**JOMC 446 – Global Communication and Comparative Journalism**

**SPRING 2014**

Section 1: MW 9:00-10:15 a.m., Carroll 268

Section 2: MW 11:00 a.m.-12:15 p.m., Carroll 340A

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**Course Description**

The course will introduce you to the field of global communication and comparative journalism. The focus is on news. We will discuss key theories explaining the workings of global and local communication systems, the transnational flow of news and other media products such as television newscasts, and the opportunities and challenges that social media and other new platforms have posed to the production and distribution of news. We will also talk about the major economic, political, ethical, and cultural issues that have arisen in the arena of international relations with the rapid proliferation of communication technologies.

**Pedagogy**

Grounded on the critical pedagogy of Brazilian educator Paolo Freire, the course emphasizes critical thinking and problem solving. Freire’s model centers on *dialogue* and advocates for an educational practice grounded on theory and committed to social justice.

**Learning Objectives**

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies" and established 12 learning objectives.[[1]](#footnote-1)

This course focuses on six ACEJMC objectives; one of them refers to cultural competence development and aims that students will:

“Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.”

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior.  According to Suárez-Balcazar *et al.* (2011), it comprises four dimensions:

*Cultural awareness* requires “developing a critical view of cultural differences, people’s experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one’s cultural biases.”

*Cultural knowledge* means “learning about the cultural practices of specific racial or ethnic groups.”

*Cultural skills* involve “developing professional practices and behaviors designed to improve service delivery to diverse populations.”

*Cultural practice* includes “experiencing other cultures and learning to appreciate diversity in society.”[[2]](#footnote-2)

The remaining five ACEJMC objectives that the course aims to achieve refer to research skills and critical thinking abilities:

1. Understand concepts and apply theories in the use and presentation of images and information;
2. Think critically, creatively and independently;
3. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
4. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
5. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Course Content Learning Objectives**

Along with the development of the aforementioned skills and abilities, at the successful completion of the course, you will be able to:

1. Recognize the field’s most influential concepts and theories.
2. Identify the main patterns of global information and communication flows.
3. Distinguish the salient components of the political economy of global communication.
4. Outline the major media and press systems around the globe.
5. Describe the media landscapes of selected countries.
6. Compare the journalism practices of selected countries.
7. Develop an awareness of how complex and multi-sided the current issues in global communication are.

**Course Policies**

**Attendance and punctuality.**Each class in this course is equivalent to an assignment. You cannot earn an A in this class without consistent class attendance, punctuality, and active class participation. Please note that regular attendance to class with no participation in class discussion will earn you a ZERO in participation. Also, lateness will be penalized (three late arrivals are equivalent to an absence). However, since we all have unexpected emergencies, you can miss two classes without being penalized.

**Late papers and make-up policy:** All assignments are due at class time. Late papers will be penalized one letter-grade and will not be accepted one week after the due date. To avoid being penalized you must provide official proof of your excuse. There will be no make-up for missed in-class exercises. Failing to contribute to the team project will result in a grade of zero on this assignment.

**Honor code:** You should know and follow UNC’s policies regarding academic honesty in this class. I will enforce all these rules. I view all papers as take-home exams and will grade them accordingly. Remember that it is your responsibility to be aware of, and to follow, UNC’s policy on plagiarism.[[3]](#footnote-3)

**Pledge.** Please write and sign this pledge on each of your papers: "I have neither given nor received unauthorized assistance on this assignment." All team members need to sign the pledge on the written report of the team project.

**Evaluation and Grading Policies**

Students can earn up to 100 points on their work. Be sure to read the guidelines for the following assignments (see Sakai's "Assignments" section). Though grades are not negotiable, I give serious consideration to students’ concerns about grades. If you have questions about a particular grade, you will need to talk to me *within a week of receiving the grade.* If you dispute a grade, you will need to submit (to me) a written complaint also within a week of receiving the grade.

Class participation 10%

Study Guides 15%

Annotated Bibliography 15%

Team Project 20%

Midterm exam 20%

Final exam 20%

Total 100%

***Grading scale:***

Assignments and exams will be graded using a 0-100 scale. The scale for final grades is as follows:

A = 94-100 A- = 90-93 B+ = 87-89 B = 83-86 B- = 80-82 C+ = 77-79

C = 73-76 C- = 70-72 D+ = 67-69  D = 63-66 D- = 60-62 F = under 60

**Assignments**

**Required Readings**

1. Steger, Manfred (2009). *Globalization: A very short introduction.* ISBN 978-0-19-955226-9 (Available at Student Stores).
2. BBC County Profiles of selected nations. Available at http://news.bbc.co.uk/2/hi/country\_profiles/default.stm *Read all info on the “Facts,” “Media,” and “Timeline” tabs*
3. Articles, book chapters, and other readings listed on the Class Schedule. ***Available at Sakai’s Calendar*** **and/or Davis Library’s e-reserves.**.

**Study Guides (15% of course grade)**

*Learning objectives*: (1) You will improve your skills and strategies to read and comprehend scholarly texts. (2) You will become familiar with the information and concepts presented in the readings.

Throughout the semester, you must submit your responses to 15 study guides. Although you will choose which study guides to submit, you ***must submit eight guides before the first exam. I will not accept more than seven guides from each student after the first exam.***Answers to each question of these guides should not exceed 50 words. Your answers are due at class time on the date the corresponding reading is assigned. Study guides may earn either half or full credit. You may print or handwrite your answers. I will not accept email answers.

I will post study guides for the following week's readings on Tuesday evening. You will find them on Sakai’s Resources tab.

**Class Participation (10% of course grade)**

To evaluate your participation I will consider written responses to group presentations, effective use of Sakai, miscellaneous class assignments, and especially participation in class discussions and in-class teamwork. Regular attendance to class counts, but *a perfect attendance without active participation in class discussion will result in a failing grade* (about 4 out of the maximum 10 points). Because informed and meaningful participation in class activities is only possible after completing the assigned readings and assignments prior to class, failure to do so will result in a low grade. Please note that *you cannot make up for poor participation in the first part of the semester by improving during the last weeks or by doing extra work.*

*What is “good” class participation?*

1. Regularity in attendance.

2. Familiarity with assigned readings.

3. Cooperation in creating a supportive learning atmosphere.

4. Sharing materials relevant to the class (during class time and through Sakai).

5. Demonstrated ability to engage in class discussions.[[4]](#footnote-4)

**First and Second Exams (20% of course grade each)**

There will be two exams. The second exam will not be comprehensive, but many of the concepts that we will study during the first half of the semester will be applied in the second part.

*Exam format and content*. The exams will be composed of one essay question (300-450 words) and ten short-answer questions (50-75 words each); the latter will be similar to the questions of the study guides. The exam will test your understanding of the material presented in readings and lectures, including guest lectures. Be sure to review the study guides and the instructor's powerpoints. The second exam will include one short-answer question from team presentations, so please review the prezi/powerpoints prepared by your classmates; they will be posted to each team’s forum.

**Annotated Bibliography (20% of course grade)**

***Learning objective:*** You will develop and demonstrate your ability to do the following: conduct library research, critically read academic writings, accurately summarize an author's argument, assess the source’s strengths and weaknesses, and explain how an author's argument informs your team project.

The annotated bibliography (AB) **is an individual assignment,** but it is also the first step of your Team Project. Your paper must have a title, an introductory paragraph, and three entries. It should be 900 – 1100 words, with an introduction of 200-250 words and three entries of 250-300 words each (excluding citations). Citations should use APA style. Before you begin reading, you need to consult with your team, so that *no two members review the same articles or book chapters.* Note that if two or more students review the same text, all will be penalized.

**Entry 1: Book chapter.** Select a book chapter of your choice that is (1) at least eight pages in length, (2) directly related to your team's topic, and (3) not a required reading for the class.

**Entries 2 and 3: Academic Journal Articles.** Scan journals on the database Mass Media Complete to find two articles that are linked to your team's topic.  Each journal article must be *a minimum of 15 substantive pages* in length. Each article should come from a different journal. If you need assistance selecting articles, please speak with me during office hours, and/or consult a librarian.

*Before you begin working on your Annotated Bibliography,* ***you should read*** the handout available at http://owl.english.purdue.edu/owl/resource/614/01/

Be certain to follow the guidelines found at the site above. Respond to the criteria described there, except the question in the “Assess” section about “[...] biased or objective.” The debate about “biased or objective” knowledge was settled several decades ago. All knowledge is embodied situated knowledge. All texts are written by someone (with a certain race/ethnicity/gender/sexuality/age/nationality/etc.), somewhere, at some time, and from someone's point of view.

**Finding pertinent texts for your AB.** A consultation with a librarian will save you a huge amount of time. The most useful databases in our field are available at the following page: http://eresources.lib.unc.edu/eid/subject.php?subjectName=Journalism+and+Mass+Communication

**Reading for your AB.** Before you begin reading your book chapter and articles, **you should read** UNC Writing Center’s handout **"Reading to Write."**[[5]](#footnote-5)

**Writing your AB paper.** Your entries *should be more than a summary* of the article/book chapter. Each entry should contain four parts: (1) a complete reference of the text reviewed in APA style, (2) a short summary of the argument made in the article/book chapter, (3) your own critique of the argument, and (4) your explanation of how the text will inform your team's topic. The paper introduction should provide an overview of the three entries and an explanation of why you chose them. At the upper left side of your paper’s first page, include your team’s topic and the names of all its members.

**Peer blind review, pen name, and paper revisions.** We will dedicate a class session to conduct blind peer reviews of this assignment using the Rubric for Annotated Bibliography” posted on Sakai. ***Your paper (not a draft) is due that day***(see class schedule); *incomplete papers and papers not submitted for peer evaluations will be considered late and penalized* accordingly. To assure blind review, please use a pen name (pseudonym, fake name) and sign the pledge using such pen name. You will re-write your paper based on the peer feedback that you will receive. Rewrites are due the class following the peer review session. In the revised version, use your real name, sign the pledge with your real name. Please submit your revised paper, your draft, and the peer evaluation that you received.

**Evaluation and grading:** This assignment is worth 20% of your final grade. *I will evaluate* your work using the same rubric that you will use to evaluate one of your classmates' drafts.

**Rubric and other materials:** See the Sakai’s “Annotated Bibliography” folder under the “Assignments” tab for the rubric for this assignment, a sample paper and other materials that you will need.

**Team project (20% of course grade)**

*Learning Objectives:* You will learn about a specific topic in global communication, but most importantly, you will gain skills on how to conduct library research, how to effectively work with a small group, how to orally present research findings to a large group, and how to write a scholarly paper.

***What do you need to do?***

1. **Choose three topics**, in order of preference, from the following list. I’ll collect your preferences during class (see class schedule) and will assign you to one of the three teams of your choice.

***Topics***

|  |
| --- |
| 1. The everyday impact of mobile communication in the Global South’s news and information environment. |
| 1. The use and impact of Internet technologies on recent liberation struggles. |
| 1. The production and distribution of news by transnational advocacy networks |
| 1. The social change potential of community radio |
| 1. The challenge of reporting in conflict zones |

**2. Form your team**. Teams work best when every member takes responsibility for a number of specific tasks. They struggle when some members either do not contribute their part, or take over the entire project. Students tend to evaluate poorly those members who either do too little or do too much.

Every member will conduct research, write a complete section of the report (not just provide the information to the editor), and speak for about five minutes during the presentation. In addition, each member will have one of the following roles:

1. The Editor will be responsible for editing the final version of the report. S/he will prepare the Checklist for Writing Papers for the report.
2. The Presentation producer will make sure that the presentation runs smoothly, and that audiovisual aids are appropriate. S/he will prepare the Checklist for Presentations for the report.
3. The Scholarly sources researcher will make sure that all sections of both report and presentation are grounded on scholarly books and articles. Also, s/he will prepare the edited, final version of the scholarly list of sources for the report.
4. The Non-scholarly sources researcher will be responsible for making sure that the team uses non-scholarly but authoritative sources (e.g., *The Economist, The New York Times*, and *AdAge*), and for preparing the list of such sources for the report. In addition, s/he will compile the list of questions for the exam to be included in the report.
5. The Facilitator will make sure that communication among team members, and with instructor and TA, are optimal; for example, s/he will set up meetings, keep a log of meetings and attendance that will be attached to the report, and will keep the instructor informed about the team’s progress. Also, s/he will be responsible for the team's use of their Sakai forum, and will compile the summary of each member's contribution to the project that will be attached to the final report.

Teams that fail to adhere to these guidelines and decide, on their own, to divide specific responsibilities in a different way, **WILL** receive a low grade.

**3. Submit a proposal**, which should include the following:

- A 300-450 word description of the project responding to these questions:

1. What topic/issue is the team going to explore? (exploratory research questions)
2. Why is it important for the class to learn about this topic/issue? (significance)
3. How is the team going to conduct the investigation? (method/s). In addition to gathering information you may conduct interviews, observations and/or analysis of media texts.
4. How is the team going to find the information and other resources needed for the project? (doability).

- The following attachments:

1. A page specifying each team member’s responsibilities (every member should write a 75-word summary of the tasks s/he proposes to complete. *Use your own words.*
2. A preliminary list of sources to be consulted (about 20) ***on APA style.***
3. A timetable for the entire project

Please turn in a hard copy of your proposal and also post it to your team's Sakai forum.

**4. Write a report**. The report will be a research paper of approximately 2,500 words of main text (excluding the items listed below). It is due the date of your presentation. In addition, your report should include the following:

1. A list of scholarly sources.
2. A list of non-scholarly sources (e.g., websites, newspapers, and magazines).
3. A detailed report of each member’s contributions.
4. The log of meetings kept by the Facilitator.
5. A list of five possible short-answer questions on your topic with answers for the final exam.
6. Both the Checklist for papers and the Checklist for Presentations with all items checked.

Please sign the report and the pledge using your real names (not your class pen names). This report is **due** at class time on **the date of the team's presentation**.

***Evaluation:*** I will use the ***rubric posted on Sakai*** to evaluate your written report.

**5. Give a 25-minute presentation.** Dates for each team’s presentation are specified in the course schedule. Please post your Prezi/Powerpoint to your Sakai forum the day of your presentation.

**Peer and instructor evaluation of presentation**: Your classmates (audience) and I will assess your presentation by using the ***Rubric for Team Presentations*** available on Sakai. Because each team will work on a different topic, the most important element that we will consider will be the *educational value of the presentation’s content for other students.* Keep in mind that you will be graded on substance more than on performance. What your audience thinks of your presentation counts, but I alone assign a grade. Peer evaluations of presentations will not be anonymous and the team will receive them with the graded report.

**Rubrics and other materials:** See the “Team Project” folder under Sakai’s “Assignments” tab for the rubrics and other materials that you will need for this project.

**JOMC 446 Global Communication and Comparative Journalism --- Spring 2014 -- Class Schedule**

***Week 1 Required readings Due***

|  |  |  |  |
| --- | --- | --- | --- |
| W, 1/8 | Course orientation | **To find the readings listed below, please see Sakai’s Calendar and Davis Library’s e-reserves***.* |  |

***Week 2***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 1/13 | Country profiles | BBC website’s country profiles:  http://news.bbc.co.uk/2/hi/country\_profiles/default.stm  Read Finland, Namibia, and the USA. *Read all info on the “Facts,” “Media,” and “Timeline” tabs.* | ***SG1*** |
| W, 1/15 | Globalization | Steger, Chapters1 & 2  Read UK. *Read all info on the “Facts,” “Media,” and “Timeline” tabs.* | ***SG2*** |

***Week 3***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 1/20 | *MLK Holiday* | No Class |  |
| W, 1/22 | Globalization | Steger, Chapters 3 & 4 | ***SG3 &***  ***Team choices*** |

***Week 4***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 1/27 | Globalization  Team work | Steger, Chapters 5 & 6  BBC profile: Mexico. *Read all info on the “Facts,” “Media,” and “Timeline” tabs.* | ***SG4*** |
| W, 1/29 | Globalization | Steger, Chapters 7 & 8 | ***SG5*** |

***Week 5***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 2/3 | Global media corporations | Chalaby (2003) | ***SG6*** |
| W, 2/5 | Public media: BBC  Team work | Barnett & Seaton (2010)  BBC profile: Nigeria. *Read all info on the “Facts,” “Media,” and “Timeline” tabs.* | ***SG7***  ***Team proposal*** |

***Week 6***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 2/10 | In-class exercise on AB  *Distress Signals* film | BBC profile: Canada *(“Facts,” “Media,” & “Timeline”)*  *Distress Signals description:* http://icarusfilms.com/cat97/a-e/distress.html | ***Annotated bibliography*** |
| W, 2/12 | Public media: France & USA | Palmeri, H.C., & Willard, R.D. (2011)  BBC Profile: France *(“Facts,” “Media,” &“Timeline”)* | ***SG8 &***  ***Revised AB*** |

***Week 7***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 2/17 | Global news system & Tanjug | Vukasovich, C. & Boyd-Barrett, O. (2012)  BBC profile: Serbia *(“Facts,” “Media,” and “Timeline”)* | ***SG9*** |
| W, 2/19 | International public diplomacy | US BBG Annual Report  http://www.bbg.gov/about-the-agency/research-reports/annual/ | ***SG10*** |

***Week 8***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 2/24 | **First Exam** |  | **Exam** |
| W, 2/26 | Media freedoms around the world  *Democracy on Deadline* 65-DVD3668 | http://icarusfilms.com/new2006/dem.html  http://en.wikipedia.org/wiki/Anna\_Politkovskaya  Reporters without borders  http://en.rsf.org/press-freedom-index-2013,1054.html | ***SG11*** |

***Week 9***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 3/3 | Arab media | Barry, W.A. (2011)  BBC profile: Saudi Arabia *(“Facts,” “Media,” & “Timeline”)* | ***SG12*** |
| W, 3/5 | Egypt | Khamis, S. (2011)  BBC profiles: Egypt *(“Facts,” “Media,” & “Timeline”)* | ***SG13*** |

|  |  |  |  |
| --- | --- | --- | --- |
| 3/7-3/16 | ***Spring break*** | No Class |  |

***Week 10***

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| --- | --- | --- | --- |
| M, 3/17 | Asian media: India | Grameen Foundation Case Study  BBC profile: India *(“Facts,” “Media,” & “Timeline”)* | ***SG14*** |
| W, 3/19 | Asian media: China | Essarey, A. & Qiang, X. (2011)  BBC Profile: China *(“Facts,” “Media,” & “Timeline”)* | ***SG15*** |

***Week 11***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 3/24 | Latin American media: Mexico & Brazil | Sparks, C. (2011)  BBC profiles: Brazil *(“Facts,” “Media,” & “Timeline”)* | ***SG16*** |
| W, 3/26 | Latin American media: Venezuela  Team work | Burch, S. (2007)  BBC profiles: Venezuela *(“Facts,” “Media,” & “Timeline”)* | ***SG17*** |

***Week 12***

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| --- | --- | --- | --- |
| M, 3/31 | Media in Sub-Saharan Africa | Mwangi, S.C. (2011)  BBC profiles: South Africa *(“Facts,” “Media,” & “Timeline”)* | ***SG18*** |
| W, 4/2 | Media coverage of Africa | Melesse & Muller (2012) | ***SG19*** |

***Week 13***

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| --- | --- | --- | --- |
| M, 4/7 | Foreign news | Riegert, K. (2011) | ***SG20*** |
| W, 4/9 | Peace journalism | Ottosen, R. (2010) | ***SG21*** |

***Week 14***

|  |  |  |  |
| --- | --- | --- | --- |
| M, 4/14 | Review for exam & Team work | *No readings* |  |
| W, 4/16 | Team presentations | **Teams:** Mobile communication  & Transnational advocacy networks |  |

***Week 15***

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| --- | --- | --- | --- |
| M, 4/21 | Team Presentations | **Teams:** Internet and liberation struggles & Radio for social change |  |
| W, 4/23 | Team presentations  *Last day of classes* | **Team:** Reporting in conflict zones | **ALL Team members evaluations** |
|  | Final Exam | **9am Section:** Mon. 5/5, 8:00am  **11am Section:** Tue. 5/6, 12:00 noon |  |

*This schedule may change to accommodate guest speakers and unexpected circumstances.*

1. See http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps. [↑](#footnote-ref-1)
2. Suárez-Balcazar, Y., Balcazar, F., Taylor-Ritzler, T., Portillo, N., Rodakowsk, J., Garcia-Ramírez, M., & Willis, C. (2011). Development and validation of the cultural competence assessment instrument: A factorial analysis. *Journal of Rehabilitation, 77*(1), 4-13. [↑](#footnote-ref-2)
3. See see http://www.unc.edu/depts/wcweb/handouts/plagiarism.html [↑](#footnote-ref-3)
4. Adapted from Barbara Welling Hall’s “Electronic Newsgroups in the Liberal Arts Classroom.” International Studies Notes, 20:1, Winter 1995:9-15. [↑](#footnote-ref-4)
5. Available at <http://writingcenter.unc.edu/handouts/reading-to-write/> [↑](#footnote-ref-5)