

Global Media Communication Spring 2019

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Course Description: A comparative study of the mass communication systems, print and broadcast, in the world today.

Expanded description: This course will examine the global effects of media, the flow of information, the controls countries impose on communication systems and the effects of Western dominance on world media systems. We will look at the giant media companies in the United States and other countries, and at the impact of ownership is on media messages. We will look at how advertising, music and news programs affect more than their intended audiences, and look at how technology is changing the global media picture.

Course Objectives

By the end of the course, students should be able to:

- Identify the theories of international communication
- Name the major international communication agencies
- Debate the influence of Western culture and communication in developing nations
- Evaluate the effects of policy, economics and culture on global information flow
- Assess the role of United States media in the world
- Discuss the functions of several London communication agencies
- Navigate around London, which is sort of a bummer for those not going.

Book

Hamelink, C.J. (2015). *Global Communication*. Sage.

Readings

This class will involve assigned readings from the book and from sources that are not part of a text book. Some of these readings will take an extra amount of time to understand and digest. It is important you do the readings before class time so you can fully participate. I hope you will make notes that highlight what you read, what you have questions about, and what you disagree with. Your participation is vital to the success of this class.

Classroom etiquette: As we discuss various media issues and global situations, we are bound to disagree on some things. I do not have all the answers. Neither do you. But we can work toward solutions and common ground by **respectfully** listening to and talking with each other. Engage in robust, reasoned, constructive dialog. Do not

interrupt, do not shout down, do not deride and do not ridicule the opinions of others. If you do these things, you will be dismissed from the classroom and you will either be dropped from the class or you will fail.

Web sites

I expect you to keep up to date on what is happening globally, especially regarding journalism around the globe. The best way to do this is to check in with several sites that monitor the condition of the media around the world.



Reporters without Borders <https://rsf.org/en>. If you just go to rsf.org it will take you to the French-language site, which is okay. In the top right-hand corner next to the little magnifying glass it says FR. Click on that you and you change to English. This is an excellent place to read articles about current journalism affairs.



Committee to Protect Journalists <https://cpj.org> The name pretty much says it all. This can be a very depressing visit, but highly informative.



Freedom House <https://freedomhouse.org> Stunning assessment of the deterioration of journalistic freedom around the world and its effect on democracy.

Media Articles

Each week you will bring a summary of an article that deals with some aspect of this class. It can be country- or region-specific, or it can be an issue of global impact. But it must have a mass communication outlook. The article must be attached to the summary. Each day we will take 10 minutes or so to discuss one of the articles. Students A-M will bring articles on Tuesdays, the rest will bring them on Thursday. They are worth 5 points each.

Attendance

There is a huge amount of content to cover in this class, and your attendance is vital not only to your own grade but to the grade of your fellow students, since you will be participating in a class project. You will be allowed three absences – excused or otherwise. More than three absences will result in a lower grade for the course.

Course Content

A variety of teaching styles will be used. There will be some lecture, there will be a lot of discussion, and there will be presentations by you on some aspect of global communication and its issues. You will have to do a thorough investigation of the topic

and then teach the rest of us on that topic. You will help us prepare for the presentation by giving us an assigned reading **at least one week before your presentation.**

If you are NOT presenting, you must read the assigned readings and be prepared to engage in discussion. I hope these discussions are fun, noisy and full of laughter in addition to learning.

The presentations will talk about global communication from several areas. (Some aspects of the class will also cover aspects of the tour. For those traveling to London, we will have several meetings outside the class to talk about getting to England, dealing with customs (see the website under External Links), the hotel, money, transportation, safety and the trip home.)

Presentations

You will teach each other about global media while you are teaching yourselves. Each of you in teams of two will be responsible for a presentation lesson on a global media topic of your choice.

This will be a well-rehearsed presentation involving PowerPoint (or another form of presentation software), and a Q and A period afterward.

Katie Bishop is the School of Communication librarian at the Criss library. She can be an excellent resource in getting you started in the right direction. She knows about the class and the topics. Make an appointment with her and you will be well on your way to success.

Your presentation is worth 50 points

Grading rubric for the presentation.:

A: Presentation is well rehearsed, lively and interesting, PowerPoints, audio and video examples, if you use them, are clear and attractive. The topic is very well researched, citing no fewer than four sources. Organization makes sense, and helps us learn about your topics and the issues. Presentation lasts no fewer than 20 minutes or longer than 30 minutes. You have presented enough information so that the discussion is lively.

B: You appear to be somewhat uninterested in your topic. Audio and visual examples tend to be less well organized, and are perhaps somewhat cluttered or confusing. Three or fewer sources are used in the presentation, and you jump from point without logic. Presentation is shorter than 20 minutes, and does not naturally create much discussion.

C: Poor organization and presentation. Audio or visual materials are haphazard and disorganized, detracting from the presentation. Information is unclear and not well explained. Fewer than three sources are used. Presentation is short and not really much help in understanding the global information system.

D: No apparent organization. Poor use of audio and visual materials. No useful information, and no apparent attempt at organization or presentation.

F: Failure to work within the guidelines of the assignments.

NOTE: You will get 5 bonus points if you visit the Speech Center prior to your presentation for feedback and suggestions on your work. Be sure to get a proof-of-visit from the center.

Reflections

From time to time I will assign a short 2-3 page essay for you to reflect on a topic. These are worth 10 points each.

Final Paper London

While we are in London, you will be required to post three blogs about your academic experience there.

In addition, at the conclusion of our tour of London media, you will turn in an *academic* diary of your experience. That means you should take notes during our visits around London, but also relate them to what you've learned in class. It's hard to say how long this should be. Certainly there should be a summary of each visit or experience, which could be just a paragraph or two, but then should be supplemented with an additional couple of paragraphs of analysis. This is due one week after we return. Those who graduate in May will be exempt from this requirement – I will issue a final grade based on the reflections they hand in, since I need to submit it Friday after we get back. Each day in London we will visit one or two places with a connection to communication. In some of the situations, you will recognize concepts that we have talked about in class. In other cases, the situation will be entirely new. To make the experience more meaningful to you, I will have you write a reflection of the day's activities each day. I will collect them the next morning.

The reflection should consist of three elements:

1. The name and some facts about the activity.
2. How the activity fits into the overall framework of the class.
3. What you learned from the activity. What did you find interesting about the things you learned? Does this change your perception of the media as you have come to know them? If so, in what ways? If not, what was it about the visit that confirmed your perceptions of the media? If I asked you to explain this visit to next year's class, what are the main points you would make?

Criteria for the paper will be discussed later in the semester. The paper is worth 50 points.

Final Paper Non-London

See note at the end of the syllabus

Exams

There will be two exams, a midterm and a final, each worth 50 points. They are essay exams. The midterm will be a take-home exam.

Attendance and participation

Attendance is mandatory. A total of 30 points will be awarded for attendance and participation, especially active participation during class.

Extra Credit

Extra credit means exactly that – credit in addition to the requirements of the course. It does not mean replacement credit for a missed assignment. In order to get extra credit you must have already completed all the requirements for the class. You may use extra credit to bring up a poor grade on an exam or paper. I will identify one or two extra credit opportunities later in the semester.

Graduate Students

Graduate students are expected to meet all the requirements of the syllabus. In addition, graduate students will read additional articles as assigned, help lead the discussions in class, and write a culminating research paper on an aspect of global media communication. Graduate students are expected to consult with the instructor for guidance on the paper.

Grading

All of the projects, quizzes, exams, presentations and papers as well as class participation will count toward the final grade.

Non-travel students

Presentation	50 pts
Research paper 1 st draft	50
Research paper 2 nd draft	50
Weekly articles	50
Two reflection papers	20
Midterm and Final	100
Attendance and participation	30

Total Points 350

London Students

Presentation	50
Visit preparation	50
Final paper	50

Weekly articles	50
Two reflection papers	20
Midterm and final	100
Attendance and participation	30

Total Points 350

90% to 100% of total – A (315-350)

80%-89% - B (280-314)

70%-79% - C (245-279)

60%-69% - D (210-244)

59% and Lower – F (below 210)

Plagiarism

Plagiarism is the appropriation of another person's words and presenting them as your own, without acknowledgement. As communication majors, you should be especially sensitive to plagiarism. Any incidence of plagiarism in this class will result in an automatic F as well as further disciplinary action set forth in the Student Handbook.

Class Schedule

Week 1

Tue Jan 8 Introductions, syllabus, requirements, passport

Thu Jan 10 Background. Read ch. 1. Is a rose still a rose?

Week 2

Tue Jan 15 Chapter 2 How are going to do this? **Reflection #1 due**

Thu Jan 17 Reading: A Free Press for a Global Society **Research Paper**

Week 3

Tue Jan 22 Reading: Post Globalization

Thu Jan 24 Chapter 3. Read/listen to "Venezuela's Last Nationally Circulated Anti-government Newspaper Closes (Canvas link)

Week 4

Tue Jan 29 Chapter 4

Thu Jan 31 Reading: Global Mass Communication (Canvas link)

Week 5

Tue Feb 5 Influences on Afghan media

Thu Feb 7 Chapter 5 and Reading: From internationalization to transnationalization

Week 6

Tue Feb 12 Chapter 6
Thu Feb 14 Reading: Technology erodes objectivity of the media

Week 7

Tue Feb 19 Guest Speaker: Dr. Roma Subaramian
Thu Feb 21 Chapter 7

Week 8

Tue Feb 26 Reading: Al Jazeera, Qatar and New Tactics in State-Sponsored Media
Diplomacy
Thu Feb 28 **Midterm due**/Jack the Ripper video

Week 9

Tue Mar 5 Chapter 8
Thu Mar 7 Readings: Reinventing "Many Voices"
Internet Censorship: As Bad as you Thought It Was

Week 10

Tue Mar 12 Chapter 9 **First Draft Due (non-travel students)**
Thu Mar 14 Readings: The Visible Hand: economic censorship in Israeli media
How Independent Russian Newsrooms Keep Reporting

Tue Mar 19 Spring Break
Thu Mar 21 Spring Break

Week 11

Tue Mar 26 Chapter 10
Presenters: Leta and Bryan
Takeru and Stephen

Thu Mar 28 Reading: When the Fourth Estate Becomes the Fifth Column
Presenters: Abby and Ameres
Brooke and Brianna

Week 12

Tue Apr 2 Chapter 11
Presenters: Kamrin and Okina
Sarah and Katie E.
Thu Apr 4 Chapter 12
Presenters Saynab and Sadiya
Erin and Anna

Week 13

Tue Apr 9 Chapter 13
Thu Apr 11 Presenters Will and Kamwee
Celeste and Katie Z

Week 14

Tue Apr 16 Reading: Voices of Yazidi Women
Thu Apr 18 **Final Paper Due** Paper Presentations (non-travel)

Week 15

Tue Apr 23 Paper Presentations (non-travel)
Thu Apr 25 Paper Presentations (non-travel)

Thu May 2 Final Exam 12:30-2:30 pm/Group Meeting London

London Group

Fri May 10 Depart Omaha for London
Sat May 25 Arrive Omaha from London

Fri Jun Journals due

London Students: I propose having information and orientation sessions three times:
6:00 pm TBD
6:00 pm TBD
Thursday May 2 7:00-8:00 pm Dodge Room A MBSC

Global Media Communication Research Paper (non-travel)

You will write a 12-15 page research paper that explores some aspect of global media communication. You may take a macro view and discuss broad policies or situations, or you may choose a micro view and research a narrow, specific situation. You can choose a topic that involves politics, diplomacy, entertainment (including TV, movies, music or literature), journalism (print, online, broadcast), the internet (all aspects from any of the areas already mentioned), public relations as it relates to global communication, or advertising. You can take a historic view or a current view. You may discuss applied situations or theory. You can examine a global perspective or choose a single country. The world is wide open to you.

There are several requirements besides length. **First**, this paper must defend a thesis. Again, you are free to choose the thesis statement. A few examples: 1) The press situation is worse under Egyptian President Abdul Fateh al Sisi than it ever was under Hosni Mubarak. 2) Oman's treatment of government criticism in the press is much better than any of its Gulf Cooperative Council neighbors. 3) The World Systems Theory

model is an outdated method to analyze global information flow. 4) Bollywood has disrupted Hollywood's comfort zone. Just a few examples.

Second, most of your sources should be from academic journals and research books. You may, of course, use some news and information periodicals, but the bulk should be reliably research data and conclusions. How many sources should you have? The moment I set a minimum number it becomes THE number of sources a student seeks out. I hesitate to mention any number, but for argument's sake I don't see how you can possibly achieve this paper with fewer than 10 sources. Of these, only three can be web pages. You may source academic articles and book chapters from the library via the internet, or course, but you cannot use web sites more than three times. Finally, the textbook should not be used as a source. Branch beyond the textbook for your research.

Third, all papers must be written in 12-point Times New Roman font, with one-inch margins. The paper length does not include bibliography. The School of Communication has adopted APA style as the standard for research papers.

Fourth, write the paper in third-person voice.

As to the thesis: you must defend it. You must amass evidence and documentation that supports the position you take in the thesis. Anticipate counter-arguments and defend your paper against them.

Parts of the paper: The introduction of one to three paragraphs should get the reader's attention and set up the situation. It should lead to your thesis statement, which should be clear to the reader. From there, the body of the paper should be devoted to your defense. It should be logical, leading clearly from one point to the next. An abundant use of transitions will lead the reader from one point to the next. In the final couple of pages it should be clear to the reader that you have successfully defended the thesis, but you should take time to point out why the reader should see that.

Help

I can recommend two excellent sources of help. The first is any research librarian at the Criss Library. The School of Communication specialist librarian is Katie Bishop, although any librarian would be willing to help, especially if you make an appointment and give her/him an idea of what your specific topic is. To make an appointment go to <http://libcal.unomaha.edu/appointments/>

The second is the Writing Center, located on the main ground floor of ASH, in the Criss Library and in Mammel Hall. You may choose any of them. Here, too, an appointment is appropriate. I will award a bonus 5 points (total for the semester) if you visit the Writing Center. **Do not wait until the week before your paper is due.** The Writing Center is a really busy place, and if you wait you may not get an appointment. Often the Library or

Mammel Hall has more availabilities than the ASH location. Make an appointment early in your writing process. Don't expect to use the Writing Center as a proofreading service – they don't do that. Use it as a mentoring place to help you in the writing process. Bring a print out of the paper with you. To make an appointment visit:

<https://unomaha.mywconline.com/index.php#O#O#O#Online%20Schedule>

As I stated above keep in mind your paper must deal with some aspect of media – radio, television, internet, magazines, newspapers, music, news, movies, advertising, public relations, etc. You can pair that with an aspect such as culture, censorship, diplomacy, politics, economics and so on.

You will do two drafts of the paper. Each is worth 50 points. Submit them on Canvas

Draft one due date: March 29

Draft two due date: April 19

Late papers: 2.5 points deducted for each day late.

Grading Rubric:

- A – (90-100%) Nearly perfect. Good opening comment and clear thesis statement. Paper is organized logically. Position is well-supported and well-argued with academic sources, and counter-arguments are taken into account. Summary makes clear why your thesis statement is supported. Only one or two grammar, spelling or punctuation errors. Needs little editing. Paper ends with a summary wrap-up statement. Clear, crisp writing.
- B – (80-89%) Good paper with a few flaws. Opening is interesting and thesis statement is clear. Several grammar/spelling/punctuation errors. Paper does not quite flow logically. Arguments are present but not well-supported academically. Weak defense of counter-arguments
- C – (70-79%) Errors make this an average paper that lacks a clear, defining thesis statement and does not support your argument well. More or better sources are needed. Counter argument is weak or missing. Grammar/spelling/punctuation errors disrupt the flow of the paper. It is not logically presented. Much editing is needed.
- D – (60-70%). Not useable, but fixable. Opening statement is absent and statement of purpose or position is not evident. Spelling/grammar/punctuation errors destroy the readability. Little support of thesis, which we can't find anyway. No consideration of counterarguments. Flawed reasoning and logic. No citations and inadequate logic.
- F – Unsalvageable.