i>Development communication</i></p> <p>Ogan, C. et al. (2009). "Development communication"</p>
<p><i>Week 3</i> Information and communication technologies for development (ICTD)</p>	<p>Heeks, R. (2009). "The ICT4D 2.0 manifesto" (<i>read first</i>)</p> <p>Schreiner, H. (1999). "Rural women, development, and telecommunications"</p> <p>Kleine, D. (2011). "The capability approach and the 'medium of choice'"</p> <p>Smith, M. L., Spence, R., &amp; Rashid, A. T. (2011). "Mobile phones and expanding human capabilities"</p> <p>Heeks, R. (2012). "Deriving an ICT4D research agenda"</p> <p>Tully, M., &amp; Ekdale, B. (forthcoming). "Sites of playful engagement"</p> <p><b>**Area presentation assigned – select partners, general focus, and week to present**</b></p>
<p><i>Week 4</i> Globalization</p>	<p>Sreberny, A. (1991/2006). "The global and the local in international communications" in <i>Media and cultural studies</i></p> <p>Mattelart, T. (2009). "Globalization theories and media internationalization" in <i>Internationalizing media studies</i></p> <p>Ekecrantz, J. (2009). "Media and communication studies going global" in <i>Internationalizing media studies</i></p> <p>Gunaratne, S. (2009). "Globalization: A non-Western perspective"</p>

<p><i>Week 5</i> Media imperialism and its critics</p>	<p>Schiller, H. I. (1976). "Foreword" and "Cultural domination" in <i>Communication and cultural domination</i></p> <p>Tomlinson, T. (2003). "Media imperialism" in <i>Planet TV</i></p> <p>Straubhaar, J. D. (1991). "Beyond media imperialism: Asymmetrical interdependence and cultural proximity"</p> <p>Strelitz, L. (2004). "Against cultural essentialism"</p> <p>van Elteren, M. (2014). "Reconceptualizing 'cultural imperialism' in the current era of globalization" in <i>The handbook of media and mass communication theory</i></p> <p>Gray, J. (2014). "Scales of cultural influence"</p>
<p><i>Week 6</i> Hybridity</p>	<p>Pieterse, J. N. (1994/2006). "Globalization as hybridization" in <i>Media and cultural studies</i></p> <p>Kraidy, M. (2005). "Cultural hybridity and international communication" and "Structure, reception, and identity" in <i>Hybridity</i></p> <p>Shim, D. (2006). "Hybridity and the rise of Korean popular culture in Asia"</p> <p><b>area presentation</b> (assigned reading TBD)</p>
<p><i>Week 7</i> Local/global</p>	<p>Burrell, J. (2012). <i>Invisible Users</i></p> <p><b>area presentation</b> (assigned reading TBD)</p>
<p><i>Week 8</i> Representation – a look at Africa</p>	<p>Fair, J. E. (1993). "War, famine, and poverty"</p> <p>Dolby, N. (2006). "Popular culture and public space in Africa"</p> <p>Steeves, H. L. (2008). "Commodifying Africa on U.S. network reality television"</p> <p>Wall, M. (2009). "Africa on YouTube"</p>
<p><i>Week 9</i> Community media</p>	<p><b>**Final project proposals due Monday, Oct. 20 by 5 p.m. Final project individual meetings in seminar.**</b></p> <p>Sienkiewicz, M. (2010). "<i>Itche Kadoozzy</i>, Orthodox representation, and the Internet as community media" in <i>Understanding community media</i></p> <p>Ekdale, B. (2014). "“ I wish they knew that we are doing this for them”"</p> <p>Dickens, L., Couldry, N., &amp; Fotopoulou, A. (2014). "News in the community?"</p>

<p><i>Week 10</i> Power and resistance</p>	<p>Meng, B. (2011). "From <i>Steamed Bun</i> to <i>Grass Mud Horse</i>"</p> <p>Zhang, Y., &amp; Tomlinson, J. (2012). "Three constituencies of online dissent in China"</p> <p>Stephansen, H. C. (2013). "Connecting the peripheries"</p> <p><b>area presentation</b> (assigned reading TBD)</p>
<p><i>Week 11</i> The Middle East and Arab Spring</p>	<p>Tufekci, Z., &amp; Wilson, C. (2012). "Social media and the decision to participate in political protest"</p> <p>Srinivasan, R. (2013). "Bridges between cultural and digital worlds in revolutionary Egypt"</p> <p>Ali, S., &amp; Fahmy, S. (2013). "Gatekeeping and citizen journalism: The use of social media during the recent uprisings in Iran, Egypt, and Libya"</p> <p>Meraz, S., &amp; Papacharissi, Z. (2013). "Networked gatekeeping and networked framing on #Egypt"</p> <p>Wojcieszak, M., &amp; Smith, B. (2014). "Will politics be tweeted? New media use by Iranian youth in 2011"</p>
<p><i>Week 12</i> Conflict and war</p>	<p>Rodriguez, C. (2011). "Life at the crossfire" and "The doing is everything!" in <i>Citizens' media against armed conflict</i></p> <p>Zhang, S. I. (2013). "The new breed of Chinese war correspondents"</p> <p>Schulzke, M. (2013). "Being a terrorist"</p>
<p><i>Week 13</i> Final projects</p>	<p><b>No class:</b> work session/office hours to discuss final projects</p>
<p><b>Thanksgiving break – no class</b></p>	
<p><i>Week 14</i> Final projects</p>	<p><b>**Student presentations of final projects**</b></p>
<p><i>Week 15</i> Final projects</p>	<p><b>**Student presentations of final projects**</b></p>
<p><i>Finals</i></p>	<p><b>Final project due by the end of our final exam time (TBD).</b></p>

## **The College of Liberal Arts and Sciences: Policies and Resources**

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### **Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

### **Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

### **Accommodations for Disabilities**

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/) for more information.

### **Academic Honesty**

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

### **CLAS Final Examination Policies**

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

For more information visit: <http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert>