



UNC  
SCHOOL OF MEDIA  
AND JOURNALISM

JoMC 446: Global Communication  
and Comparative Journalism

Syllabus for Fall 2015



Stop.

Look.

Listen.



Learn.>>



# JoMC 446.001: Global Communication and Comparative Journalism

Fall 2015 class session: 5:45 p.m. to 8:15 p.m.,  
Tuesday in 143 Carroll Hall



Instructor: **Debashis "Deb" Aikat**, Ph. D.

Associate Professor

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Home Page: <http://mj.unc.edu/directory/faculty/debashis-aikat>

Office hours: 5:15 to 5:45. Tuesday in 143 Carroll Hall

7:15 to 8 p.m. Monday and Wednesday in 374 Carroll Hall

8:15 to 9 p.m., Tuesday in 374 Carroll Hall and by appointment.

Walk-ins welcome.

## The Fine Print

**We care for the environment:** Please join us in our initiative to reduce paper use.

Paper reduction saves money and the environment. To save paper and printing costs, a significant part of the course content will be communicated online. So it is important for you to access the online schedule and check email regularly to get class updates. Please inform me if you do not receive emails from the class mailing list.

**Course changes:** We reserve the right to change course content, requirements for assignments, grading procedures and other alterations, as appropriate, to the course. While such changes will be discussed and decided in class, under exceptional circumstances, we may incorporate changes without notice.

**Grade issues:** We are committed toward grades that are fair and appropriate. It is important for you to know that the final grade is an average of several grades that are earned over the semester. Final grades are not negotiable. Doing extra work to improve a final grade is not an option because that would not be fair to other students in the course. If you wish to earn a good grade, work hard from the beginning of the semester.

Access **JoMC 446.1** resources at:

<http://sakai.unc.edu/> with your UNC Onyen and password



## Introduction

Dramatic changes have transformed media and communication in our global village. **JoMC 446: Global Communication and Comparative Journalism** will investigate some or all of the following topics: the development of international communication, the flow of news and international propaganda, the role of communication in international relations, communication in developing nations and comparison of press systems.

The course will also examine and analyze international communication theories relating to news, advertising and public relations worldwide. The course will also cover how the digital media are changing the way we live, think and communicate at the global level. To that end, the course will cover perspectives on issues and topics such as press freedom, propaganda, alternative communication approaches, gatekeeping, colonialism and mass media development, information overload, diffusion, globalization, cultural concerns, and ethics.

## Objectives

The course **JoMC 446** will help you understand the context and concept of communicating with international audiences as it has become increasingly common in the evolving global marketplace to address such audiences, especially in journalism and mass communication. This course seeks to accomplish one simple goal: To help you develop an understanding of social, legal, political and other issues relating to international communication.

This course covers readings that are drawn from an international range of scholars and research organized to reflect the growing internationalization of global communication, in its many forms.

The course is both a guide to the present state of the rapidly-evolving international communication and a research map for the future to address how our lives will be shaped and enhanced by media.



## What You Will Learn

This course will help you improve your conceptual grasp of international communication issues and their impact. We will analyze how advancements in media and communication have transformed workplaces, households, businesses, educational institutions and the government. The specific course goals are:

- To improve our understanding of the impact of international communication on various facets of our lives; learn about legal and policy obstacles and possible solutions;
- To learn a variety of research techniques employing traditional and modern tools;
- To gain a better appreciation of the impact of international communication on society; and
- To examine the impact of international communication on major sectors of society (business, law, health care, government, media, education, entertainment etc.) and discuss major concerns.





## Attendance Policy

The attendance policy for this class is the same as that of Yahoo!, IBM, Coca-Cola, Nike, AT&T, MTV, The New York Times, Universal Studios, Sports Illustrated and J. Walter Thompson, to name a few. This is an instruction-intensive course and we expect you to be here everyday we meet. In addition, there will be several in-class projects that cannot be made up. It is your responsibility to find out what was covered on the days you missed and incorporate them into your work for the class.

1. If you plan early, you may try to make up a missed class.
2. You are expected to attend the full class session (135 to 150 minutes). A partial absence will be recorded if you are late by 30 minutes or more or leave class early by 30 minutes or more.
3. You will earn attendance points for each full class session you attend. Similarly, you'll lose 8 attendance points for each full (or partial) absence. You may reduce the 8-point deduction to 4 points if you write an "Absence Paper" that meets the criteria explained below.

3. If you have three unexplained absences (full or partial), Fs will be recorded for all work missed or delayed due to your absence.

Since this is a relatively large class, we have found that the most time-efficient way to record attendance is to use a sign-up sheet. It is your responsibility to sign on the sign-up sheet, every day you attend. Absences will be marked for missing signatures and there is no make-up policy.

## The "Absence Paper"

Please follow the following format for your "Absence Paper" :

- A. Name, email address
- B. Reason for absence with details of day and date
- C. Summary of class and reading
- D. Please sign and date your paper

The "Absence Paper" must include two parts:

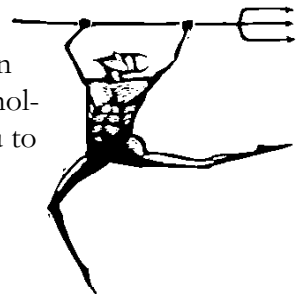
- a) 200-word synopsis of what was covered in the class you missed (meet up with another student who attended for this information)
- b) 200-word summary of assigned reading (see the online schedule)

You should email your "Absence Paper" to **da@unc.edu** within a week of your absence. Any failure to meet the deadline or fulfill the above requirement will result in 8 attendance points being deducted for each absence. A student may lose a maximum of 30 grade points for absences.

The "Absence Paper" requirement is applicable to all absences (full or partial), excused or otherwise. So, whatever be the reason for your absence you have to write the "Absence Paper." This is based on the premise that, in an effort to be fair to all students, the instructor will NOT evaluate the importance of the reason for your absence (job interview, bereavement, work schedules, alarm clock malfunctions, religious reasons, social engagements, inconveniently scheduled family events, travel, untimely visits from friends and family or any other situation).

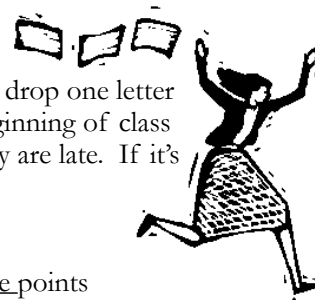
## Readings

Reserve readings will be assigned later. These will be announced in subsequent class sessions. Befitting a contemporary communication technology course, some of these materials will be provided electronically for you to access from any computer with Web access.



## Grading Worksheet

If you delay your project, your grade on that assignment will drop one letter grade (For example, from an A to a B). All projects are due at the beginning of class on the assigned date. Late projects will be penalized for each day they are late. If it's not ready at the beginning of class, it's already considered a day late.



Your final grade (Total: 500 points) will be computed as follows:



Assignments/Tests	Grade value	My Grade points
Research Proposal:	50 points	___ points
Research Paper:	200 points	___ points
Attendance:	50 points	___ points
First Test:	100 points	___ points
Research e-presentation:	100 points	___ points
Total:	500 points	___ points
Total ___ pts./5 =		___ average points

*Divide total points by 5 to compute average points (out of 100) to find out letter grade.*

### Undergraduate grades will be based on the following scores:

A = 95–100; A– = 90–94; B+ = 87–89; B = 84–86; B– = 80–83;  
 C+ = 77–79; C = 74–76; C– = 70–73; D+ = 67–69; D = 64–66;  
 F = 65 and below.

**Quality Point Value of Undergraduate Grades:** According to Section V of the UNC-CH Faculty Handbook, the quality point value for undergraduate letter grades is:

A = 4.0 | A– = 3.7 | B+ = 3.3 | B = 3.0 | B– = 2.7  
 C+ = 2.3 | C = 2.0 | C– = 1.7 | D+ = 1.3 | D = 1.0 | F = 0

### Graduate students may earn the following grades:

“H” high pass, “P” pass, “L” low pass, “IN” incomplete, “F” fail

## Definition of Undergraduate Grades

These definitions were adopted by Faculty Council in 1976. The Council reiterated that the purpose of grades is to identify degrees of mastery of subject matter. Moreover, those grades have specific meaning with respect to mastery of the material:

**A** Outstanding mastery of course material. Students earning an “A” have performed far above that required for credit in the course and far above that usually seen in the course. The “A” grade should be awarded sparingly and should identify student performance that is relatively unusual in the course. The “A” grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.

**B** Superior mastery of course material. Students earning a “B” have exhibited mastery clearly above that required for credit in the course. The “B” grade should represent student performance that is strong and very clearly above performance that is generally held to be satisfactory. The “B” grade states that the student has shown solid promise in the aspect of the discipline under study.

**C** Satisfactory mastery of course material. The “C” grade should reflect performance that is satisfactory on all counts and that clearly deserves full credit for the course. The “C” grade states that, while not yet showing an unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

**D** Mastery of course material that is unsatisfactory or poor along one or more dimensions. Students achieving a “D” have exhibited incomplete mastery of course material but have achieved enough to earn credit for the course. The “D” grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of “D” grades should mean that the student would be well advised not to continue in that academic field.

**F** Unsatisfactory mastery of course material. Students earning an “F” have not demonstrated sufficient mastery of course material to earn credit for the course. The “F” grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of “F” should warrant an adviser’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

## How Much Work Is This Course, Anyway ?

You should count on spending at least six hours a week outside class working on assignments/projects. You should also complete the assigned readings on time. This course may require a lot of your time, depending on how well you plan your work schedule. The major projects should be completed outside class and will comprise library work, research, and writing.

### Pick Your Research Topics Now!

We will work on a phased sequence of research projects, some relating a topic of your choice.

- Pick a topic you like so the tasks are meaningful for you.
- You are encouraged to do research that might be useful to enhance your research credentials or toward completing your dissertation or or thesis or a professional project that you may include in your portfolio.
- Consider your selection carefully for feasibility because you will be working on the academic paper/professional project all semester, and it may be time-consuming to change later.

Specific requirements for the academic paper/professional project and writing a proposal will be discussed during the second week of class. If you need help selecting a topic, please let me know.

### Class Presentations

You may be assigned to collect and present information on specific aspects of international communication. This will help you and our class gain more information on a specific issue. You may put all the information on an online resource to share the information with other interested scholars around the world. You may be asked to provide a structured self-assessment of your learning experience. The specific details about the project, including format, and deadlines, will be announced later.

### Grade Appeal

You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade.

If you are not satisfied, you may submit your appeal in writing along with the assignment or project in question. I will respond to your appeal. If you are not satisfied, you may appeal to your academic dean.

The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint and will recommend action to the dean who appointed the committee.

Once reported, permanent grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above. **The grade appeal must be filed no later than the last day for late registration of the next succeeding regular semester.**



## Carolina's Most Valued Tradition: Academic Integrity

All work will be done in a professional environment. Although the structure of this course prevents many of the usual opportunities for dishonesty, it is important that you know the University regulations state: "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating or stealing when actions involve academic processes of University, student or academic personnel acting in an official capacity."



## How We Grade Projects

In most disciplines the aim of research is to generate new knowledge. The purpose of this class is to inspire critical thinking on theories and concepts relating to international communication. You will be expected to learn and use a variety of research strategies discussed in the assigned reading and in class. As you might guess, evaluating research papers and professional projects is subjective in many ways. All research projects will be evaluated on the following considerations:

- All projects should be based on critical thinking.
- Your research should be based on theoretical integrations.
- You should explore research that contributes new knowledge.
- Your projects should be based on originality and indepth research.

## Students With Special Needs

If you have special needs because of learning disabilities or other types of disabilities, please feel free to come and discuss this with me.

## Class Format

This course is specifically designed to hone your research skills. To this end, the structure of the course is based on the following assumptions:

- Research is a skill needed in all disciplines.
- Research is a creative, not a mechanical process; it takes imagination to do well.
- Developing research skills also means developing abilities to evaluate, analyze, synthesize and conceptualize.
- Research is best learned by doing research.
- Much can be learned about research from fellow students.

## Assumptions

Each class session will provide an overview of an aspect of mass communication. This will include a introduction to related theories and their impact on society. You may be assigned to prepare presentations or share your experiences with the class. In order to better understand different sides of communication issues, students may occasionally be asked to engage in class debate.

All line graphics are creations of ArtParts from the FontHaus' collections of images.

## ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), is the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. The ACEJMC outlines 12 professional values and competencies, as outlined below:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

[Excerpted from ACEJMC Professional values and competencies at <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>]

No single course could possibly give you a solid grasp of all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas depending on your research interests and specific area of specialization. In this class, we will seek to address several values and competencies as outlined above.

## We Cherish Diversity

We cherish diversity in communication and scholarship. Diversity is vital to journalism and communication. This class prohibits in its policies, procedures, or practices relating to willful discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. This class seeks to create and maintain a positive atmosphere of nondiscrimination. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the learning community whether victim, perpetrator, or observer. As a community of scholars, this class affirms its commitment to equal opportunity for all.





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mj.unc.edu/directory/faculty/debashis-aikat

## A FINAL NOTE

TO: Students in 2015 Fall  
Semester JoMC 446 Class

Welcome to JoMC 446 - Global Communication and Comparative Journalism! Thank you for choosing this class as part of your coursework. You have paid your hard-earned money for an enriching academic experience. Thus, our job is to ensure that when you leave this class in December, you truly feel you have received your money's worth.

You are the most important part of this University. You do not depend on me - I depend on you. You are not an interruption of my work - you are the purpose of it. I am not doing you a favor by serving you - you are doing me a favor by giving me the opportunity to work with you.

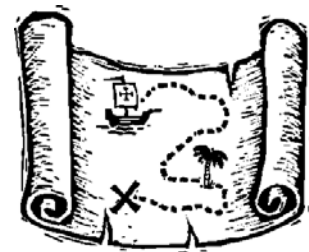
My job is to make your educational experience as stimulating and rewarding as I can and to create an environment conducive to facilitating your learning experience. However, I cannot perform my job alone.

I need your help. I expect all of us to participate in class with an open mind and with enthusiasm because I cannot teach you anything unless you are willing to learn.

If at any time during the semester you feel that this course is not meeting your expectations, please don't hesitate to come and talk with me. I look forward to spending the next several weeks with you. I will give 130% toward making this a unique and valuable learning experience for you.

In conclusion, I would like you to consider the following words as we begin our journey together this semester:

Here's wishing you the very best for the Fall semester!



- I firmly believe in the value of an informal and flexible learning environment. Feel free to suggest what you would like to get out of this class. I believe in a team effort and your ideas are as valuable as mine.
- I view my responsibility as working with you to learn about international media concepts and theories, to produce high quality work and to achieve a good grade for your efforts. If you need help, I am here to provide it. Do not wait until it is too late. If you have a problem, please communicate with me and we will work together to find a solution.



**Dr. Debashis “Deb” Aikat**

*Associate Professor*  
UNC-Chapel Hill School of  
Journalism and Mass Communication

A former journalist, **DEBASHIS “DEB” AIKAT** (*pronounced EYE-cut*) has been a faculty member since 1995 in the School of Media and Journalism at the University of North Carolina at Chapel Hill, which is classified by the Carnegie Foundation as a leading research university.

An award-winning researcher and teacher, Dr. Aikat theorizes the role of social media, international communication, news media and the role of journalism in the digital age.

Dr. Aikat’s research interests range across the media. His research has been published in book chapters and refereed journals such as *First Amendment Studies*, *Health Communication*, *International Journal of Interactive Communication Systems and Technologies*, *Global Media and Communication*, *Electronic Journal of Communication*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery (ACM), and Microsoft Corporation. His research has been funded by the government (e.g. *the US Department of State*, *US Department of Education’s Title VI grants*), corporate foundations (e.g. *the Freedom Forum*, *the Scripps Howard Foundation*) and the industry (e.g. *IBM*, *Knight Ridder*).

The Scripps Howard Foundation recognized Dr. Aikat as the inaugural winner of the “National Journalism Teacher of the Year award” (2003) for his “distinguished service to journalism education.” The International Radio and Television Society named him the Coltrin Communications Professor of the Year (1997). Dr. Aikat served from 2007 through 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and mass communications programs in universities. He chaired in 2009-10 the Association for Education in Journalism and Mass Communication (AEJMC)’s Committee on Teaching. He was elected in 2011 to the AEJMC’s Committee on Professional Freedom and Responsibility, which is designated as the “conscience of AEJMC” for fostering freedom, ethics, diversity, and public service. He visited Russia in May 2015 to research press freedom in Putin’s Russia.

Besides teaching on-campus classes, Dr. Aikat has taught online courses since 1997. He conceptualized in 1997 UNC’s first online course in journalism and developed in 2003 a graduate-level online certificate program in “Technology and Communication.” He has won fellowships from renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and the Journalism Leadership Institute in Diversity (2004-05) of the AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC).

The AEJMC and Peter Lang Publishing named Dr. Aikat as an inaugural winner of the 2015 Scholarsourcing Series competition for the book project, *Who’s a Journalist? News in the Digital Age*, which reports original research to explore the evolving roles of journalists and journalism. His research and teaching excellence awards (*see vita for a full list*) include a 2015 Scripps Howard Foundation Research Grant to foster academy-industry ties, AEJMC Top Research Paper Awards, a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-Chapel Hill’s highest honor for excellence in graduate studies, the David Brinkley Teaching Excellence Award (2000), AEJMC’s Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-Chapel Hill Students’ Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-Chapel Hill senior classes honored him with the Edward Kidder Graham-Favorite Faculty Awards (1997 through 2005). He was selected by his peers to serve on the UNC Honor Court’s Faculty Hearings Board Panel that adjudicates violations of academic honesty, personal integrity, and responsible citizenship.

Dr. Aikat earned in 1995 a Ph.D. in Mass Communication and Journalism from the Ohio University’s Scripps School of Journalism. He completed in 1990 a Certificate in American Political Culture from the New York University.

He graduated with academic distinction at the top of his class in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for the Ananda Bazar Patrika’s *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.

Born in India, Dr. Aikat and his wife, Dr. Jay Aikat, became U.S. citizens in 2003. Jay is a faculty member in the Department of Computer Science at UNC-Chapel Hill. They live in Chapel Hill, North Carolina, with their two children.

Name: \_\_\_\_\_ Phone: H: \_\_\_\_\_ W: \_\_\_\_\_

Your Academic Adviser: (name) \_\_\_\_\_ Class Status: Fr. So.Jr. Sr, MA, PhD., Other. \_\_\_\_\_

E-mail: \_\_\_\_\_ Your Cyberspace (if any): http:// \_\_\_\_\_

Your answers to the following questions and your opinions about this course are important. By taking a few minutes to complete this survey, you can help us do a better job in making the course more exciting for you. We appreciate your cooperation. **There are no correct or wrong answers to these questions.** We just wish to seek your opinion and insights. You may use the back of this sheet to write more. **Please print. My eyes will thank you for it!**

1.) For each category below, rate (using the scale of 1 to 5) your level of experience or knowledge:

1: No experience; 2: Very limited experience ; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using the online tools for writing and research	1	2	3	4	5
2. Knowledge about international news and media	1	2	3	4	5
3. Knowledge about international PR and advertising	1	2	3	4	5
4. Knowledge about media systems in other countries	1	2	3	4	5
5. Proficiency as an international computer hacker	1	2	3	4	5

2.) On a daily basis, how do you get the news (*from newspaper, television, radio, website, blog, social media, mobile phone, other [please specify] etc.*). Why?

3.) Your favorite social media source (*such as Facebook, Twitter, Reddit*) or other [*please specify*] for getting the news? Why?

4.) What is news in the digital age? Anything posted? Photos on Instagram? Has the definition of news broadened? Why?

5.) Are we all journalists now? Everyone considers themselves a journalist in the digital age, but just because they write, are they? Why?

6.) Tell us something about yourself:

7.) If you were to describe yourself in one word, what would it be? \_\_\_\_\_

8.) For each category below, rate your level of experience using the following research resources:

1: No experience; 2: Very limited experience; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using electronic databases ( <i>such as LexisNexis, Factiva</i> )	1	2	3	4	5
2. Researching with e-journals	1	2	3	4	5
3. Using a bibliography software ( <i>such as RefWorks, Zotero</i> )	1	2	3	4	5
4. Searching e-databases with a bibliography software	1	2	3	4	5
5. Using UNC libraries	1	2	3	4	5

9.) Rate from 1 to 18 (in order of your interest) the following international communication areas.  
(Put "1" for the most important and "18" for the least important)

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Public relations and advertising | <input type="checkbox"/> news and politics | <input type="checkbox"/> law           | <input type="checkbox"/> health                       |
| <input type="checkbox"/> race and gender                  | <input type="checkbox"/> education         | <input type="checkbox"/> media systems | <input type="checkbox"/> electronic communities       |
| <input type="checkbox"/> gaming and entertainment         | <input type="checkbox"/> pornography       | <input type="checkbox"/> government    | <input type="checkbox"/> media economics and business |
| <input type="checkbox"/> digital divide                   | <input type="checkbox"/> internet impact   | <input type="checkbox"/> crime         | <input type="checkbox"/> information overload         |
| <input type="checkbox"/> other _____                      | <input type="checkbox"/> other _____       | <input type="checkbox"/> other _____   | <input type="checkbox"/> other _____                  |

10.) What would you like to get out of this class, besides a good grade and three credits?

11.) List some of the international issues (relating to media, PR, advertising) that you would like this course to cover:

- 1)
- 2)
- 3)
- 4)
- 5)

12.) How did you first come to know about this course? Please be specific.

Name(s) of person(s), if any, who recommended the course \_\_\_\_\_  
\_\_\_\_\_

Name(s) of former students, if any, who told you about this course \_\_\_\_\_  
\_\_\_\_\_

13.) What are some of your concerns/aspirations about this course? We'll try our best to address them. Feel free to discuss them with us.

Your concerns:

Your aspirations:

14.) Which of the following statements reflect your preference for a semester-long class project:

- 1) I wish to work on a professional research project
- 2) I wish to work on an academic research paper
- 3) Other (please specify) \_\_\_\_\_

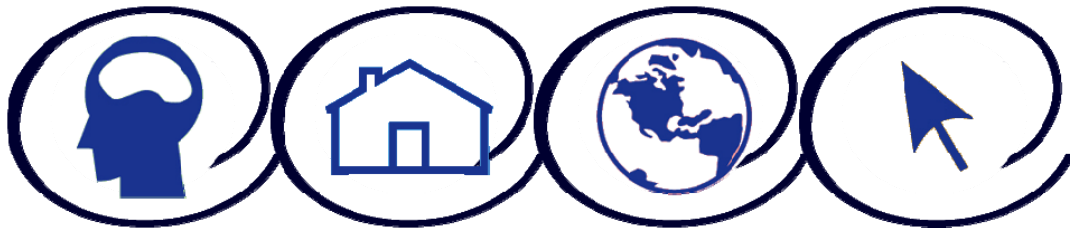
Thank You! We appreciate your comments.  
Please submit this form before you leave.

## Fall 2015 schedule for JoMC 446: Global Communication and Comparative Journalism



- ❖ Course Schedule: Week-by-Week (*go to Sakai to access this*)
- ❖ Follow the updated online schedule in the Sakai web space for this course.
- ❖ The attached version of the course schedule (*see next page*) may change as the semester evolves **to create the best learning environment for you.**

## Tentative Schedule for JOMC 446 – Fall 2015



\*\* As with everything in life, this course schedule (*as outlined here*) is subject to change as the semester evolves **to create the best learning environment for you**. Follow the updated online schedule in the Sakai web space for this course \*\*

Week # 1	❖ Today's topic	❖ Read before class / ★ Things to do
Week # 1		
	<b>MODULE 1 – Global Communication in the Digital Age</b>	
8/18 Tue.	Introduction to JoMC 446 and Global Media Issues	❖ Reading Read the syllabus that was emailed to you.
Week # 2		
8/25 Tue.	<b>Role of Global Communication</b> <ul style="list-style-type: none"> <li>• Class discussion: <a href="#">Theorizing Globalization</a></li> <li>• Class discussion: <a href="#">Your case study ideas</a></li> <li>• Introduce <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a> Case Study proposal deadline: Sept 9, 2014</li> <li>• <a href="#">What's a literature review?</a></li> <li>• <a href="#">Why Beginning Middle and End?</a></li> <li>• Class discussion: <a href="#">Eras of Globalization</a></li> </ul>	❖ Reading <ul style="list-style-type: none"> <li>• View Tom Friedman's 2005 <a href="#">Globalization lecture</a> (May 16, 2005) at MIT [1 hour and 15 minutes]</li> <li>• Read: <a href="#">Chapter 1 "While I Was Sleeping"</a> of Friedman's book, <i>The World Is Flat</i></li> <li>• Read: the Wired 13.05 article <a href="#">Why the World Is Flat</a>;and <a href="#">The 10 Great Levelers</a></li> <li>• <a href="#">Friedman's Three Eras of Globalization</a></li> </ul>
8/28 Tue	<b>Attend at 7:17 p.m.: Media and Journalism re-naming event</b>	

<b>Week # 3</b>		
<b>9/1 Tue.</b>	<p><b>A News Revolution Transforms Global Communication</b></p> <p><b>Brainstorm research ideas:</b> Ask questions about case study proposal Class discussion: Case Study proposal <a href="#">Research tutorials</a> <a href="#">Research steps</a></p>	<p>❖ Reading <b>Case Study proposal deadline: 5:30 p.m., Sept. 1, 2015</b></p> <ul style="list-style-type: none"> <li>• Read: <a href="#">Research tutorials: (Introduction to library research</a> <a href="#">Citing Information)</a></li> <li>• Read: <a href="#">A guide to the scientific method - and why it's important</a></li> </ul>
<b>Week # 4</b>		
<b>9/7 Mon.</b>	<b>No class – Labor Day!</b>	
<b>9/8 Tue.</b>	<p><b>The Development of Global Communication</b> NBC's Bob Dotson, noted TV storyteller</p> <ul style="list-style-type: none"> <li>• Class discussion: <a href="#">Credibility of Global Information</a></li> <li>• <a href="#">Credibility of Web Resources</a></li> <li>• <a href="#">Evaluating Information in the Research Process</a></li> <li>• <a href="#">Web credibility resources</a></li> <li>• Class discussion: <a href="#">Impact of the Internet on Global Communication</a></li> <li>• Submit Case Study proposal and next steps</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Working with citations</a></li> <li>• <a href="#">Research tutorials</a></li> <li>• <a href="#">snopes.com</a>: Urban Legends Reference Pages</li> </ul>	<p>❖ Reading View: <a href="#">Markham Nolan: How to separate fact and fiction online</a> View: <a href="#">Pamela Meyer: How to spot a liar</a> View: <a href="#">Digital Disconnect: Robert McChesney on "How Capitalism Is Turning the Internet Against Democracy"</a></p> <p>Read: <a href="#">Conducting a Literature Review</a> Read: <a href="#">Information and Its Counterfeits</a> Read: <a href="#">Research tutorials: (Introduction to library research</a> Read: <a href="#">Why we cite?</a></p>
<b>Week # 5</b>		
<b>9/15 Tue.</b>	<b>Global Communication Theories and Comparison of Press Systems</b>	❖ Reading
<b>Week # 6</b>		
<b>9/22 Tue.</b>	Global Media Ethics	❖ Reading Other TBD – See Sakai Resources Folder
<b>Week</b>	<b>Today's Topic</b>	<b>Assignments</b>

<b># 7</b>		
<b>9/29 Tue.</b>	<b>Press Freedom Worldwide</b> Danielle Keats Citron: First Amendment Day Keynote Address – presented by Danielle Keats Citron, University of Maryland <a href="http://medialaw.unc.edu/events/danielle-keats-citron-first-amendment-day-keynote-address/">http://medialaw.unc.edu/events/danielle-keats-citron-first-amendment-day-keynote-address/</a>	❖ Reading <ul style="list-style-type: none"> <li>• <b>Case Study beginning + middle deadlines:</b> ~~ 5:30 p.m., Sept. 29, 2015 (share paper copy of work in progress with your peer) ~~ 5:30 p.m., Oct. 2, 2015 (send feedback to your peer and expect feedback from peer) ~~ <b>5:30 p.m., Oct. 6, 2015</b> (submit paper copy to Deb,)</li> <li>• Read <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></li> </ul>
<b>Week # 8</b>		
<b>10/6 Tue.</b>	<b>The Role of Communication in International Relations</b> The Source Problem WSJ's Barry Newman	❖ Reading See Sakai for additional info

	<b>MODULE 2: Theorizing Global Communication</b>	
<b>Week # 9</b>		
<b>10/13 Tue.</b>	<b>Communication in Developing Nations</b>	❖ Reading
<b>10/14 Wed.</b>	<b>No class. Fall break – yay!</b> <b>Fall Break begins at 5 pm today</b>	<b>(Fall Break &gt;&gt; 5 p.m., Oct. 14, Wed., through Oct. 18, Sun.).</b>
<b>Week # 10</b>		
<b>10/20 Tue.</b>	Las Abuelas de Plaza de Mayo and the Search for Identity – Presented by Prof. Charlie Tuggle <a href="http://mj.unc.edu/directory/faculty/ca-tuggle">http://mj.unc.edu/directory/faculty/ca-tuggle</a>	❖ Reading <ul style="list-style-type: none"> <li>▪ <i>UNC's Charlie Tuggle joined Jimmy Carter on human rights panel</i> <a href="http://chapelboro.com/news/unc/uncs-charlie-tuggle-join-jimmy-carter-human-rights-panel/">http://chapelboro.com/news/unc/uncs-charlie-tuggle-join-jimmy-carter-human-rights-panel/</a></li> </ul> Other TBD – See Sakai Resources Folder
<b>Week # 11</b>		
<b>10/27 Tue.</b>	<b>The Flow of News and International Propaganda</b>	❖ Reading TBD – see Sakai web space
<b>Week</b>		



# 12		
11/3 Tue.	<b>Theorizing International Media</b>	❖ Reading TBD – See Sakai web space

	<b>MODULE 3: The Business Side of Media</b>	
<b>Date</b>	<b>Today's Topic</b>	<b>Assignments</b>
<b>Week # 13</b>		
11/10 Tue.	<b>Context and Concept of Communicating with International Audiences</b>  ~~~ Class presentations	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Submit by <b>11:59 a.m., Nov. 9, Mon.</b> e-presentation of your research (100 points)</li> <li>• Adapt <a href="#">presentation template</a></li> <li>• Follow <a href="#">E-Presentation instructions</a>.</li> </ul> Post to the <a href="#">J-446 Sakai site</a> your e-presentation .

<b>Week # 14</b>		
11/17 Tue.	<b>Social Media: The Global Media of the Future</b> ~~~ Class presentations	❖ Reading
<b>Week # 15</b>		
11/24 Tue.	<b>Summing up: Global Communication</b>	<b>Case Study "End" part deadlines:</b> ~~ 5:30 p.m., Nov. 24, 2015 (share paper copy of work in progress with your peer) ~~ 5:30 p.m., Nov. 24, 2015 (send feedback to your peer and expect feedback from peer) ~~ <b>11:59 p.m., Dec. 2, 2014</b> (Post to the <a href="#">J-446 Sakai site</a> your case study)
11/25 Wed.	<b>No class. Happy Thanksgiving break!</b>	
<b>Week # 16</b>		
11/30 Tue.	<b>Summing up: Comparative Journalism</b>	❖ Reading (Sakai – Resources folder)

12/3, Thu.	Reading Day#1	

12/4, Fri. 4-7 pm	<b>Final exam in for JoMC 446</b>	
<b>12/9, Wed.</b>	Reading Day#2	