



JOMC 490: International Media Markets: China

Schedule: Summer 2016

Location: Chapel Hill to China (CA 253)

Course Dates: May 11 – June 16, 2016¹

Travel Dates: May 9–21, 2016

Professor: Adam Saffer, Ph.D.

Office Location: 378 Carroll Hall

Office Hours: By Appointment

Email: Adam.Saffer@unc.edu (preferred)

Skype: Adam.Saffer (online office hours)

Course Description: Communication and media professionals deal with diverse markets, audiences, publics, and stakeholders from around the world. In this class, you will travel to China to engage and learn from communication and media professionals working in the Chinese media market. Students will expand their global perspectives by visiting the most dominant emerging media market in the world. The course is designed to acquaint students with the complexities of media markets in an international setting by studying the Chinese media system. During the course, you will focus on your area of specialization (i.e. journalism, strategic communication, etc.) but will also be fully engaged with students focusing in other areas. In addition to pre-departure classes, students will take part in site visits to agencies and media outlets in three Chinese cities (Beijing, Shanghai, & Hong Kong), while also visit cultural sites. The academic assignments for this course are described below.

Learning Objectives: This class will:

- ...introduce you to the Chinese media market.
- ...teach you how journalists and strategic communication professionals work in this media market.
- ...expose you to issues of diversity and communicating with varied groups of people.
- ...prepare you for working within or with individuals from the Chinese culture.
- ...raise ethical issues for journalists and strategic communication professionals.

Accrediting Council on Education in Journalism and Mass Communications Principles are a series of competencies students should demonstrate by the time of graduation. A complete list of these competencies is on page 6. No single course can cover all of these principles. This course will build your abilities in each of these areas:

- 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;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently.

¹ Note that this date does not include the pre-departure meetings. Also, the due dates for assignments are listed below.

Prerequisites: To take this course, you must have successfully completed JOMC 153: News writing

Required Books:

Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York: PublicAffairs.

Other Informative Books:

Ambler, T., Witzel, M., & Xi, C. (2008). *Doing business in China*. London: Routledge.

Culbertson, H. M., & Chen, N. (Eds.). (2013). *International public relations: A comparative analysis*. London: Routledge.

Kissinger, H. (2011). *On China*. New York: Penguin Press

Stockmann, D. (2012). *Media commercialization and authoritarian rule in China*. Cambridge: Cambridge University Press.

Tong, J. (2011). *Investigative journalism in China: Journalism, power, and society*. London: Bloomsbury Publishing.

Osnos, E. (2014). *Age of ambition: Chasing fortune, truth, and faith in the new China*. New York: Random House.

Shirk, S. L. (Ed.). (2010). *Changing media, changing China*. Oxford: Oxford University Press.

Yang, G. (2013). *The power of the Internet in China: Citizen activism online*. Columbia University Press.

Assignments and Descriptions

**Additional readings will be posted to Sakai. You are responsible for downloading these readings.

Assignments	%	Points
Student Participation and Engagement	25%	250
Reflection Journal	25%	250
Two Book Reviews	40%	400
Media Org Review	10%	100
<i>Total</i>	<i>100–110%</i>	<i>1,000–1,100</i>

Student Participation and Engagement (25%)

There will be several opportunities for you participate in this class. You will be expected to participate in the pre-departure class discussions. When the guest speakers are in the classroom, you should pose questions and respond to their questions. When we are on the site visits, you should also be engaging with our hosts. You will be assessed by the questions you ask and your contributions to the discussions. Before we leave, you will be assigned a team based on your area of emphasis (e.g. public relations). Your team will receive a “case problem” from one of the site visits. When we are at the site visit, your team will share with the site team what your recommendations and perspectives on the case. Then we will have a discussion about the pros and cons of your recommendations. More details will be provided.

Media Organization Review (10%)

Before leaving, you will select one (or more) of the companies we will visit. You will research the organization, write-up a background document about the organization, and present your research to the class. All students’ write-ups will be assembled in a booklet before our departure. During the trip you will participate in the daily debriefing and engage with the media professionals on our site visits. These reviews are designed to bring all of your classmates up to speed on the site. You will want to read these reviews before the site visits as you will be expected to have questions prepared during our discussions. The questions should be connected to your reflection journal theme and book review (see below).

Assignment descriptions continue on the following page.

Reflection Journal (25%)

You will write a reflection journal during our time in China. Before we leave, you will inform me of a theme that you are interested in reflecting on after our site- and culture-visits. For example, you might be interested in reflecting on media censorship in China. The contents of your journal will focus on that theme and may include connections to the book our group will read (see below assignment), cultural experiences you had, current events you have read about, what you learned from site visits, how a communication professional's or journalist's insights informed your understanding of the Chinese media system, etc. You will need to record an entry at the end of each day and turn in the journal when we return.

Pre and Post Travel Book Reviews (40%)

Before we leave, you will read one book: *The culture map: Breaking through the invisible boundaries of global business* and write a book review. Upon our return, you will do a second book review reflecting on our experience and what is said in a book of your choice. I would highly recommend reading *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China* OR *Changing Media, Changing China*. If you find another book you believe would be more insightful to your interest, please let me know and we can agree on a different second book. Each book review will be approximately five pages in length.

Grading: Your final grade will be calculated using the University's grading scale: A, B, C, D, F with the plus or minus option for each letter grades A–D. I follow the University's grading standards found here: bit.ly/1rGoz0U. Here are tailored descriptions of the grade levels:

- A—Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study. To achieve this grade, students should be fully engaged during the pre-departure classes and daily debriefings; students should read and critically engage ALL the assigned readings; complete assignments on time with the correct format, appropriate style, and with few grammatical errors; demonstrate their OUTSTANDING abilities; and stay informed on current events in China.
- B—Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study. To achieve this grade, students may somewhat engage in the pre-departure classes and daily debriefings; read the assigned readings; complete assignments on time with proficient formatting, styling, and editing; and stay somewhat informed on current events in China.
- C—A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. To achieve this grade, students may attend the pre-departure classes and daily debriefings; read some of the assignments; complete assignments but not on time with formatting, styling, and editing errors; and follow current events in China occasionally.
- D—A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised to pursue another discipline or try again later. To receive this grade, students do not attend the pre-departure classes or daily debriefings; do not read the assigned readings; do not complete assignments or do so with partially proficient formatting, styling, and editing errors; and does not follow current events.
- F—For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.

Formatting and Writing Expectations: In this class you are held to professional writing standards on all assignments. Professional writing is the correct use of grammar, spelling, and punctuation. You must proofread your assignments carefully to ensure your writing is professional. As writers in the digital age, we are privileged to technologies that can check your spelling. There is no excuse for any spelling errors in your assignments. Should you not forget to spell check, however, if there a spelling error on your assignment, your highest grade will begin at a C. Follow these formatting requirements for all assignments. Documents not meeting these simple standards will not be accepted and considered late until corrected.

Font	Size	Page Margins	Page Numbers	Name	Submissions	Lines
Times New Roman	12	1 inch all sides	All text pages	Header	Sakai	Double Spaced

Attendance/Absences: You will be required to attend all the pre-departure classes, site- and culture-visits and daily debriefing before and after our site visits.

Honor Code: All work submitted for this course must be your work. All sources used for information must be properly cited. Students should adhere to the University's Honor Code: honor.unc.edu. The ideas and content within your materials must be original and not copied from others. In our industry, we are expected to be original and creative all of the time. All written content submitted for this course will be processed by plagiarism detection software. Assignments that appear to have content from other than the author will be turned over to the University.

Diversity: The University of North Carolina does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran status, sexual orientation, gender identity, or gender expression.

Harassment: We all have the right to our opinions. Everyone should feel comfortable expressing his or her opinions. We do not need to agree but we do need to respect others' thoughts. The University does not tolerate harassment. Please support your classmates' and others' right to worship, act, look, and think, in their own way. Originality is valued in our industry; we should always appreciate everyone's originality. Harassment is a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX. If you are harassed or feel threatened, please bring it to my attention at an appropriate time or contact the Dean of Students (dos@unc.edu, 919-966-4042).

Special Needs Policy: If you need accommodations based upon a disability, under the terms of the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973, please email me your needs by the second pre-departure class. This includes physical needs as well as less apparent needs such as testing anxiety. If you need information about disabilities, please visit the Learning Center website at <http://learningcenter.unc.edu/ldadhd-services/>

Technology Policy: Please turn off your cell phone and all other communication devices/applications when you are in class AND when we are meeting with people at agencies and media outlets.

Email and Communication: I check email regularly every day between 6 a.m. and 9 p.m. I cannot guarantee an immediate response but will guarantee a response within 24 to 48 hours. You should treat emails to me as professional correspondence. Correspondence deemed unprofessional will not receive a response. All communication should include your name, your class, and a professionally worded message.

DATE	AGENDA	ASSIGNMENT DUE
4/12	PRE-DEPARTURE MEETING (ROOM CA 253)	Introductions, Syllabus Review, and Dinner Selection of Visit Leaders
4/19	PRE-DEPARTURE MEETING (ROOM CA 253)	Guest Lecture: Kristin Taylor, <i>Working in China/Taiwan</i>
4/26	PRE-DEPARTURE MEETING (ROOM CA 253)	Guest Lecture: Jock Lauterer, <i>Community Journalism in China</i> SITE VISIT PRESENTATIONS
5/3	<i>No pre-departure meeting just a due date</i>	1st BOOK REVIEW DUE on Sakai
5/9	Leave RDU	
5/10	Arrive in Beijing	
5/11	Cultural Tour	GROUP DEBRIEF
5/12	Site Visits	GROUP DEBRIEF
5/13	Site Visits	GROUP DEBRIEF
5/14	Train to Shanghai	
5/15	Cultural Tour	GROUP DEBRIEF
5/16	Site Visits	GROUP DEBRIEF
5/17	Site Visits Tour	
5/18	Fly to Hong Kong, Cultural Tour	GROUP DEBRIEF
5/19	Site Visits	GROUP DEBRIEF
5/20	Site Visits	GROUP DEBRIEF
5/21	Leave and arrive back in United States	
5/31	Assignments Due	REFLECTION JOURNALS & POST IMMERSION BOOK REVIEW DUE

Accrediting Council on Education in Journalism and Mass Communications Competencies Complete List

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- 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.