

COMM 6397: Media and Globalization, Spring 2013

MEETING TIMES: Thursdays from 5:30 p.m. to 8:30 p.m.

MEETING PLACE: Comm 150

PROFESSOR: Dr. Lindita Camaj

OFFICE: Communication Building, Room # 145

PHONE: 713-743-1656

MAILBOX: 101 Communication Building

E-MAIL: lcamaj@central.uh.edu, lcamaj@uh.edu.

I will check e-mail at least once every 24 hours. But do not e-mail at 4 a.m. and expect a quick answer back.

*****NOTE:** The quickest way to contact me is through Blackboard or e-mail. You will need to check both the class Blackboard site and your university e-mail regularly.

COURSE WEBSITE: [Blackboard website](#)

OFFICE HOURS: Thursdays – 4:30 p.m. to 5:30 p.m.; other times by appointment.

One of the keys to student success is regular contact with faculty.

I'm happy to meet with you and discuss any questions you have about the class, the program or a career in journalism.

COURSE OBJECTIVES

LEARNING GOALS & OBJECTIVES:

Globalization remains an imperfect, but ubiquitous term that is widely used in academia and in the business, policy, and cultural arenas to define, explain, and justify the economic, political, and technological forces that shape the lives of citizens across the world. This course seeks to critically examine the phenomena that comprise globalization and explore the role that media technologies (newspapers, magazines, television, and online media) and media genres (news and popular culture) play in constituting our identities as audiences, citizens, consumers, and activists. In this course, we will examine the media and communication technologies as both, causes and consequences of globalization and development.

The class will be divided into three modules. The first module is designed to provide an in-depth understanding of the theories in international communication and the role of global media and various debates that have shaped this field over the past 5-6 decades. We will discuss theoretical perspectives on the role of the media for social change, concentrating mainly on modernization (the original paradigm) and globalization (the current paradigm).

In the second module, will discuss the relationship between media and cultural changes in the context of Globalization. We will critically examine the Media Imperialism theory and its counter arguments, from national identity and media policies (that protect indigenous cultures), to the rise of cultural hybridity. Finally, the third module will examine the interchanging relationship between media and democratization initiatives around the globe. Are media freedoms a cause or consequence of democratic reform? Do they lead or follow in democratization? We'll try to answer these questions while investigating the role of the media during different stages of regime change around the Globe, from the "Colored Revolutions" in Eastern Europe to the "Twitter Revolutions" and the "Arab Spring" in the Middle East and North Africa.

This course aims to:

- introduce theories and concepts from globalization and media studies, highlighting key issues and debates from the literature

- underscore the social, political, cultural, and moral relevance in understanding the media's role in processes of globalization
- train students in critical, dialectical thinking

**REQUIRED
TEXTBOOKS
& READINGS:**

Daya Kishan Thussu. (2006). 2nd edition. *International Communication: Continuity and Change*. London: Hodder Arnold.

Oscar Hemer & Thomas Tufte (eds.) (2005). *Media & Glocal Change: Rethinking Communication for Development*. Argentina, Buenos Aires: CLACSO (accessible online through: <http://bibliotecavirtual.clacso.org.ar/ar/libros/edicion/media/media.html>)

Required Articles and Book Chapters

All PDFs of assigned articles and book chapters are posted on Blackboard in the Readings folder. Additional academic journal papers are available in Full Text in the library electronic databases Academic Search (EBSCO) or Mass Comm Complete which are accessible from the main library's homepage. When you search on Academic Search (EBSCO), please include the databases "Communication and Mass Media" in your search.

**RECOMMENDED
TEXT:**

Communication for Development in the Third World: Theory and Practice for Empowerment by Melkote & Steeves (2001)

Global Social Change: Historical and Comparative Perspectives by Chase-Dunn and Babones (eds) (2006)

World Congress on Communication for Development: Lessons, Challenges, and the Way Forward. Washington, D.C.: The International Bank for Reconstruction and Development/The World Bank (2007)

The Passing of Traditional Society by Daniel Lerner (1958).

Modernization Among Peasants: The Impact of Communication by Everett Rogers with L. Svenning (1969)

Communication of Innovations by Everett Rogers and Floyd Shoemaker (1971)

Mass Media and National Development by Wilbur Schramm (1964)

Communications and Political Development by Lucien Pye (Editor)(1963)

Media/Society: industries, images, and audiences by David Croteau &, William Hoynes (2011)

Reporting War by Stuart Allan & Barbie Zelizer (2004)

The CNN effect By Pierse Robinson (2002)

International Media Communication in a Global Age by Guy Golan, Thomas Johnson, & Wayne Wanta (2010)

International Communication: Continuity and Change by Daya Kishan Thussu. (2006)

Planet TV: A Global Television Reader by Shanti Kumar and Lisa Parks. (2002)

Global Communication: Theories, stakeholders, and theories by Thomas L. McPhail (ed) 2010

De-Westernizing Media Studies by James Curran and Mung-Jin Park (eds) 2000

International Media Communication in a Global Age by Guy Golan, Thomas Johnson, and Wayne Wanta (eds) 2010

Finding the Right Place on the Map: Central and Eastern European media change in a global perspective by Karol Jakubowicz and Miklos Sukosd (eds) 2008

Making Journalists by Hugo de Burgh (ed) 2005

Global Journalism Research by Martin Loffelholz and David Weaver (eds) 2008

Media Reform: Democratizing the media, democratizing the state by Monroe Price, Beata Rozumilowicz, and Stefaan Verhulst (eds) 2002

Democratizing Global Media: One world, many struggles by Robert A. Hackett and Yuezhi Zhao (eds) 2005

Global Transformation: Politics, Economics, and Culture by David Held, Anthony McGrew et al. (eds) 1999

The Global Transformation reader, by David Held & Anthony McGrew (eds), 2003

**PERSONAL
PREPARATION
FOR CLASS:**

Not only in this course, but also during your academic degree program and in your professional career later, you will find it essential to stay up-to-date on current events, which change constantly. You should read a major newspaper every day in addition to watching broadcast or cable news operations. For instance, you might choose to read the *Washington Post*, *New York Times*, *Wall Street Journal* or *USA Today*. You also should read a newsweekly such as *Time*, *Newsweek*, the *Economist*, *Foreign Policy*, etc. To stay on top of your field, you should read the professional weeklies such as *Editor & Publisher*

(newspapers), *Folio* (magazines), *Broadcasting & Cable* (radio and television), or *Advertising Age* (advertising). These publications are available in the main library and all have affiliated websites.

CLASS POLICIES

COURSE REQUIREMENTS: Your grade for this course will be based on several written exams and papers, responses to class readings, discussion leadership and class presentations, and participation in class discussions.

Take-home Exams. You will have two take-home exams written in the essay form. The exams will cover readings, lectures, class discussions and media coverage discussed during our class meetings. The first exam will concentrate on the materials and lectures from the first module of this class, “Theories and perspective on media and social change.” The second exam will focus on the materials from the second and third modules. Each exam will be passed out one week before it is due. Requirements and guidelines for these assignments will be announced in class at a later stage.

Research Paper. A big portion of your grade will be based on a written research paper due at the end of the semester and its presentation in class. You will be asked to write a twenty page paper analyzing a particular topic related to international communication and globalization. You may choose to focus your paper on one of the issues discussed in class, or issues of particular interest to you. You will be asked to conduct original research and analyze a trend or research development in the field. Students should incorporate original research in terms of gathering examples and other information to support their thesis statement and demonstrate analysis that links conceptual points with practical examples of application. You will prepare a thoughtful research proposal before you start working on your paper, and a presentation of your analysis in class at the end of the semester. Detailed handouts will be provided in class.

Discussion Leader: You will be assigned on first come basis to make a (25 minute) presentation on the assigned readings of a class. Your task will be to summarize the readings briefly, provide a printed outline of the readings, and bring to class questions that will stimulate our class discussions. Students will compile an outline of key points and discussion questions to guide the learning experience during their assigned week. The discussion guide distributed during the second class meeting (week 2) can serve as a model for how to piece together the guide, but there is room for creativity and individual approaches. Guides should be posted on Blackboard 24 hours before the assigned class meeting. Bring printed copies to class. If you have questions about how to compile the discussion guide or what is expected, please contact me at your earliest convenience and I will be glad to help.

In-class activities and participation: Your grade will be based on your responses to questions raised in class, comments and questions for class discussions, and your attendance and feedback for classmates after their research presentation. Late arrivals and early departures from class will severely impact your grade. Throughout the course, we will engage in team and individual activities designed to help you digest the readings and materials for this class. Having NO OPINION is **NOT AN OPTION** in this class. Thus, come to class prepared and opinionated!!

ASSIGNMENT WEIGHTS:

Assignments	Weight	Points	Due Date
Take Home Exams	40 %	400 pts	Feb28 /April 18
Proposal for research project	10%	100 pts	TBA
Research Paper & Presentation	30%	300 pts	April 25/May 2 nd
Presentation of Readings/Discussion Outline	10%	100 pts	Variable
In-class participation	10%	100 pts	Weekly
Total	100%	1000 pts	

GRADE CALCULATION:

Percent of total points earned	Letter grade
97%	A+
93%	A
90%	A-
87%	B+
83%	B
80%	B-
77%	C+
73%	C
70%	C-
67%	D+
63%	D
60%	D-
59%	F

WORK EXPECTATIONS:

This course is intensive. You will often be working on several projects and/or homework assignments at the same time plus keeping up with readings for classes. If you are struggling with the material or the workload, I expect you to come see me during office hours to discuss it. You are responsible for the work but I am responsible for helping you, guiding you and making sure you are not overwhelmed. But I cannot offer help if you don't tell me you need help.

This class will be structured in a **SEMINAR** format. A seminar means you are expected to be active participants in your learning. Thus, most of the time you will be responsible for presenting and discussing class readings and materials and raising questions that challenge mainstream thinking and even my own approach. I expect you to come to class informed and opinionated about issues we will discuss. However, students are expected to keep an open mind in developing their own reasoned interpretation of problems. I expect everyone to learn and engage in a respectable dialog and argumentation with each other.

BEHAVIOR EXPECTATIONS:

You are learning to be communication professionals and are expected to model the following professional behaviors in class:

- Arrive to class on time and ready to participate.
- Turn your cell phones to silent/vibrate.
- Respect others; don't speak when someone else is speaking.
- Listen closely and disagree calmly with others' opinions.
- **Do not text message, check personal e-mail, instant message, surf the Web or study for other classes during class time.** You may be asked to leave the class if you are inattentive and/or using the computer for activities not related to class assignments.
- During the course we will discuss controversial topics on which student opinion may be both passionate and divided. I expect and desire debate. However, I expect you to agree/disagree calmly and to respect others' opinions even when they do not share your point of view. Attack illogical statements and factual inaccuracies, not personalities or individual beliefs. Anyone who shouts, engages in personal insults or relies on religious, racial, ethnic, sexual, age or gender bias in place of real arguments will be asked to leave the class.

ATTENDANCE EXPECTATIONS: As graduate students, you are expected to attend every class and to participate in class discussions. **Treat the class like a job.** If you know you will be late, or if you need to leave class early, or if you will have to miss class for any reason (excused or unexcused), contact me ahead of time. E-mail is the preferred means of notification. If you fail to come to class, it will affect your grade.

Out-of-class assignments may be turned in for a grade but will fall under the late paper policy (see below) unless turned in before class time or turned in late with prior permission of instructor.

LATE WORK: Out-of-class assignments are due at the beginning of class. Any out-of-class assignment turned in later than the beginning of the class period on the day it is due will be lowered one letter grade. The assignment will continue to drop one letter grade for every day it is late. **An out-of-class assignment that is more than three days late without prior arrangement with the instructor will not be graded,** and the student will receive a zero on the assignment.

EXCUSED ABSENCES: You must contact me BEFORE the absence in order for it to be an excused absence (consideration given for broken bones, open wounds and comas). Missed class assignments as the result of an excused absence will be made up by arrangement with the professor. Any missed assignment must be made up **within seven days** of the excused absence or the student will be assigned zeroes.

Students may be excused from class with proper documentation for the following reasons.

- **Religious holidays** Your memo **MUST BE TURNED IN BEFORE** the holiday to count as an excused absence.
- **Documented medical excuses** (a doctor's note or prescription). This may include a documented medical excuse for a family member or pet.
- **Documented legal excuses** such as a jury duty notice or court summons.
- **Death in the family.** You must provide a funeral program and the phone number of the funeral home for me to verify. Unfortunately, a few unscrupulous students in the past have forged these documents, so I have to have the phone number to call and verify.
- **Car accidents.** There should be a report filed with the police department that you can turn in.
- **Course-related activities for other university classes.** The instructor must send me a dated letter of request. The letter must be received BEFORE the absence.
- **University competitive events** (that means athletes and not fans). You will need a letter from your coach or the athletic department. These must be arranged BEFORE the absence.
- **Paid employment excuse.** Your supervisor must request the absence in a signed letter on business letterhead. You may only have ONE of these, and it needs to be cleared BEFORE the absence.
- **Job/internship interview.** You must turn in a memo BEFORE the absence. A business card or letter confirming the interview must be turned in as well. You may only have ONE of these.

DEPARTMENTAL, COLLEGE & UNIVERSITY POLICIES

STUDENT SUPPORT SERVICES:

The University of Houston supports a variety of student programs to help you achieve academic success. UH Writing Center provides assistance and resources for discipline-specific writing practice, instruction, and evaluation. Moreover, the Writing Center offers one-on-one consultations where writing consultants (peer tutors) assist students with their writing assignments. You can find more information and make an appointment at the following link: <http://www.uh.edu/writecen/>

Learning Support Services (LSS) provide tutorial for certain courses, learning assessment, and offer seminars and workshops on learning strategies. You can find more information at <http://www.las.uh.edu/lss/>

Other services include developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially can find more information at: <http://www.uh.edu/academics/catalog/profile/studenterv/>

Student Information and Assistance Center (SIAC), which provides information on a variety of campus-related services, is located in University Center UC—Building 565 (Room 125) and can be reached by

phone: (713) 743-5060.

**ACADEMIC
HONESTY
& PLAGIARISM:**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at the University of Houston. All UH students, regardless of their chosen discipline, are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The UH Academic Honesty Policy is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All people involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. All students and faculty of the University of Houston are responsible for being familiar with this policy.

To review the full policy, go to: <http://www.uh.edu/academics/catalog/policies/academic-reg/academic-honesty/>.

**PROFESSIONAL
HONESTY
SPECIFICS:**

As communicators, your professional reputation is your greatest strength. Honesty and ethical behaviors build a positive professional reputation. You are expected to model the ethical behavior in this course that you would be expected to follow as a professional communicator. If you wish to review professional ethical standards, please refer to the Society of Professional Journalist's Web site (www.spj.org). In addition to examples of cheating, plagiarism and collusion described in your student handbook, the following behaviors in this class also constitute academic dishonesty:

- Making up sources, information or quotes, including making up details from your own life.
- Failing to properly and fully attribute quotes and ideas to their sources.
- Asking someone to say you interviewed them when you did not.
- Getting other people to write or edit class assignments except as explicitly authorized by the instructor.
- Lying to a source or misrepresenting yourself to get information.
- Taking free or complimentary tickets, goods or services (such as restaurant meals) in exchange for writing a review of the event, service, candidate or business, etc.
- Copying information from a published news account, Web page or press release or using information from a published news account, Web page, database, research paper or press release without proper attribution.
- Turning in an assignment you've already published or written for another class.

I take academic honesty seriously. At the very minimum, violating the university or class standards for academic honesty will result in a zero on any class assignment, quiz or exam. Depending on the severity of the violation, I may assign you an "F" for the course. I will report any violations to the Office of Judicial Affairs and will pursue hearings there if necessary. Anyone who has received a zero for violating academic honesty policies will not be eligible for extra credit points or able to replace an assignment with the "do-over" assignment.

ABOUT YOUR INSTRUCTOR

Dr. Lindita Camaj is an assistant professor at the Jack J. Valenti School of Communication, University of Houston. She got her PhD and MA at the [Indiana University School of Journalism](#), concentrating on political and international communication. Her dissertation investigates media effects on citizens' political trust and participation in South-Eastern Europe. Her broad research and teaching interests include media role in democratization, agenda-setting and priming effects, the interaction between journalism and culture, and freedom of information (FOIA) legislation. Her scholarly work has been awarded by the Association for Education in Journalism and Mass Communication (AEJMC) and published at the *International Journal of Press/Politics*, *International Communication Gazette*, *Global Media Journal*, and *Central European Journal of Communication*. Before entering the academia, she has worked as a journalist for multiple national and international media organizations in the Balkan region in South-eastern Europe, including Radio Free Europe and Institute of War and Peace Reporting. She specialized in public affairs reporting, electoral coverage, and reporting on judiciary affairs.

Tentative Schedule

The following is a tentative outline of lecture topics, readings and assignment due dates. Based on student interest and progress through the course, the assigned readings and topics may change.

From Modernization to Globalization: Perspectives on media and social change			
Week	Date	Class agenda	Assignments
W1	Jan 17	Intro to the course: getting to know each-other	
Readings		None	
W2	Jan 24	Media systems around the world	Media systems research.
Readings		<i>Class does not meet.</i> Students do their individual research on regional media systems around the world.	
W3	Jan 31	Theoretical approaches to International Communication	
<ol style="list-style-type: none"> Thussu, "Approaches to theorizing international communication," in <i>International Communication texts</i> (Ch.2) Melkote & Steeves, "<i>Communication for Development in the Third World?</i>" (Ch.4) Student presentations 			
W4	Feb 7	Modernization: The Original Paradigm Communication for Development: Media and ICTs for social change, how much impact?	
Readings		<ol style="list-style-type: none"> Wilkins, "Considering Lerner's Traditional Society." Waisbord, "<u>Five key ideas: coincidences and challenges in development communication.</u>" <i>Media and Global Change</i> text (ch.4). Jan Servaes, "Harnessing the UN System into a Common Approach on Communication for Development," <i>The International Communication Gazette</i>, 2007, 483-507. Inagaki, "Communicating the Impact of Communication for Development." (pp. 23-46) World Bank. 2007 	
W5	Feb 14	What is Globalization? Approaches and Definitions.	
Readings		<ol style="list-style-type: none"> Scholte, Jan Aart, "Defining Globalisation." <i>World Economy</i>, 31(11), 1471-1502 Held & McGrew, "The Great Globalization Debate." In <i>The global transformations reader</i> (2nd edition) Zakaria, Fareed. (2008). <i>The rise of the rest</i>. Newsweek, May 12, 2008. Pieterse, J. (2009). Representing the Rise of the Rest as a Threat. <i>Global Media & Communication</i>, 5 (2), 221-237. 	
W6	Feb 21	Globalizing the Media: transnational media and information flow	

Readings

1. Thussu, "The Global Media Bazaar," (Ch.4), and "International Communication in the Internet Age" (Ch.7) in *International Communication* text
2. McPhail, "The role of global advertising," in *Global Communication* text (Ch.15)

Cultural Changes and the Media

W7	Feb 28	Media/Cultural Imperialism: The West and the rest	<u><i>First Exam due</i></u>
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Readings

1. Tomlinson, "Media Imperialism", in *Planet TV* text (Ch.6)
2. Harindranath, "Reviving Cultural Imperialism," in *Planet TV* text (Ch. 8)
3. Schiller, "Not Yet the Post-Imperialist Era." In *Media and Cultural Studies* text (Ch. 18)

W8	Mar 7	Beyond Media Imperialism/Global Homogenization: Challenges and Counter-Flows	
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Readings

1. Chaddha, K. & Kavoori, A. (2000). Media Imperialism Revisited. *Media, Culture & Society*, 22 (4), 415-432.
2. Thussu, "Contra flow in global media" (Ch.6) in *International Communication* text
3. Marling, "Less Than We Think?" In *How American is Globalization?* text (concentrate on pp.18-51)
4. Seib, P. (2005). "Hegemonic No More: Western Media, the Rise of Al Jazeera, and the Influence of Diverse Voices." *International Studies Review*, 7 (4), 601-615.

W9	Mar 14	Happy Spring Break!!!	
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W10	Mar 21	Global meets Local: Media Culture and Hybridity	
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Readings

1. Kraidy, M. M. (2003). Glocalization as an International Communication Framework? *Journal of International Communication*, 9 (2), 29-49.
2. Thussu, "The global and the local in media cultures" (Ch.5) in *International Communication* text
3. Lee, A. Y. (2005). Between Global and Local: The Glocalization of Online News Coverage on the Trans-regional Crisis of SARS. *Asian Journal of Communication*, 15 (3), 255-273.
4. Soo Lim, "Global Integration or Local Responsiveness: Multinational corporation's public relations strategies and cases," in *International Media Communication in a Global Age* text (Ch.15)

Transnational Political Change and the Media

W11	Mar 28	Media system and Regime change: Democratizing the media, democratizing the state	
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Readings

1. Krishna Kumar (2006). International assistance to promote independent media in transition and post-conflict societies. *Democratization*, 13 (4), 652-667
2. Camaj (2010). "Gatekeeping the gatekeepers: International community and freedom of information in Kosovo" *Global Media Journal*, Fall 2010.
3. Karen G. Wilkins and Young-Gil Chae, "Questioning Development Industry Attention to

Communication Technologies and Democracy,” <i>International Journal of Communication</i> 1(2007), pp. 342-359			
4. Hozic,” Democratizing media, welcoming the big brother: Media in Bosnia and Gerzegovina,” in <i>Finding the Right Place</i> text (Ch.7)			
W12	April 4	Discourses of Globalization and Nation: Political identity and the media	
Readings			
1. Hafez, “Globalization, regionalization, and democratization: The interaction of three paradigms in the field of mass communication,” in <i>Democratizing global media : one world, many struggles</i> text (Ch.7)			
2. Matthew Loveless (2009). “The Theory of International Media Diffusion: Political Socialization and International Media in Transitional Democracies.” <i>Studies in Comparative International Development</i> , 44 (2), 118-136			
3. Patrick McConnel & Lee Beck (2002). “The role of the media in democratization.” Paper presented at the <i>International Association for Media and Communication Research</i> conference, Barcelona.			
4. Camaj (2013). “The media’s role in fighting corruption: Media effects on governmental accountability.” <i>The International Journal of Press/Politics</i> , 18 (1), 21-42.			
W13	Apr 11	Cracking down the silence: Media role during regime change	
Readings			
1. Pintak, “Arab Media and the Al-Jazzera effet,” in <i>Global Communication</i> text (Ch.13)			
2. Alves, ”From lapdog to watchdog: the role of the press in Latin America’s democratization,” in <i>Making Journalists</i> text (Ch.10)			
3. Marta Dyczok, “Breaking Through the Information Blockade: Election and Revolution in Ukraine 2004”			
4. Ronning, “African Journalism and the struggle for democratic media,” in <i>Making Journalists</i> text (Ch.9)			
W14	Apr 18	New Media, Political Activism and Revolutions	<u>Second Exam Due</u>
Readings			
1. Zahera Harb (2011). “Arab Revolutions and the Social Media Effect.” <i>M/C Journal</i> , 14 (2)			
2. Faris (2008). “Revolutions without Revolutionaries? Network Theory, Facebook, and the Egyptian Blogosphere.” <i>Arab media and society</i>			
3. Evgeny Morozov, “The Google Doctrine,” in <i>The Net Delusion: The Dark Side of Internet Freedom</i> text (Ch.1)			
4. Peter Chroust (2000). “Neo-Nazis and Taliban on-line: Anti-modern political movements and modern media.” <i>Democratization</i> , 7(1), 102-118.			
W15	Apr 25	Student Presentations	
Readings None			
Finals Week	May 2-10		<u>Research Paper Due May 2 by 5p.m.</u>