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and by appointment

## COURSE OVERVIEW

The rapid evolution of communication technologies has increased the ability of global media corporations to reach audiences across the world. Some see in this the potential for a global village; others see media globalization creating a global consumer class. In order to understand these issues we examine the political, economic and cultural dimensions of media globalization.

We will study the historical background and examine the theoretical frameworks that help contextualize media globalization.  Topics covered include the changing definition of cultural imperialism, issues with global news programming, the strategies used by global media corporations, and the debate over cultural protectionism and national identity.

## COURSE OBJECTIVES

Students will learn to evaluate the media's role in the global political economy and to analyze how global media are shaping cultural identity.  They will be able to participate as informed citizens in the debate about the implications of commercialized global media for different regions, nations and constituencies.

## REQUIRED TEXTS

Tanner Mirrlees: *Global Entertainment Media: Between Cultural Imperialism and Cultural Globalization*. Routledge, 2013.
Additional readings will be posted to Moodle or distributed in class

## EVALUATION

| | | |
|---|---|---|
| Exam | 25% | |
| Short assignments (3@ 5% each) | | 15 % |
| Media organization presentation | 10% | |
| Final paper | 25% | |
| Paper presentation | 10% | |
| Participation | 15% | |
| TOTAL | 100 % | |

The exam will consist of essay questions that draw on the readings and class discussions.   The three response papers will be 2-3 page papers that show your understanding and interpretation of the readings.  The final paper will be a 15-20 page research paper on a global communication issue of your choice. A proposal for the final paper is due at the end of October.  The proposal will

not be graded but will be used to provide detailed feedback.  <u>Failure to submit a proposal and bring a draft of the paper on the scheduled class day will affect the final paper grade negatively</u>. Class participation includes being prepared for discussion of the day's readings, making short presentations and contributing in a meaningful way to in-class activities.

**<u>Grading scale</u>**
93-100=A; 90-92=A-
80-82= B-; 83-86=B; 87-89=B+
70-72=C-; 73-76=C; 77-79=C+
<59= F; 60-66=D; 67-69+D+

**<u>Grading Policies</u>**
All papers must be turned in on the day assigned.  Late assignments without a documented excuse will automatically receive a lower grade.  Any material more than four days later than the due date may not be accepted unless a legitimate excuse is provided.  If you have a problem meeting a deadline or making an examination date, please let me know in advance.  <u>Make-up exams will not be given, except in the case of a documented illness or family emergency; the same policy holds for paper deadlines and presentations assigned.</u>

If you are having difficulties with any assignments, please come to my office hours. If you anticipate not being able to make a deadline, please let me know in advance.  <u>If you do not submit an assignment at all, please let me know within 24 hours of the due date</u>. Assignments should be submitted both as a hard copy and as an electronic copy uploaded to Moodle (as a PDF).

**COURSE POLICIES**
**<u>Attendance and etiquette</u>**
Your attendance in class is seen as an indicator of your commitment to and interest in this course.  Typically, class attendance affects performance positively. You are expected to participate in class by completing in-class assignments and being prepared to discuss readings.  <u>After four absences your grade will drop by 3 points for each additional absence. Absences in excess of 9 will lead to a grade of FA.</u>  Please note**: I do not distinguish between excused and unexcused absences so use your absences wisely**.   In the case of an emergency or illness that coincides with a due date, please leave a phone message on my voicemail or send me an email explaining why you cannot make the deadline.
- Late arrivals or early departures from class may be counted as absences.
- Personal conversations are disruptive to both your classmates and your professor, so any observations or insights you have should be shared with the entire class.
- Cell phones, and other similar devices should be turned off or set to vibrate and should not be used during class**.**
- Texting, surfing the web and sleeping are not acceptable during class. Violation of these policies will result in a 50% drop in the participation grade after one warning and down to 0 after two infractions.
- Departures from class should be reserved for emergencies as this disrupts learning for everyone.

**<u>Technology</u>**

This is a restricted technology classroom, which means that the use of laptops, tablets smartphones and other similar devices <u>can only occur when authorized by the instructor</u>.  Violation of these policies will lead to a warning, followed by a 50% deduction on your participation grade, and then a 100 % deduction.

## Readings

This is an upper level seminar and this means that you are expected to come to class having done the readings and ready and willing to participate in the discussions.  Some of the readings are challenging, but you need to make your best effort with them and we will work through them in class.

## Disability statement

If you are a student with a disability or disability related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact Disability Services in the Academic Success Center at 404.364.8869 or disabilityservices@oglethorpe.edu.

## Withdrawals and incompletes

The standard university policies on withdrawals as outlined in the most current edition of the *Bulletin*, apply to this course.

## HONOR CODE

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The Honor Code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be broken.

   The following definition of cheating is taken from Sec 2.6 of the Honor Code.

   Cheating is the umbrella under which all academic malfeasance falls. 1Cheating is any willful activity impacting or connected to the academic enterprise and involving the use of deceit or fraud in order to attempt to secure an unfair advantage for oneself or others or to attempt to cause an unfair disadvantage to others.  Cheating undermines our community's confidence in the honorable state to which we aspire.

All work that you turn in should carry the pledge:
 "I pledge that I have acted honorably.   (Signed)
_____

Work that does not have the pledge will not be graded.  By signing the pledge you are making a commitment that you will not cheat or plagiarize
   Plagiarism includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials, including material taken off the internet or other electronic sources, used in the preparation of reports, papers and other coursework.

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

**CLASS SCHEDULE**
*This is tentative. Changes may be necessary as the semester progresses. Check Moodle for an updated schedule. Additional readings will be posted on Moodle.*
*Readings should be completed before the class for which they are assigned.*

| DATE | TOPICS | READINGS |
|------|--------|----------|
| M Aug 21 | Course Introduction | |
| W Aug 23 | History and context of global comm | GEM: Intro |
| to pp 12 | | |
| | | |
| M Aug 28 | Understanding Globalization | Appadurai |
| W Aug 30 | Infrastructure and technology | Straubhaar, Pelton |
| | | |
| **M Sep 4** | **LABOR DAY HOLIDAY** | |
| W Sep 6 | Theorizing International Communication | Ch. 1 to pp. |
| 35 | | |
| | | |
| M Sep 11 | Theories contd. | Ch. 1 to end |
| W Sep 13 | Global news flows | |
| | | |
| M Sep 18 | Issues in global news | Bielsa |
| W Sep 20 | Framing global news | Golan, |
| Ghanem | | |
| | **Response paper #1 due** | |
| | | |
| M Sep 25 | Contraflow & Al Jazeera | Figenschou |
| W Sep 27 | Screening and discussion: *The Control Room* | |
| | | |
| M Oct 2 | New media technologies and diversity | Himelboim, et. al |
| W Oct 4 | The Business of Global Media | Ch. 2 |
| | | |
| **M Oct 9** | **Midterm Exam** | |
| W Oct 11 | Global Media Strategies | Chang, Mjos |
| | | |
| | | |
| **M Oct 16** | **Fall Break** | |
| W Oct 18 | Paper Workshop and research in global communication | |
| | **Response paper #2 due** | |
| | | |
| M Oct 23 | Global Entertainment TV: Brands | Ch. 2 |

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|---|---|---|
| W Oct 25 | Formats and adaptation | Navarro, Straubhaar |
| **M Oct 30** | Global Entertainment: Music **Paper Proposal Due: bring a hard copy to class** | |
| W Nov 1 | Producing global Entertainment | Ch. 4, Cox & Profitt |
| M Nov 6 | Global Audiences and Identity | Ch. 6 |
| W Nov 8 | Global Advertising | Zhou & Belk. |

| DATE | TOPICS | READINGS |
|---|---|---|
| **M Nov 13** | Writing a Literature Review Research librarian presentation | |
| W Nov 15 | Media policy – global organizations | TBA |
| **M Nov 20** | Media Policy—national responses **Response paper #3 due.** | TBA |
| W Nov 22 | **Thanksgiving Break** | |
| M Nov 27 | Media and Development | Melkote |
| W Nov 29 | Paper conferences | Meet in my office |
| M Dec 4 | The global digital divide | TBA |
| W Dec 6 | Literature review draft for peer review Course wrap up. | |
| W Dec 13 | **Paper presentations** | |
| **T Dec 14** | **Paper due at noon, uploaded to Moodle and as a hard copy.** | |

**Readings**
*This list is <u>not comprehensive or final</u>.  Readings may be changed or added over the course of the semester.  Please check Moodle for the most up to date reading assignments.*

Appadurai, Arjun. "Disjuncture and Difference in the Global Culture Economy." In *Modernity at Large: Cultural Dimensions of Globalization* 1996. http://www.arjunappadurai.org/articles/Appadurai_Disjuncture_and_Difference _in_the_Global_Cultural_Economy.pdf

Adefami, S.  "The Internet and the Dilemma of Africa's Development." *Gazette: International Journal of Communication Studies*, Feb. 2004

Aginam, A.  "Media in 'globalizing' Africa: What Prospect for Democratic Communication?" In R. Hackett and Y. Zhao (eds) *Democratizing Global Media: One World Many Struggles, 2005.*

Bielsa, Esperenca. The pivotal role of news agencies in the context of globalization: a historical approach. *Global Networks* 8(3), (2008).

Chang, Yu-li. "Glocalization of television: Programming strategies of global television broadcasters in Asia." *Asian Journal of Communication* 13(1), 2003.

Cox Nicole and Jennifer Profitt "Mimicking Bollywood in Slumdog Millionaire: Global Hollywood's newest co-optation of culture." *Journal of Communication Inquiry* v38, 2014

Figenschou, T. (2013) Editorial Strategies: The Challenges of Reporting Back in *Al Jazeera and the Global Media Landscape: The South is Talking Back.* Routledge.
Geniets, A. (2013). Strategic Options for International Broadcasters in Developing Markets in The Global News Challenge. Routledge.

Ghanem, S. (2010). News as culture: A comparative study of newspaper coverage of the war in Iraq. In G. Golan, T. Johnson and W. Wanta (eds) *International Communication in a Global Age*. Routledge.

Golan, G. (2010). Determinants of International news coverage. In G. Golan, T. Johnson and W. Wanta (eds) *International Communication in a Global Age*. Routledge.

Hackett, R and Y. Zhao. "Media Globalization, Media Democratization: Challenges, Issues and Paradoxes." In R. Hackett and Y. Zhao (eds) *Democratizing Global Media: One World Many Struggles, 2005.*

Himelboim, I., Chang, T. and McCreery, S. (2010). International Network of Foreign News Coverage: Old Global Hierarchies in a new online world. Journalism and Mass Communication Quarterly, 87(2): 297-314.

Melkote, S. Theories of Development communication. In D. Thussu (Ed) *International Communication: A Reader,* 2010.

Mjos, O. (2011). Negotiating the Global and the National through Televisual Culture. In *Media Globalization and Discovery Channel Networks*.

Navarro, J. (2013). More than copycat television: format adaptation as performance. In Toren and S. Shahaf (eds) *Global Television Formats: Understanding Television across borders.* Routledge

Ndela, M. (2013). Global television formats in Africa: Localizing Idol. In T. Oren and S. Shahaf (eds) *Global Television Formats: Understanding Television across borders.* Routledge.

Pelton, J. "Satellites and Global Communication." In J. Pelton. J. Oslund and P. Marshall (eds) *Satellite Communications: Global Change Agents*, 2004.

Straubhaar, J. (2010).Chindia in the context of global and emerging media powers. *Global Media and Communication*, 6(3).

Straubhaar, J.  "Telenovelas in Brazil: From travelling scripts to a genre and proto-format both national and transnational .  In T. Oren and S. Shahaf (eds) *Global Television Formats: Understanding Television across borders.* Routledge.

Thussu, D. "Mapping Global Media Flow and Contra Flow." In D. Thussu (Ed). *International Communication*: *A Reader*, 2010.

Zhou, N and R Belk.  "Chinese Consumer Readings of Global and Local Advertising." *Journal of Advertising* 33(3) 2004.