California State University, Long Beach

**JOUR 312I-01 (3761)**

**GLOBAL NEWS MEDIA**

**Spring 2015**

**Mondays/Wednesdays, 9:30 a.m. – 10:45 p.m.**

**LA 3 Room 204**

**Professor: Dr. Heloiza G. Herscovitz**

<http://www.csulb.edu/colleges/cla/departments/journalism/people/herscovitz.htm>

Office: **LA 4, 206 D**

Office hours: **Mondays, 1:00 pm - 2:00 pm**

E-mail: heloiza.herscovitz@csulb.edu

(Please, include Jour 312I (01) and your full name in the subject line)

Phone: (562) 985-5667 (e-mail is better!)

**Course Description and Objectives**:

This is a GE interdisciplinary capstone course that brings the world to the classroom by connecting globalization and media concepts to international news. It focuses on global news media structure and characteristics, multimedia practices and operations, war coverage, international news flow, and the impact of new technologies on news selection, construction and consumption. This course has three main purposes: 1. Help students to develop a general understanding of mass communication and globalization theories and how they apply to different regions of the world and to top global events. 2. Offer students the elements to explain and synthesize economic, political, social and cultural influences that drive the global news coverage, and the changing media landscape, including global advertising and public relations. 3. Train them to develop sharp critical thinking skills about ethnocentrism, diversity and inequalities in the global media system. Special attention is devoted to understanding how the world's leading media houses operate in distinct political settings, and the differences and similarities between Western and non-Western media outlets.

**Learning Outcomes**

At the end of this course, students will be able to:

* Understand the main characteristics of global media systems and how digital technologies affect the circulation of information in the world.
* Discuss Western ethnocentrism and biases in international news flow, global entertainment, advertising and public relations.
* Apply theories of mass communication and globalization to particular regions and media events.
* Describe key global media players, international professional norms and patterns of coverage of major issues.
* Classify geopolitical regions and their media features.
* Assess economic, political, social and cultural influences on global news systems.
* Reflect criticallyon what governments, news organizations and citizens can do to improve diversity of viewpoints, press freedom and social development.

**Assessment and Modes of Instruction**:

Student will be assessed through quizzes on current news, tests on course content, essays and research projects, presentations, online posts, and class discussions. The course combines lectures, small and large group discussions, presentation of films, videos, and the students’ own research.

**Course Readings**

**Please, purchase the book** **“The World News Prism, Digital, Social and Interactive,” by William A. Hachten and James F. Scotton, 2015, 9th edition (Wiley Blackwell).**

 Bring it to every class.

Additional required texts are posted on Beachboard.

**Important news sources**:

*The* *Los Angeles Times* ([www.latimes.com](http://www.latimes.com)) section World

*The Wall Street Journal* (<http://online.wsj.com/public/us>) section World (look at all regions)

The Associated Press

<http://hosted.ap.org/dynamic/fronts/WORLD?SITE=AP&SECTION=HOME>

Reuters: http://www.reuters.com

BBC world news (<http://www.bbc.com/news/world/>)

CNN ([http://www.cnn.com/WORLD/?hpt=sitenav.com](http://www.cnn.com))

Al Jazeera (<http://english.aljazeera.net>)

NPR world news (<http://www.npr.org/sections/world/>)

Follow these media outlets on Twitter as well.

**Required: online subscription of *The Economist***

To succeed in this course you will need an online subscription of *The Economist*. We will have current events quizzes based on the *Economist* throughout the semester. Also, you will use the Economist for your final project. Above all, you need to be well- informed about global issues. Get a student digital subscription ($1 a week for 12 weeks) at <https://subscriptions.economist.com/GLB/SPLASH/ECOM/NA/?absplitsrc=/GLB/ECOM&abrnd=55d62d73bfc25&country=US&sub_type=student>

Besides full access to the magazine’s website, this subscription gives you full access to each week's issue via *The Economist* apps for iPad, iPhone, Android, Windows 8, Chrome, BlackBerry and Kindle Fire (make sure you use a CSULB email account).

**At the end of the semester, there will be an extra credit class game on world events** (up to five points) also based on *The Economist*.

All reading assignments must be completed on schedule. Failure to keep up with the readings will affect your grade negatively.

**Essay and Final Paper Instructions**

The short essay and the final paper need to be written in **third person** (do **not** use I, we, us, etc.). Do **not** announce in the first sentence that “this essay is about....” Do **not** ask questions that you do not plan to answer. Use your opening paragraph to state your thesis (your main, best idea) in a concise manner. The following paragraphs will contain your arguments to support your thesis and examples. End with a solid conclusion. Make sure you cite your sources (and you need at least three) in the short essay. There will be specific instructions for source citation in the final paper. There is no need to produce a cover sheet for these assignments but they need to include a **creative title**.Write your assignments in **Word (.doc or docx)**, **doubled-spaced** the lines and use **Times New Roman 12 pt. font size**. Also, use **APA style** for all in-text citations and bibliography in both projects. Your work should be well written and well edited. Pay attention to accuracy, clarity, spelling and grammar (check our rubric). No phone texting style, abbreviations or slang. **Poorly written assignments will be penalized**. **Any instance of plagiarism, fabrication of sources or other information will be grounds for failure in this course**. **Do not use Wikipedia as a source.** Your short essay and final paper will be submitted via Turnitin.

Check these websites on how to write essays and use APA style:

<https://owl.english.purdue.edu/owl/resource/685/01/>

<http://www.apastyle.org>

<http://owl.english.purdue.edu/owl/resource/560/01/> <http://www.library.cornell.edu/resrch/citmanage/apa>

<http://www2.actden.com/writ_Den/Tips/essay/index.htm>

**Grading**

Your work will be judged on your ability to describe, understand, apply, analyze, synthesize, and evaluate evidence and offer conclusions. Originality, quality of writing, creativity, adherence to journalistic principles, grammar, punctuation and style also count. You grade will be based on your overall performance reflected on the sum of your points on the assignments below and on your attendance.

**Mid Term 100 points**

**Final Exam 100 points**

**Final Paper 100 points**

**Short Essay 50 points**

**Country Presentation 50 points**

**In-class assignment 10 points**

**Quizzes** **on current events (7)** **70 points (10 points each)**

**Research proposal for final paper 10 points**

**Class Participation\* 20 points**

If we do other assignments in class, they will be incorporated to your grade (5 points a piece).

**Total points 510 points**

**\***I keep a record of your class participation and monitor it by date through an Excel spreadsheet. Therefore, the margin for error is minimal. Whenever you speak in class, state your first and last name loud and slowly. **Class participation is not directly related to attendance. Check the rubric for class participation.**

**Total Points: 510**

**A**= +460 points (outstanding performance)

**B**= 408 - 459 points (superior performance)

**C**= 357- 407 points (adequate performance)

**D**= 306 -356 points (marginal performance)

**F**= Below 305 points (unacceptable performance)

If, at the end of the semester, you miss the cutoff **by one point**, I will automatically move your final grade up to the next grade.

**Course Rules**

**Deadlines and Policy on Late Work**: Deadlines and Policy on Late Work: Assignments submitted via Beachboard have a cutoff time to be uploaded to Beachboard, which is 6:00 am on the day they are due. Plan accordingly because technical difficulties do happen and they won’t concern me. Please, do not ask for cancellation of penalties if you submit late work. Any assignment turned in one the same day but after the deadline will be marked down 10 points (they need to be printed and stamped by a department office assistant). On the second day it will be marked down 20 points. On the third day it will be marked down 30 points. On the fourth day it will be marked down 40 points. On the fifth day it will receive a zero. Late work may be accepted if you have adequate supporting documentation in strict accordance with CSULB policy (read below) such injury, illness, jury duty, etc. and my consent. Do not send assignments by email unless instructed by me.

**Attendance:** It is mandatory. **After two unexcused absences during this semester, each additional absence will lead to a 5-point penalty for each one. I will excuse only legitimate absences as defined by the Journalism Department and CSULB (see the syllabus addendum) and only with adequate supporting documents and my consent.**

***Perpetual tardiness is* disruptive and will affect your final grade. After the third one, every tardy one will lead to a 1–point penalty.** Yet, if you arrive up to ten minutes late, I rather have you entering the classroom quietly than standing in the hall and missing important content.

Therefore, missed points related to absences and tardies will lower your final grade.

There is **no** make up for quizzes at all, and make ups for the midterm will be accepted **only** in extreme cases according to the university policy based on proper documentation and at my discretion. There is **no** make up for the final exam.

Read CSULB policy on attendance, late assignments and missed exams:

<http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/>

Our class etiquette policy requires that you **leave all electronic devices in your backpack**, **including your laptop, iPad, iPod and cell phone (with the ringer turned off, please).** We use traditional note taking in class. Bring pencils, pens and paper pads.

**Cheating and Plagiarism**

**Any student caught cheating or plagiarizing at any time and on any type of assignment risks receiving an “F” for the course at the instructor’s discretion.** Additionally, a copy of the offense may be forwarded to the Office of Judicial Affairs for review and potentially action on your permanent school record. **Ignorance of what constitutes plagiarism or cheating is not a valid excuse**. Please read the CSULB policy on Turnitin at <http://www.csulb.edu/lats/itss/bb/faculty/turnitin_assignments.html>

**Style for Written Assignments**: Everything you write in this course needs to have a creative title. I expect your work to be well-written and well-edited. Essays and the final projet should be double-spaced, with paragraph indents and without extra spacing between paragraphs. Use Times New Roman 12 point-font. Pay attention to spelling, accuracy, clarity and grammar. Poorly written assignments will be penalized. Number your pages. Any instance of plagiarism, fabrication of sources or other information will be grounds for failure in this course. Check rubric for assignments on Beachboard.

☺☺☺ Interacting with students is my passion. My office is always open to you. Feel free to stop by and/or email me at heloiza.herscovitz@csulb.edu

If you feel confused, bored, unchallenged, or distressed, please talk to me. If you are facing a problem that affects your class performance, talk to me. Don’t wait until the end of the semester to tell me something serious is happening to you. I will go out of my way to help you and make sure you get back on track and do not drop the course.

**Assignments**

**Mini Quizzes (7):** Quiz format includes multiple choice and truth/false questions based on your weekly readings of *The Economist*, mostly the world politics section*.*Dates for quizzes are announced in the tentative course schedule based on the magazine’s weekly edition. Make sure you have a digital subscription of *The Economist* ($1 a week) on day one.

**Mid-Term and Final Exam**: Test format include multiple choice and true/false questions. Dates are announced in the tentative course schedule. You will receive a study guide for both. Bring a scantron (882 E with letters) and pencils.

**In-class assignment**: Produced individually or in groups on a pre-assigned topic. No make-up allowed.

**Short Essay**: Analysis of topics related to war reporting based on videos shown in class, textbook chapter 13 and articles posted on Beachboard). Remember to use APA style for in-text citation and bibliography; write in third person in a formal style; follow instructions and rubric posted on Beachboard. Length: 800 words.

**Class Presentation**: Groups of four students choose a cluster of countries from a list posted on Beachboard, preferred aligned by region, and deliver a 25- minute presentation according to the rubric. Your goal is to offer a clear picture of the country you researched pointing out positive and negative aspects as well as contradictions, all of them related to **media aspects and how the country tends to be portrayed in the global media**. The successful presenter does not read from slides, makes eye contact with the audience, and feels confident about the topic. See further instructions on Beachboard. Check the following links:

<http://www.wikihow.com/Do-a-Presentation-in-Class>

<http://www.mycollegesuccessstory.com/academic-success-tools/class-presentation-tips.html>

<http://www.instructables.com/id/How-to-Give-a-Short-Class-Presentation-Competently/>

<http://www.nwlink.com/~donclark/leader/leadpres.html>

**Mini Research Proposal for Final Paper:** Pick an issue of your interest that also has global implications. Examples of topics are the Israeli-Palestinian conflict, global warming, Ebola spread, nuclear power, terrorism (you can focus on ISIS/ISIL, Al Shabbab, Boko Haram or other key group; check <http://www.forbes.com/sites/forbesinternational/2014/12/12/the-worlds-10-richest-terrorist-organizations/>), women’s rights in Arab countries/Africa, gay rights worldwide, immigration/refugees on global scale, arms trade, human traffic, use of drones, etc. You will research how the global media have covered your topic in the last 12 months. Your 200-word proposal will explain the topic (cite your sources), a little on the topic’s background (justification) and the media you will research (see options below). Check if there is enough material for media analysis before writing your proposal.

**Final Paper:** You will develop what you anticipated on your proposal. There are two options.

**Option 1**: Your final paper will describe how the global media framed your topic in the last six months or so by comparing and contrasting news stories published by CNN and Al Jazeera’s websites or BBC and Al Jazeera’s websites. You will need a total of 20 news stories, ten for each medium. Pictures and videos can be included in your analysis but they do not replace written news stories

**Option 2:** Take advantage of your subscription to *The Economist* and analyze how the magazine covered your topic in the last two years based on a total of 20 news stories that refer to your topic directly or indirectly (Unfortunately, there isn’t any comparable magazine to *The Economist*). You **can** include videos and pictures in your analysis but they do not replace written news stories.

Check further details on this assignment on Beachboard. Remember to: Use APA style; write in third person in a formal academic language; follow instructions and the rubric. Length: minimum of 1200 words.

Check <http://www.globalissues.org> and <http://www.globalization101.org/teaching-tools/> for ideas.

**Class Participation**: It is a great way to learn! Class participation boosts your grade and puts a name to a face. You are paying to sit in a classroom, so don’t waste time or money. Are you bored? Participate in class. Are you shy? Fight it because shyness won’t help you succeed. As mentioned above, I keep a record of who speaks in class and when. By mid-semester, I publish a preview of your participation on Beachboard so you know where you are.

**Other Important Observations**:

**Grading:** The grading policies and practices in this class are explained elsewhere in the syllabus. It is the student’s responsibility to read them and to seek clarification if necessary. The student should be fully aware of what is required for success in the course, such as group participation, writing, speaking, completing assigned.

**Seat in Class:** An enrolled student may lose his/her seat in class if he/she misses the first class meeting without notifying the instructor. At the instructor’s discretion, a student who attends the first class but not subsequent classes may also be dropped from the course.

**Withdrawal from Class:** Students may withdraw from a class from the third to the 12th week for “serious and compelling reasons.” Normally these are defined as anything of importance that is beyond the control of the student. This includes, but is not necessarily limited to, death or serious illness in a student’s immediate family or a documented change in a student’s work schedule. Poor performance, tardiness and unexcused absences are not considered serious or compelling reasons beyond the student’s control for purposes of withdrawing.

**Absences from Class:** Grades in a course may be adversely affected by absences, and students should seek clarification from the instructor regarding the course absence policy. Make-ups usually are granted in strict accordance with CSULB policy, which defines excused absences as (1) illness or injury to the student; (2) death, injury or serious illness of an immediate family member or the like; (3) religious reasons; (4) jury duty or government obligation; (5) CSULB-sanctioned or approved activities [2002-03 Catalog, p.75]. *These and any other requests for an excused absence must be documented*.

**CSULB Cheating/Plagiarism/Fabrication Policy:** CSULB takes issues of academic dishonesty very seriously. If you use any deceptive or dishonest method to complete an assignment, take an exam, or gain credit in a course in any other way, or if you help someone else to do so, you are guilty of cheating. Making something up constitutes fabrication. If you use someone else’s ideas or work and represent it as your own without giving credit to the source, you are guilty of plagiarism. This does not apply if the ideas are recognized as common knowledge, or if you can show that you honestly developed the ideas through your own work. Any instructor can show you the correct ways of citing your sources, and you should use quotation marks, footnotes or endnotes and bibliographic references to give credit to your sources according to the format recommended by your instructor. The Department of Journalism has a zero-tolerance policy in these areas, and any instance of academic dishonesty -- cheating, plagiarism and/or fabrication -- may result in your failing of the assignment, immediate removal from class with a failing grade, removal from the College of Liberal Arts, expulsion from the university and/or other sanctions as the instructor deems appropriate.

**Responses, Penalties and Student Rights:** Students should consult the appropriate sections of the Catalog for examples of cheating, fabrication and plagiarism, and instructor and/or CSULB response options in such circumstances. The Catalog also outlines student rights.

**Students with Disabilities**:

Students with disabilities who need assistance or accommodation to participate in the course should inform the instructor and then contact Disabled Student Services within the first week of class. In addition, students should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401.

Students are to provide the instructor verification of their disability from Disabled Student Services. If the service offered is insufficient or inadequate, the student should confer with the instructor and the director of Disabled Student Services. If these efforts are unsuccessful, students have the option of directing their concerns to the Office of Equity and Diversity (University Student Union 301) at 562-985-8256. Responsibility for oversight and implementation of the Americans with Disabilities Act and the Rehabilitation Act has been delegated to the campus director for disability support and accommodation.

**Student Learning Assessment**

The national accrediting agency for journalism education has established a requirement that all accredited journalism schools assess student mastery of 12 core values and competencies that any graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), all graduates, irrespective of their particular specialization, should be able to:

1. Understand and apply principles of law of freedom of speech and press for the United States, as well as receive instruction in and understand the range of systems of expression around the world – including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in the United States in relation to mass communications
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
5. Understand concepts and apply theories in the use and presentation of images and information.
6. Work ethically in the pursuit of truth, accuracy, fairness and diversity.
7. Think critically, creatively and independently.
8. Conduct research and evaluate information by methods appropriate to the communications professionals in which they work.
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
11. Apply basic numerical and statistical concepts.
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.