



UNC
SCHOOL OF MEDIA
AND JOURNALISM

MeJo 446: Global Communication
and Comparative Journalism

Syllabus for Fall 2018

Stop.

Look.

Listen.

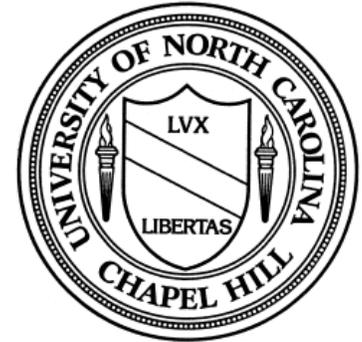


Learn.>>



MeJo 446.001: Global Communication and Comparative Journalism

Fall 2018 class session: 6:15 p.m. to 7:30 p.m.,
Mon. & Wed. in 143 Carroll Hall



Faculty: **Deb Aikat, Ph. D.**

Associate Professor, School of Media and Journalism

Office: 374 Carroll Hall

Phone: Office: (919) 962-4090

E-mail: da@unc.edu

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

Office hours: I love to interact with you. For your convenience, I've listed an array of office hours, as listed below:

4 to 4:30 p.m., Monday & Wednesday in 374 Carroll Hall

7:30 to 8:30 p.m., Monday & Wednesday in 143 Carroll Hall.

Walk-ins welcome. You should feel free to stop by 374 Carroll Hall (Deb's office), anytime from 8 a.m. through 5 p.m. on any workday.

You may also email me (da@unc.edu) to schedule a time that's more convenient to you.

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.

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 **MeJo 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. **MeJo 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 **MeJo 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 (75 minutes). A partial absence will be recorded if you are late by 20 minutes or more or leave class early by 20 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. Student with four unexplained absences (*full or partial*), will earn an "F" grade. Also, Fs will be recorded for all work missed or delayed due to absence(s).

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:

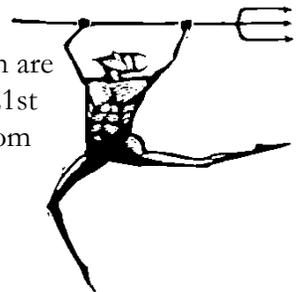
- a) 200-word synopsis of what was covered in the class you missed (meet up with another student who attended for this information)
- b) 200-word summary of assigned reading (see the online schedule)

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).

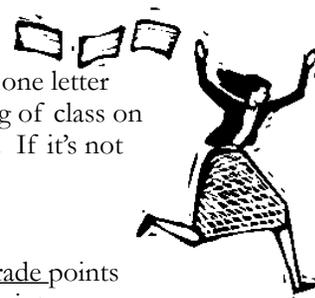
Readings

We expect you to complete before each class required readings, which are listed and linked on the Sakai web space. Befitting a media course in the 21st century digital age, all of these materials can be accessed electronically from any computer with Internet 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 |
| Class activities + Attendance: | 50 points | ___ points |
| First take-home exam: | 100 points | ___ points |
| Each One Teach One: | 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:

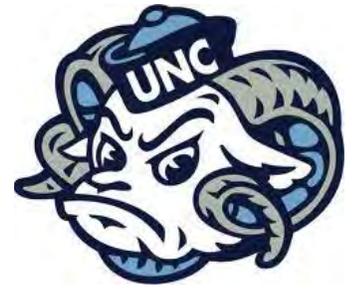
- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor 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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A FINAL NOTE

TO: Students in 2018 Fall
Semester MeJo 446 Class

Welcome to MeJo 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.

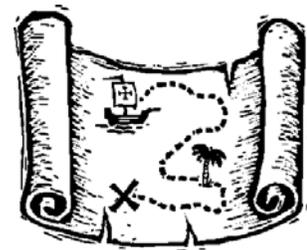
My job is to make your educational experience as stimulating and rewarding as I can and to create an environment conducive to facilitating your learning experience. However, I cannot perform my job alone.

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 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 work with you. Do not wait until it is too late. If you face problems, please communicate with me and we will work together to find a solution.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Dr. Deb Aikat

Associate Professor
UNC-Chapel Hill School of
Media and Journalism

A former journalist, **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, a Carnegie highest research activity (Research 1) doctoral university.

An award-winning researcher and teacher, Dr. Aikat theorizes the intersection of digital media in the global sphere. Dr. Aikat's research work 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*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery and Microsoft Corporation. His research has been funded by government agencies (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 to 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and media programs in universities. He has led the Association for Education in Journalism and Mass Communication (AEJMC) as chair (2009-10) of Teaching, and chair (2015-16) of the Professional Freedom and Responsibility, which fosters freedom, ethics, diversity, and public service. He visited Russia in May 2015 to research press freedom in the former Soviet Union.

His research and teaching excellence awards (*see curriculum vita for a full list*) include an AEJMC-Scripps Howard Researcher of the Year (2014-15), AEJMC Top Research Paper, 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 for 9 years (1997 through 2005). He serves as an elected member of the UNC's Faculty Hearings Committee, which conducts hearings on faculty dismissal. He has served on the UNC Honor Court's Faculty Hearings Board Panel that adjudicates violations of academic honesty, personal integrity, and responsible citizenship.

In addition to teaching on-campus classes, Dr. Aikat has taught online courses since 1997 when he conceptualized UNC's first online course in journalism. He 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).

Dr. Aikat earned in 1995 a Ph.D. in Media 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, a faculty member in the UNC's Department of Computer Science, serves as the Chief Operating Officer at UNC's Renaissance Computing Institute. They live in Chapel Hill, NC, with their two children.



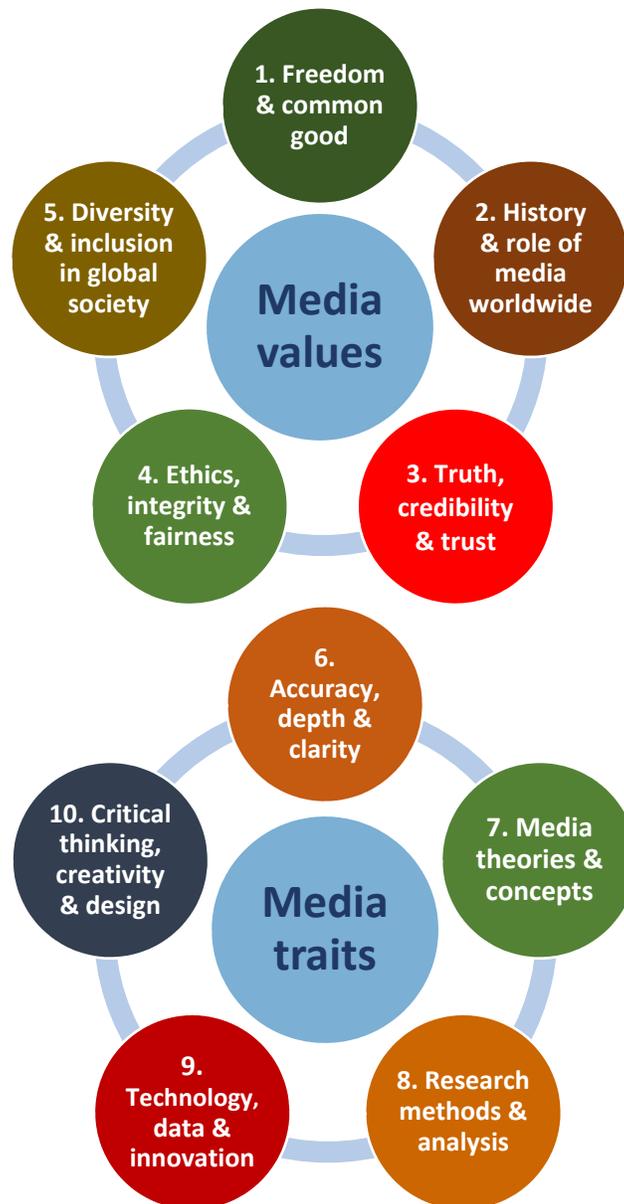
Fall 2018 Course Schedule for
**MeJo 446: Global Communication and
Comparative Journalism**



- ❖ Go to the Sakai course-space to access the updated week-by-week course schedule.
- ❖ Follow the updated online schedule for important dates and deadlines.
- ❖ The attached version of the course schedule may change as the semester evolves **to create the best learning environment for you.**



The Core Concepts Covered in
MeJo 446: Global Communication and Comparative Journalism



As this infographic illustrates, **MeJo 446: Global Communication and Comparative Journalism** will cover theories and concepts of media and journalism in our 21st century global society.

MEJO446.001.FA18 >  MJ-446 Week-by-Week

Unpublished Site

[\(Publish Now\)](#)

Site Information Display

~ Course Schedule for MeJo 446: Global Communication and Comparative Journalism



[\[Read MeJo 446 course syllabus for Fall 2018\]](#)

Important Note: The course schedule (*as outlined here*) may change as the semester evolves to create the best learning environment for you (*Scroll to the bottom of this page for earlier weeks - first through previous week*)

Weeks #1 through #17

Week 1: Aug. 22 (Wed.): Global Communication and Comparative Journalism

Lecture: [Introduction to MeJo 446](#) (ppt) + [Core mission of MeJo 446](#)

Share your global experience

Read before class

Read the [course syllabus](#) [*click link to read syllabus*]

Complete the [MeJo 446 Student Survey](#) by 11:50 p.m. **Aug. 29 (Wed.)**

Read: [A quick recap of today's global news.](#)

Week 2: Aug. 27 (Mon.): Global Communication and Comparative Journalism

[What I believe. And how I got here](#) by [Mr. Richard Griffiths](#), Retired Journalist (25 years CNN) & Stembler Professional in Residence.

Read before class:

Read: [How I Became Fake News - POLITICO Magazine](#)

Complete the [MeJo 446 Student Survey](#) by 11:50 p.m. **Aug. 29, (Wed.)**

Week 2: Aug. 29, (Wed.): World history & role of media worldwide (course core#2)

[Theorizing Globalization: World Is Flat](#) (ppt)

Complete the [MeJo 446 Student Survey](#) by 11:50 p.m. **Aug. 29, (Wed.)**

Read before class

View: [Thomas Friedman's World is Flat lecture at Yale](#) (Feb. 22, 2006) + [Pankaj Ghemawat: Actually, the world isn't flat](#) (Oct 22, 2012)

Read: [Why the World Is Flat?](#) (We'll talk about 10 Great Levelers at the end)

Assignment: Post by 4 p.m., Sept. 12 (Wed.) your list of four additional levelers in 21st Century

Q & A on our MeJo 446 research project

Read before class:

Read: [A quick recap of today's global news.](#)

Week 3: Sept. 3, (Mon.): Labor Day: No class

Week 3: Sept. 5, (Wed.): Global communication: Write correctly & clearly (course core#6)

[Theorizing Globalization: World Is Flat](#) (ppt)

[The Great Levelers & Flatteners](#) (ppt)

[Shaping the future of digital media](#) (video)

Read before class:

[Our Group Work: Exploring 21st Century Levelers](#): Each group member should post by **4 p.m., Sept. 12 (Wed.)** on the [MJ-446 Forums](#) a list of five [levelers \(with brief definitions\) transforming global media and journalism](#).

[Ri Chun Hee 2011 Kim Jong Il death](#) + [Aeroflot sued for beauty discrimination](#) + [Flight attendant wins discrimination case](#) + [What It's Truly Like to Be a Fashion Model](#) Plus size models and social media influencers

If you have not done so, complete the [MeJo 446 Student Survey](#). The deadline was 11:50 p.m. **Aug. 29, (Wed.)**

Week 4: Sept. 10, (Mon.): Truth, credibility & trust in international news (course core#3)

[Theorizing Globalization: World Is Flat](#) (ppt)

[The Great Levelers & Flatteners](#) (ppt)

[Discussion and Team presentations on the 21st Century Levelers](#)

Read: [A quick recap of today's global news.](#)

[Our Group Work: Exploring 21st Century Levelers](#): Each group member should post by **4 p.m., Sept. 12 (Wed.)** on the [MJ-446 Forums](#) a list of five [levelers \(with brief definitions\) transforming global media and journalism.](#)

Week 4: Sept. 12, (Wed.): Truth, credibility & trust in international news (course core#3)

[Theorizing the effect of levelers in our global society](#) [ppt]

[Discussion and Team presentations on the 21st Century Levelers](#)

Read: [A quick recap of today's global news.](#) + [Bangladesh PM urges Myanmar to take back Rohingya refugees](#) + [iPhone X](#)

[Our Group Work: Exploring 21st Century Levelers](#): Each group member should post by **4 p.m., Sept. 12 (Wed.)** on the [MJ-446 Forums](#) a list of five [levelers \(with brief definitions\) transforming global media and journalism.](#)

Week 5: Sept. 17 (Mon.): Diversity & inclusion in global society (course core#5)

Global Issues in Our Digital Society:

Each group will present: [Top Two 21st Century Levelers](#)

Project tips: [Each group should post by 4 p.m., Sept. 17.](#) and present in class the top two levelers.

Read before class:

Read: [Top Two 21st Century Levelers](#) of each group.

Week 5: Sept. 19 (Wed.): Diversity & inclusion in global society (course core#5)

Global Issues in Our Digital Society:

Our class will meet at 7 p.m. to 8:15 p.m. in 33 Carroll Hall for a [special screening](#) of [An Outrage](#), the 2018 documentary on lynchings in the American South

Read before class:

Read: [Why Kids Need to Learn About Lynching](#) - VICE

Read: [About the film, An Outrage](#)

Read: [Lynchings in the American South](#)

Week 6: Sept. 24 (Mon.): The global quest for freedom and common good (course core#1)

ThinkLinks: [UNC 1A Day \(Sept. 25\) posters](#) | [Aristotle Poetics](#) + [The Research Triangle](#)

Read: [A quick recap of today's global news.](#)

Read before class:

Read: Readings listed from this page: [Theorizing Media: Some Theories of the Press](#)

Read: [Why Kids Need to Learn About Lynching](#) - VICE

Read: [About the film, An Outrage](#)

Read: [Lynchings in the American South](#)

Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

Week 6: Sept. 26 (Wed.): The global quest for freedom and common good (course core#1)

Theorizing Media: Four Theories of the Press ([pdf](#) or [ppt](#))

Share Tips fo Research Global Communication + Brainstorm Our Research Ideas ([pdf](#) or [ppt](#))

Read before class:

Share [Tips fo Research Global Communication](#) + Brainstorm Our Research Ideas (ppt file)

Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

"How To Write A Scholarly Essay" by James Hutchisson

► Complete [MJ-446: Global Concept \(take-home\) exam.](#)

◆ Write exam answers on [Word template \[pdf\]](#) & submit to [MJ 446 Dropbox](#) by **11:59 p.m., Oct. 14, Sun.**

Some project examples: [When Freedom Tweets: Social Media Invigorate India's Psyche of Free Speech](#), [Selling Scandal](#), [Social Media in India](#), [Start Here / Never Stop campaign](#), [MJ-School testimonials](#), [E-community paper](#) | [A 2:18 minute video: "I Am NOT Black, You are NOT White"](#)

Project Resources: [Freedom House](#) >> [2018 Freedom in the World](#) | Read: [RSF \(Reporters without borders\)](#) >> [2018 World Press Freedom Index](#) + [War Reporters](#) + [The voice mobile](#) + [Freedom of tweets - Erdogan](#) + [2013 Reporters in trouble](#) | Transparency International >> [Global Corruption Perceptions Index](#) | [World Factbook of the the Central Intelligence Agency](#)

Week 7: Oct. 1 (Mon.): Solving global problems by critical thinking, creativity & design (course core#10)

The Evolution of the Press ([pdf](#) or [ppt](#))

Credibility, Citations & Counterfeits [[pdf](#) or [ppt](#)]

Read before class:

Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

[MJ-446: Global Concept \(take-home\) exam](#): Write answers on [Word template \[pdf\]](#) & submit by **11:59 p.m., Oct. 14, Sun.** to [MJ-446 Drop Box](#)

Read: [A quick recap of today's global news.](#)

Week 7: Oct. 3 (Wed.): Solving global problems by critical thinking, creativity & design (course core#10)

Levelers in Global Media ([pdf](#) or [ppt](#))

Media Norms in the Digital Age ([pdf](#) or [ppt](#))

Read before class:

Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

Week 8: Oct. 8 (Mon.): Embrace technology & innovation (course core#9)

The Evolution of the Press ([pdf](#) or [ppt](#))

Credibility, Citations & Counterfeits [[pdf](#) or [ppt](#)]

Read before class:

Research Project Proposal due 6:45 p.m., Oct. 8, Mon.

Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

► Complete [MJ-446: Global Concept \(take-home\) exam](#).

◆ Write exam answers on [Word template \[pdf\]](#) & submit to [MJ 446 Dropbox](#) by **11:59 p.m., Oct. 14, Sun.**

Read: [A quick recap of today's global news](#).

Week 8: Oct. 10 (Wed.): Embrace technology & innovation (course core#9)

[Dr. Mariam Alkazemi](#), Carnegie Fellow at University of North Carolina at Chapel Hill, will discuss "The Future of Global PR"

Read before class:

► Complete [MJ-446: Global Concept \(take-home\) exam](#).

◆ Write exam answers on [Word template \[pdf\]](#) & submit to [MJ 446 Dropbox](#) by **11:59 p.m., Oct. 14, Sun.**

Read: [A quick recap of today's global news](#).

Week 9: Oct. 15 (Mon.):

Theorizing Global Communication

Sexist Media Images Worldwide [[pdf](#) or [ppt](#)]

Q&A on **Beginning + Middle of Research Project (due 6:45 p.m., Oct. 29, Mon.)**

[J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

[Complete mid-semester feedback by 6:45 p.m., Oct. 24 \(Tue\)](#).

Read before class:

No readings assigned to give you time to complete take-home exam

Week 9: Oct. 17 (Wed.): No class. Enjoy Fall Break

Prepare for the Beginning + Middle of Research Project (due 6:45 p.m., Oct. 29, Mon.)

Week 10: Oct. 22 (Mon.): Apply research methods & analysis (course core#8) + Global media theories & concepts (course core#7)

[Lessons in Media Ethics](#) (pdf), a featured lecture by [Mr. Richard Griffiths](#), Retired Journalist (25 years CNN) & Stembler Professional in Residence.

Read before class:

Mr. Griffiths has asked you to read these two articles related to a little history of a local news station, and one reporter in particular:

Read: [Belo Corp. sells WFAA8 and other TV properties to Gannett](#) & [Multi-honored WFAA-TV investigator Byron Harris talks about exhaling after 40-plus years of pushing hard](#)

Week 10: Oct. 24 (Wed.): Apply research methods & analysis (course core#8) + Global media theories & concepts (course core#7)

Work session for [Beginning & Middle of 446 Research Project](#)

Read before class:

[J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

[EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)

Week 11: Oct. 29 (Mon.): Ethical principles in global media (course core#4)

President Trump and the State of the World

Research Project: Beginning + Middle due 6:45 p.m., Oct. 29, Mon.

[J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

Read before class:

[J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

[EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)

Week 11: Oct. 31 (Wed.): Ethical principles in global media (course core#4)

Theorizing Global Communication

[Prof. Charlie Tuggle: Las Abuelas de Plaza de Mayo and the Search for Identity](#) (59 second trailer)

[Las Abuelas de Plaza de Mayo and The Search for Identity Documentary](#) (45:32)

Read before class:

Read: [40 years later, the mothers of Argentina's 'disappeared' refuse to be silent](#) | Read: [Film guide for Las Abuelas de Plaza de Mayo](#)

Read: [Argentina: The World Factbook](#) | Read: [BBC Profile: Argentina](#)

Announce details of [EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)

Week 12: Nov. 5 (Mon.):

Global Media of the Future

[UNC Entrepreneur-In-Residence Jed Simmons: Global Media in the Age of Abundance](#) (pdf)

Read before class:

Read: [Age of Abundance: How the Content Explosion will Invert the Media Industry](#)

Read: [Netflix, Facebook, and the future of TV shows](#)

Read: [Katzenberg's Big Ask: \\$2 Billion for Short-Form Video Project](#)

Read: [Ten Issues We Are Thinking About In October 2018](#)

Read: [BTIG's Top 17 Media Predictions for 2018](#)

[Read + Prepare for the "Blast"](#)

Week 12: Nov. 7 (Wed.): Global Media of the Future

[Media Trust in the Digital Age](#) (pdf or ppt)

Read before class:

[EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)

[UNC Global 2018 Passport Drive](#).

Week 13: Nov. 12 (Mon.):

[Deb's cooking list for food fest](#) + [Sign-up sheet](#) for MJ-446 Global Food Fest: A celebration of global food in the Freedom Forum Conference Center (CA 305).

Read before class:

[EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)
[J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

Week 13: Nov. 14 (Wed.): Each One, Teach One

Polish journalist [Mr. Lukasz Dulniak](#): [Technology Transforming Media in Poland](#)

Read before class:

[Poland country profile](#) - BBC News | [Poland](#) (World Factbook) | [Map of Poland](#)
[Videos about media in Poland](#)

Post on [Sakai discussion forum](#) your EOTO presentation by 11:59 p.m. on Nov. 19, Sunday.

Read [EOTO presentations](#) from our class.

Week 14: Nov. 19 (Mon.): Each One, Teach One

[EOTO presentation schedule](#)

Research Project: Final Project due 11:55 p.m., Dec. 3, Mon.

Read before class:

Read [EOTO presentations](#) from our class.

Q&A: Read: [J-446 Research Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

~~ Week 14: Nov. 21 (Wed.) through Nov. 25 (Sun.): Enjoy Thanksgiving break

Read during break:

Read: *Core Concepts in Media and Journalism*

Week 15: Nov. 26 (Mon.): Race, Freedom and Technology

[EOTO schedule](#) + [EOTO tips](#) + [presentation template for you \(pdf version\)](#) + [3MT - Three Minute Thesis](#)

Research Project Final due 11:55 p.m., Dec. 6, Thur. (Reading Day#1)

Q&A: Read: [J-446 Final Project Guidelines](#) + [Research Rubric](#) + [23 powerful nations](#)

Global communication: [The voice of the voiceless and to speak truth to power](#)

[History of English \(combined\)](#) + [Global English - The History of English](#)

"You Are the Professor" Survey

Complete: [Confirmation that "I completed MJ 446 end-semester evaluations"](#)

Read before class:

Read: [TED Talks on technology](#)

Read: [TED Talks on our digital lives](#)

Week 15: Nov. 28 (Wed.):

Global Communication and Comparative Journalism

Media Ethics

Read before class:

Research Project Final due 11:55 p.m., Dec. 6, Thur. (Reading Day#1)

Read: [J-446 Final Project Guidelines](#) + [Word version of guidelines](#) + [Research Rubric](#)

Read: [TED Talks on technology](#).

Nov. 19, Mon.: Email invitation to evaluate this course.

Dec. 5, Wed.: Complete evaluations (course evaluation site closes midnight, Dec. 5, Wed.).

Read [Alisa Miller: How the news distorts our worldview](#) | TED Talk

Read: [Global Media Ethics](#) from the Center for Journalism Ethics

Read: [Why We Need Radical Change for Media Ethics, Not a Return to Basics](#)

Week 16: Dec. 3 (Mon.):

We the Media: The Toothbrush Test, Filter Bubbles, Platforms & News Bots ([pdf](#) or [ppt](#))

10 Lessons Learned in Global Communication and Comparative Journalism

All questions answered: Celebrating the last week of our class: Race, Freedom and Technology

Global communication: [The voice of the voiceless and to speak truth to power](#)

Read before class:

Read: [The Journalist's Creed](#), written in 1914 by Walter Williams, founder of the Missouri School of Journalism

Post an e-copy of your final project to the [MJ 446 discussion forum](#) before **11:55 p.m., Dec. 6, Thur. (Reading Day)** [Extended from Dec. 4]

Read: [J-446 Final Project Guidelines](#) + [Word version of guidelines](#) + [Research Rubric](#)

Read: [TED Talks on technology](#).

Week 16: Dec. 5 (Wed.):

♦ **Attend MJ-446 Debrief session at 7 p.m. Dec 7,(Fri.) in 143 Carroll Hall:**

[TIME Person of the Year 2018: The Silence Breakers](#) + A Class Act: [Celebration of MJ 446](#)

Lessons Learned in Global Communication and Comparative Journalism

All questions answered: Celebrating the last day of our class

Read before class:

Read: [TED Talks on our digital lives](#)

Post an e-copy of your final project to the [MJ 446 discussion forum](#) before **11:55 p.m., Dec. 6, Thur. (Reading Day#1)** [Extended from Dec. 4]

Read: [J-446 Final Project Guidelines](#) + [Word version of guidelines](#) + [Research Rubric](#)

Week 16 & 17: Dec. 5 (Wed.) to Dec. 14 (Fri.)

~ Classes End: Dec. 5 (Wed.)

~7 p.m., Dec. 7 (Fri.) [Final exam schedule for fall 2018](#)

~ First day of Exams: Dec. 7, 2018 (Fri.)

~ Reading Day#1: Dec. 6, 2018, (Thu.)

~ Reading Day#2: Dec. 12, 2018 (Wed.)

~ Last day of Exams: Dec. 14, 2018 (Fri.)

~ Fall Commencement: Dec. 16, 2018 (Sun.)

Nov. 19, Mon.: Email invitation to evaluate this course.

Dec. 5, Wed.: Complete evaluations (course evaluation site closes midnight, Dec. 7, Wed.).
