



# UNC

SCHOOL OF JOURNALISM  
AND MASS COMMUNICATION

JoMC 446: Global Communication  
and Comparative Journalism

Syllabus for Fall 2014

Stop.

Look.

Listen.



Learn.>>



# JoMC 446.001: Global Communication and Comparative Journalism

Fall 2014 class session: 5:30 p.m. to 8:15 p.m.,  
Tuesday in 143 Carroll Hall



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

Associate Professor

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Office hours: 4:15 p.m. to 5:15 p.m. Tuesday 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 Google, IBM, Coca-Cola, Nike, AT&T, MTV, *The New York Times*, Universal Studios, Sports Illustrated and J. Walter Thompson. 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 will earn points for each class session you attend. Similarly, you lose points for each absence: 8 attendance points for each class session. You can 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, 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”

1. 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

2. 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 for details)

3. 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 points for absences.

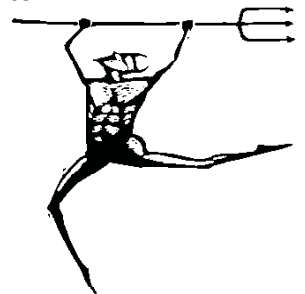
4. The “Absence Paper” requirement is applicable to all absences, excused or otherwise. So, whatever be the reason for your absence you write the “Absence Paper.” This is based on the premise that, in an effort to be fair to all students, the instructor will not evaluate the importance of the reason 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.

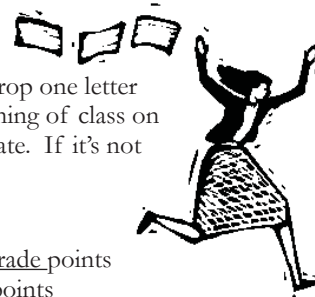
## Recommended Resources

- Internet access
- A three-ring binder to hold all course materials (\$ 2.50)



## 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
Second Test (e-pres):	100 points	___ points
<b>Total:</b>	<b>500 points</b>	___ 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 Project 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.



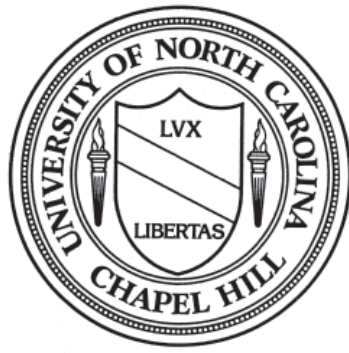


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## A FINAL NOTE

TO: Students in 2014 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 course of your 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:

*"The only limitations in our lives are those we place on ourselves."*

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.





# UNC

SCHOOL OF JOURNALISM  
AND MASS COMMUNICATION



## Dr. Debashis “Deb” Aikat

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

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

An award-winning researcher and teacher, Dr. Aikat theorizes on social media, international communication, news media and the future of communication.

Dr. Aikat’s research interests range across the mass media. His research has been published in book chapters and refereed journals such as *First Amendment Studies*, *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, Microsoft Corporation, and the International Radio and Television Society (IRTS). He has reviewed manuscripts for the *Journalism and Communication Monographs*, *Journalism and Mass Communication Quarterly*, *Journal of Communication* and leading publishers such as Sage, Wiley, Routledge, McGraw-Hill, and Oxford University Press.

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 IRTS 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 has served since 2011 as an elected member of the AEJMC’s Committee on Professional Freedom & Responsibility, which addresses freedom, ethics, media criticism and accountability, racial, gender, cultural inclusiveness, and public service.

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).

His awards for excellence in research and teaching (see vita for a full list) include AEJMC Communication Technology Division Top Paper Award (2003), 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 have honored him with the Edward Kidder Graham-Favorite Faculty Awards from 1997 through 2005.

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

He graduated with distinction, attaining first rank 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, Jay, became U.S. citizens in 2003. Jay is a faculty member in the Department of Computer Science at UNC-Chapel Hill. Before earning a Ph.D. in computer science, Jay led for eight years information technology initiatives at UNC-Chapel Hill, Womble Carlyle Sandridge & Rice, a full service law firm, and Ohio University. They live in Chapel Hill, North Carolina, with their two children.

**• Student Survey for JOMC 446.1 (Fall 2014) •**

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.

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.) 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) \_\_\_\_\_

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

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

4.) Tell us something about yourself:

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

6.) 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 (such as LexisNexis, Factiva)	1	2	3	4	5	
2. Searching e-journals	1	2	3	4	5	
3. Using a bibliography software (such as RefWorks, Zotero)		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	

• Student Survey for JOMC 446.1 •

7.) 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"/> PR 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"/> interent 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_____                   |

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

9.) 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\_\_\_\_\_

10.) 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:

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

# jomc446.1 Global Communication and Comparative Journalism

## course.outline.for.fall 2014



Wk	Topic	Reading/Projects/Activities
	<p><b>Important Note: As we discussed in class, this course schedule may change as the semester evolves.</b></p>	
<p><b>1</b></p>	<p>Aug. 19: Tue.</p> <p><b>Topic:</b></p> <p><b>Introduction to JoMC 446 and Global Media Issues</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Introducing JOMC 446</a></li> <li>• <a href="#">J-446 Syllabus for Fall 2014</a></li> </ul> <p><u>Online resources</u></p> <ul style="list-style-type: none"> <li>• <a href="#">About Deb Aikat</a></li> <li>• <a href="#">Aikat honored</a></li> <li>• <a href="#">Alladin</a></li> </ul>	<p>Reading/Projects/Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">J-446 Syllabus for Fall 2014</a></li> <li>• <a href="#">Web sites of the Week</a> (WoW)s</li> </ul>
<p><b>2</b></p>	<p>Aug. 26: Tue.</p> <p><b>Topic:</b></p> <p><b>Role of Global</b></p>	<p>Reading/Projects/Activities</p> <ul style="list-style-type: none"> <li>• <a href="#">Ten forces that flattened the world</a></li> <li>• Read: <a href="#">The 10 Great Levelers</a></li> <li>• View Tom Friedman's 2005</li> </ul>

	<p><b>Communication in Society</b></p> <ul style="list-style-type: none"> <li>• Case Study proposal deadline: Sept 9, 2014</li> <li>• Introduce <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></li> <li>• <a href="#">Why Beginning Middle and End?</a></li> <li>• Class discussion: <a href="#">Eras of Globalization</a></li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• International communication theories</li> </ul>	<p><a href="#">Globalization Lecture</a> (May 16, 2005)</p>
<p><b>3</b></p>	<p><b>Sept. 2: Tue.</b></p> <p><b>Topic:</b></p> <p><b>A News Revolution Transforms Global Communication</b></p> <ul style="list-style-type: none"> <li>• Ask questions about case study proposal</li> <li>• Class discussion: Case Study proposal</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">UNC CAFME exhibit: Selling Scandal</a></li> <li>• <a href="#">When Freedom Tweets: India's social media</a></li> </ul>	<p><b>Reading/Projects/Activities</b></p> <p>Labor Day (Monday, Sept. 1)</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to the scientific method - and why it's important</a></li> </ul>
<p><b>4</b></p>	<p><b>Sept. 9: Tue.</b></p> <p><b>Topic:</b></p> <p><b>The Development of Global Communication</b></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="#">Web credibility resources</a></li> <li>• Class discussion: <a href="#">Impact</a></li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Disconnect: Robert McChesney on "How Capitalism Is Turning the Internet Against Democracy"</a></li> <li>• <a href="#">Conducting a Literature Review</a></li> <li>• <a href="#">Information and Its Counterfeits</a></li> <li>• <a href="#">Library research</a></li> <li>• <a href="#">Citing Information</a></li> </ul>

	<p><a href="#">of the Internet on Global Communication</a></p> <ul style="list-style-type: none"> <li>• Submit Case Study proposal</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Working with citation</a></li> <li>• <a href="#">E-reference links</a></li> <li>• <a href="#">snopes.com</a>: Urban Legends Reference Pages</li> </ul>	<p><b>Case Study proposal deadline: 5:30 p.m., Sept. 9, 2014</b></p>
<b>5</b>	<p><b>Sept. 16: Tue.</b></p> <p><b>Topic:</b></p> <p><b>Global Communication Theories and Comparison of Press Systems</b></p> <ul style="list-style-type: none"> <li>• Share your research ideas and class discussion on <a href="#">Next steps for Beginning and Middle</a> part (100 points)</li> <li>• Discuss Global Media Concepts exam: This is an open book test. Email by 11:59 p.m., Oct. 7, your answers to Global Media Concepts exam (<a href="#">released: Sept. 16</a>).</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FluTracker H1N1 swine flu</a></li> <li>• <a href="#">Google Flu Trends</a></li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Theories of the media</a></li> <li>•</li> </ul>
<b>6</b>	<p><b>Sept. 23: Tue.</b></p> <p><b>Topic:</b></p> <p><b>The Flow of News and International Propaganda</b></p> <ul style="list-style-type: none"> <li>• Class discussion: <a href="#">Four Theories of the Press</a></li> <li>• Case study proposal</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">International news flows</a></li> <li>• <a href="#">Four theories of the press</a></li> <li>• Email by 11:59 p.m., Oct. 7., your answers to Global Media Concepts exam</li> </ul> <p>This is an open book test. Read tips for the concepts exam.</p>

	<p>feedback+ Discussion:  <a href="#">Case Study next steps</a> &amp;  <a href="#">Research Worksheet</a></p> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Global media theories</li> </ul>	
7	<p><b>Sept. 30: Tue.</b></p> <p><b>Topic:</b></p> <p><b>The Role of Communication in International Relations</b></p> <ul style="list-style-type: none"> <li>• Class discussion: Role of Communication in International Relations</li> <li>• <a href="#">India's social media landscape</a></li> <li>• Meet your peer in class</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• International miscommunication theories</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• Role of Communication in International Relations</li> </ul>
8	<p><b>Oct. 7: Tue.</b></p> <p><b>Topic:</b></p> <p><b>Communication in Developing Nations</b></p> <ul style="list-style-type: none"> <li>• Jacqueline Borrett's <a href="#">Violence in the Media</a></li> <li>• Communication in Developing Nations</li> <li>• Mid-semester review of J-446</li> <li>• <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Global news theories</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• Communication in Developing Nations</li> </ul>



9	<p>Oct. 14: Tue.</p> <p><b>Topic:</b></p> <p><b>Global Media Ethics</b></p> <ul style="list-style-type: none"> <li>• Tips for excellence in global research</li> <li>• <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Comparative journalism theories</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <p>Peer activity: Submit draft to peer by 5 p.m., Fri., Oct. 17, 2014  <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></p> <p>Send your feedback to peer by 5 p.m., Mon, Oct. 13, 2014  <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></p>
10	<p>Oct. 21: Tue.</p> <p><b>Topic:</b></p> <p><b>Press Freedom Worldwide</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Dr. Charlie Tuggle presents: Las Abuelas de Plaza de Mayo and the Search for Identity</a></li> <li>• Class discussion: Press Freedom Worldwide</li> <li>• Submit Oct. 21: <a href="#">Beginning and Middle</a> part (100 points)</li> <li>• <a href="#">Case Study tips</a> &amp; <a href="#">Research Worksheet</a></li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Theories of global freedom</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Las Abuelas de Plaza de Mayo and the Search for Identity</a></li> <li>• <a href="#">State of Press Freedom Worldwide</a></li> <li>• Test resources: Twiplomacy study <a href="#">world leaders</a> and <a href="#">Governments</a>, <a href="#">Reuters Institute for the Study of Journalism</a>, <a href="#">Pew Research Center's Internet &amp; American Life Project</a>, <a href="#">State of Press Freedom Worldwide</a>, Transparency reports: <a href="#">Facebook</a>, <a href="#">Google</a>, <a href="#">Microsoft</a>, <a href="#">Twitter</a>, <a href="#">Obama email archive</a></li> </ul>
11	<p>Oct. 28: Tue.</p> <p><b>Topic:</b></p> <p><b>Theorizing Global Communication</b></p> <ul style="list-style-type: none"> <li>• Class Discussion: Theorizing Global Communication</li> <li>• <a href="#">The Real Price of Cheap Food</a></li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• Theorizing Global Communication</li> </ul>

	<p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">FluTracker H1N1 swine flu</a></li> <li>• <a href="#">Google Flu Trends</a></li> </ul>	
<b>12</b>	<p><b>Nov. 4: Tue.</b></p> <p><b>Topic:</b></p> <p><b>Theorizing International Media</b></p> <ul style="list-style-type: none"> <li>• Appeals, Biases, and Stereotypes in International News</li> <li>• Class Discussion: Global Media Theories</li> <li>• Feedback to Beginning and Middle</li> <li>• Work on e-presentation and End part</li> <li>• Follow <a href="#">E-Presentation instructions</a>.</li> <li>• Post to the <a href="#">J-446 Sakai site</a> your e-presentation</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in International News</li> </ul>	<p><b>Reading/Projects /Activities</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the coverage online of recent international news events by reading the The NY Times, Washington Post and The Atlantic.</li> <li>• Bring a copy of an international news story that you find interesting to class for all of us to discuss and deliberate.</li> </ul>
<b>13</b>	<p><b>Nov. 11: Tue.</b></p> <p><b>Topic:</b></p> <p><b>Context and Concept of Communicating with International Audiences</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Schedule for Student Presentations</a></li> <li>• Student Presentations part I: <a href="#">View e-presentations from our class</a></li> <li>• <a href="#">View e-presentations from our class</a></li> <li>• Communicating with International Audiences</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• <a href="#">View e-presentations from our class</a></li> <li>• Communicating with International Audiences</li> <li>• <a href="#">Web sites of the Week</a> (WoW)s</li> </ul> <p>Submit by <b>12 noon, Nov. 10, Mon.</b> e-presentation of your research (100 points).</p> <ul style="list-style-type: none"> <li>• Adapt <a href="#">presentation template</a></li> <li>• Follow <a href="#">E-Presentation instructions</a>.</li> <li>• Post to the <a href="#">J-446 Sakai site</a> your e-presentation</li> </ul>

	<ul style="list-style-type: none"> <li>• Research presentations of case studies</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Class discussion: International News and Propaganda</li> </ul>	
14	<p><b>Nov. 18: Tue.</b></p> <p><b>Topic:</b> Social Media: The Global Media of the Future</p> <ul style="list-style-type: none"> <li>• <a href="#">Schedule for Student Presentations</a></li> <li>• Student Presentations part I: <a href="#">View e-presentations from our class</a></li> <li>•</li> <li>• Class discussion: <a href="#">Social Media Worldwide</a></li> <li>• Research presentations of case studies</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Class discussion: International advertising and public relations</li> </ul>	<p><b>Reading/Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• Social Media Worldwide</li> <li>• Cover letter (<a href="#">Regular</a>) and (<a href="#">Enhanced</a>)</li> <li>• Download <a href="#">Deb's cover letter template in Word</a></li> </ul> <p><a href="#">Course Evaluation Schedule</a></p> <p><b>Nov. 24, Monday:</b> Email invitation to evaluate this course.</p> <p><b>Dec. 5, Thursday:</b> Complete evaluations (course evaluation site closes midnight, Dec 4, Thursday),</p>
15	<p><b>Nov. 25: Tue.</b></p> <p><b>Topic:</b> <b>Summing up: Global Communication</b></p> <ul style="list-style-type: none"> <li>• Class discussion: <a href="#">Social Media Worldwide</a></li> <li>• Research presentations of case studies</li> </ul> <p><b>Online resources</b></p> <ul style="list-style-type: none"> <li>• Class discussion: International advertising and public relations</li> </ul>	<p>Enjoy Thanksgiving break</p>

<p style="font-size: 2em; color: red; text-align: center;">16</p>	<p style="font-size: 1.5em; font-weight: bold;">Dec. 4: Tue.</p> <p style="color: red; font-weight: bold;">Topic:</p> <p style="font-weight: bold;">Summing up: Comparative Journalism</p> <ul style="list-style-type: none"> <li>• Work on e-presentation and End part</li> <li>• <a href="#">India's social media</a></li> </ul> <p style="font-weight: bold;">Online resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Download UNC logos</a>, see <a href="#">all UNC logos</a></li> <li>• <a href="#">Research citation styles</a> and <a href="#">manuals</a></li> </ul>	<p style="font-weight: bold;">Reading/Projects/Activities</p> <p>End part (50 points) deadline: 5:30 p.m., Dec. 2 (Tue.) ☐</p> <ul style="list-style-type: none"> <li>• <a href="#">Checklist for End part of case study</a></li> <li>• Post to the <a href="#">J-446 Sakai site</a> your case study</li> </ul>
<p style="font-size: 2em; color: red; text-align: center;">17</p>	<p>Classes End: Wed., Dec. 3, 2014 Reading Day#1: Thurs., Dec. 4, 2014 First day of Exams: Fri., Dec. 5, 2014</p> <p>Reading Day#2: Wed., Dec. 10, 2014 Last day of Exams: Fri., Dec. 12, 2014 Fall Commencement: Sun., Dec. 14, 2014</p>	
		<p style="color: red; font-weight: bold;">Important Note: As we discussed in class, this course schedule may change as the semester evolves.</p>