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**Journalism & Mass Communications**  
**Murray State University**

Graduate Program Director

Semester: Spring 2014

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Office Hours: Mon. 11-noon, 1:20-2:00, 3:30-4:30; Tue. 11-noon, 1:20-3:00; Thur. 11-noon, 1:20-2:30; and at other times, by appointment made one day in advance.

**DEPARTMENT: Journalism and Mass Communications**

**COURSE PREFIX: JMC**

**COURSE NUMBER: 600**

**CREDIT HOURS: 3**

**I. TITLE:**

Seminar in International Communications      **Meeting Time:** Thu. 3:30-6:30      **Room:** 107 Wilson

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Study of worldwide communication systems and the roles they play. Analysis of international flow of news and its implications on the practice of journalism and mass communication. The effect of the basic philosophical differences among the media in the developed and developing worlds and the changing communication technologies will be examined.

**Prerequisite(s):** Graduate standing and the permission of the instructor.

**III. COURSE OBJECTIVES:**

At the conclusion of JMC 600, students should be able to:

- A. Describe the five theories of the press and explain how those theories relate to the types of media systems which have developed around the world;
- B. describe the origins and current status of the mass media in the United States, the developed, the developing, the present and former Communist nations;
- C. compare and contrast the media of the various regions of the world and articulate changes in the regions relative to freedom of expression, free flow of information, press freedom, and ownership;
- D. discuss how changing technologies have affected the role of media in society;
- E. explain the role of multi-national media conglomerates in the world media arena and discuss the ramifications of this new phenomenon on the gathering and dissemination of news as well as on the cultures of the world; and,
- F. make critical judgments about the way in which media cover international topics.

**IV. CONTENT OUTLINE:**

The purpose of this course is to make students aware of the following issues: the political, economic, and social implications of the transnational flow of news and other cultural productions, and its consequences to the nations of the world; various aspects of the transnational media system, and its impact on journalism and mass communication; different functions of mass media in different nations throughout the world; and, how the United States (Western) media cover the world. The course outline is as follows:

- A. News Communication for a Global System
- B. Ideologies of Press Control
- C. Global News
- D. Digital Media
- E. Impact of Great News Events
- F. Global Media and Language
- G. New Media and Politics in China
- H. Media in the Middle East
- I. Media Development in Africa and India
- J. Foreign News in Flux
- K. War Reporting
- L. Public Diplomacy and Propaganda
- M. Global News Impact, Effects, and Initiatives

**V. INSTRUCTIONAL ACTIVITIES:**

Lectures, discussions, guest lecturers, readings, handouts, video excerpts, reports, presentations, and a research project/proposal design, which should include online database and library research.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

May be required if they are part of the project proposal/design.

**VII. TEXT(S) AND RESOURCES:**

Textbook: Hachten, William A. and Scotton, James F., *The World News Prism: Challenges of Digital Communication*, 8<sup>th</sup> edition, Malden, MA: Wiley-Blackwell, 2012. In addition to textbook chapter readings, students will also be expected to read handouts and materials which have been placed on reserve in the Waterfield Library. Students are expected to complete the reading(s) assigned prior to each class. Questions based on course readings may appear on examinations even though they are not covered in class. Students are encouraged to utilize coaching services offered by the Writing Center and the Oral Communication Center, located in the library.

**VIII. EVALUATION AND GRADING PROCEDURES:**

**The grading scale for this class will be as follows:**

A=930-1000 points

B=830-929 pts.

C=740-829 pts.

D=650-739 pts.

E=below 650 pts.

**The final grade for the course will be determined using the following items:**

Attendance and Participation	100 points	
Article/Chapter Abstracts/Discussion	250 pts.	
Exam and Quizzes	180 pts	
Research Outline and Bibliography	120 pts.	
Final Paper	300 pts.	
Presentation of Research	50 pts.	<b>Total = 1000 points</b>

The student is expected to turn in assigned work at the beginning of class. The student will lose 10 points, immediately, for work turned in after the start of class. **Missed Work:** Work missed due to an *unexcused* absence may NOT be made up. Work missed due to an *excused* absence may be made up at the discretion of the instructor, with the exception of unannounced quizzes and in-class assignments. These cannot be made up whether the absence is excused or not. Missed work due to an *excused* absence will not be accepted more than one class session after an *excused* absence. There are NO provisions for “extra credit” in this course. The grade of “I” (Incomplete) will only be assigned in cases of proven extenuating circumstances keeping the student from completing assignments and some relatively small part of the term’s work remains undone.

#### **IX. ATTENDANCE POLICY:**

*Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.*

Unexcused absences and lateness will affect your final grade. A student will lose 15 points per absence from scheduled class sessions. If a student misses more than 25 percent (4 meetings) of scheduled class sessions, s/he will automatically receive a lowered grade for the class.

#### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

##### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

#### **XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

**ELECTRONIC GADGETS:** During class, students are expected to shut off their cell phones, smart phones, BlueTooth®, video games, etc., or risk having these items confiscated by the instructor. Audio/video recording of lectures or speeches is not permitted unless approved by the instructor and/or guests. Likewise, reproduction or distribution of course material is not permitted without the expressed approval of the instructor.

**JMC 600--Seminar in International Communication****Spring 2014***(Assignments and Reading Schedule— subject to revisions)*

- January 16— Introduction to Seminar; begin textbook Chapter 1-Global News Systems  
**\*Attendance and Participation during the Semester (100 points)\***
- Jan. 23— Textbook Chapters 1-Global News Systems (begin Chap 2-Press Ideologies)
- Jan. 30— Text Chapter 2-Press Ideologies  
**\*Selections for Article Abstracts and Chapter Discussion Sessions\***
- February 6— Text Chapter Begin 3-Global News under Stress  
**\*Quiz (30)\***
- Feb. 13— Text Chapter 3-Global News under Stress  
Library Reading: Relly, “News Media Constraints/ Freedom of Information...”  
**\*Chapter Discussion Sessions Begin (50)\***
- Feb. 20— Text Chapter 4-Digital Media  
Library Reading: Feldstein, “Muckraking Goes Global”  
Library Reading: Ricchiardi, “The Most Dangerous Place/World for Journalists”
- Feb. 27— **\*Mid-term Exam (100)\***
- March 6— Text Chapter 6-Globalization of Media & Language  
Library Reading: Sharma, “Media Literacy in the Global Market”  
**\*Research Topics Confirmed\***
- Mar. 13— Text Chapter 5-Impact of Great News Events  
**\*Written Article Abstract/ Due (200)\***
- Mar. 14-24 (Spring Break)**
- Mar. 27— Text Chapter 7-China: New Media in an Old Political World  
Reading: (News link) Rajagopalan “Chinese Recycling Tycoon /Wants to Buy  
*New York Times*)
- April 3— Text Chapter 8-The Middle East/Media Storm  
Library Reading: El-Nawawy, “Why Al-Jazeera is the Most Popular Network  
 In the Arab World?” Also see Link: <http://america.aljazeera.com/>  
 (News) “Al-Jazeera/*CurrentTV*”  
**\*Annotated Bibliography and Full Research Outline Due (120)\***
- April 10— Text Chapter 9-India and Africa  
Reading: Kalyango & Onyebadi, “Thirty Years/Broadcasting Africa/U.S. News”

April 17— Text Chapter 10-Foreign News in Flux  
Text Chapter 11-War Coverage (TBA)  
**\*Quiz (50)\***

**April 24— \*Research Papers Due (300)\***

May 1— Last JMC 600 Class Meeting  
**\*Presentations (50)\***

**May 5-9 *FINALS WEEK***

### **Assigned Readings for 2014**

El-Nawawy, Mohammed (2003). Why Al-Jazeera is the most popular network in the Arab world. *Television Quarterly*, 34(1), 10-15.

Feldstein, Mark (2012). Muckraking goes global. *American Journalism Review*, Spring 2012, 44-49.

Kalyango, Yusuf & Onyebadi, Uche (2012). Thirty years of broadcasting Africa on U.S. network television news. *Journal of Broadcasting & Electronic Media* 56(4), 2012, 669-687.

Relly, Jeannine E. (2012). News media constraints and freedom of Information legislation in developing countries. *International Communication Research Journal*, 47(1-2) (Spring 2012), 2-25.

Ricchiardi, Sherry (2012). The most dangerous place in the world for journalists. *American Journalism Review* 34(3), Winter 2012, 24-31.

Sharma, Andrew (1999). Media literacy in the global market: Preparing production students for the international audience. *Feedback*, 40(3), 1-8.

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### **Assignments (Samples)**

#### **JMC 600-Chapter Review:**

This assignment requires you to review a pre-selected chapter of the textbook by Hatchten and Scotton (2012). Make your selections from chapters 4 through 12. Present an objective review of the chapter; 3-5 pages in length; use double-spaced, 12-point font. Format—

I. Use proper APA Manual format for citing the book, chapter, publisher, and page numbers

II. Summarize key sections of the chapter

- A. Intro
- B. Subsections
- C. Authors' conclusions

III. Write a critical examination of the material (instead of merely stating your opinions)

- A. Comprehensiveness of the information
- B. Accuracy of the details
- C. Any new material you believe would enhance the chapter; substantiate your discussion by citing relevant materials

JMC 600 Final Project:

This assignment requires students to develop a project in which they explore some aspect of international mass media in the global/digital communication arena.

In other words, it would involve exploring a specific international issue or event in order to examine the extent to which various elements of global communications come into play. For instance, authors Hatchten and Scotten (2012) discuss the impact of great news events by examining election protests in Iran, the earthquake in Haiti, the tsunami in South Asia, the 9/11/2001 terror attacks on the United States, etc. Certainly, many international news events that occurred in 2011-2012 can be considered “Great News Events” of the times.

Choose one such international news event and relate it to as many aspects of global/digital communication as possible.

Note: Another way to develop ideas for specific case studies is to consider the following list of broader research topics:

Globalism: Directives for international news reporting  
International legal mandates for the Internet  
Social media and globalism  
The role of global media in “big event” coverage  
Media in the Middle East  
Al-Jazeera: Competition in the global news market  
Gendered media: Women who cover news overseas  
Women’s images in international media  
The image of the U.S. in international media  
Emerging media markets in Africa  
The film industry in Africa/China/India  
Programming for culturally diverse audiences  
International programming in the U.S.  
Public Relations in the global marketplace  
International advertising across cultures  
Reporting on war  
Embedded journalists: Defining the role of correspondents  
Spanish-language network competition for U.S. audiences  
China’s broadcast industry  
Media in developing nations: Messages of colonization or resistance?