

*California State University, Long Beach*

# JOUR 312-I GLOBAL NEWS MEDIA

FALL 2015

Monday/Wednesday 2-3:15 p.m.  
LA4-105

Class taught by:

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Communication

Office: LA4-101B

Face-to-face office hours: Monday/Wednesday 1-2 p.m. or by appointment;

Online (virtual) office hours as needed

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Phone: (562) 985-2104 (e-mail is much preferred)

In emergencies, text me or call me @ my cell (562) 291-8013

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## Course Overview

You will explore media globalization and its political, economic, cultural and social impact around the world. The course surveys media systems at global and regional level, U.S. and non-U.S. stakeholders, news flows, technological advances, major trends and theories of international mass communication in the beginning of the new millennium. Role of global news organizations and services is highlighted in journalism, advertising and public relations. Particular attention is devoted to the effects of new technologies/convergence on the practice of news gathering and dissemination. You will also study the implications of globalization for press freedoms and media ethics.

## Course Outcomes

This is a GE Capstone course that also meets your interdisciplinary (I) requirements. As a result, a lot is expected from you in terms of the outcomes at the completion of JOUR 312-I. Some of the things you will learn about are:

- the revolution in news coverage which made the world a smaller place;
- the impact of this revolution on how we view the world and how the world sees the United States;
- theories of international communication and global media;
- the world's leading newsgathering operations;
- global multimedia companies and their practices;
- how media people from different countries do their jobs and what are the specific characteristics of media in a variety of world regions;
- the social, economical, political and ethical challenges stemming from media globalization;
- how journalism, advertising, public relations and entertainment cross national borders – and how this matters;
- the role of new technologies, particularly the Internet and satellite communication;
- how international and national organizations affect the global information flow.

This course acknowledges the fact that our world is characterized by a diversity of viewpoints, which leads to very different news coverage or evaluation of the same events. Your final project is designed to make you experience first-hand this differential coverage and appreciate its importance in the political, social and economic relationships between the United States and the rest of the world.

You will train your critical thinking in a variety of assignments that will require you to find, analyze and present information about various aspects of global mass media. You will learn and apply theories of mass media to different regions of the world. You will learn how to synthesize and explain the economic, political, cultural, social, gender- and ethnic-based influences behind news coverage on a global scale. You will practice your writing skills as well as your ability to work in a team.

## Required Readings

1. The main text for this class is **Hachten, W. A., & Scotton, J. F. (2015). *The World News Prism: Challenges of Digital Communication (9<sup>th</sup> Ed)*. Malden, MA: Wiley-Blackwell. Make sure you have this edition!**
2. Please purchase **the course packet** for this class from Aristotext (instructions to be sent to you separately). You will need it by the third week, so plan accordingly. The schedule (to be posted on BeachBoard) tells you when readings from the course packet are due.
3. Pay particular attention to the APA style guide I have included in the course packet (also available on BeachBoard), because I will require you to use APA style for all citations in your papers.
4. In addition, you will receive additional reading assignments (news or scholarly articles) in the form of **PDF** (Adobe Acrobat) files posted on BeachBoard and/or sent through the class e-mail list, or instructor's Twitter.

All reading assignments must be completed on schedule (as posted on BeachBoard). Failure to keep up with the readings may affect negatively your grade in this class.

## Student Assistant

My student assistant, Juliana Toloza-Gomez ([julianatoloza123@hotmail.com](mailto:julianatoloza123@hotmail.com)), will be helping me throughout classes and will keep track of certain activities, assignments, attendance and anything else I need done in order to have a smoothly running class. I will be asking you to copy her on some work you will be completing or check with her for finished assignments; **she will not be assessing or grading you in any way, only keeping tabs on completion, timeliness, attendance, etc.** If I am not present in the classroom or at a class-related event, she will be there to take roll, distribute materials, start video, proctor activities, give tasks at my behest or do anything else that must be completed for an efficient use of instructional time. Please be courteous and professional to her as much as you will be to me. I am the ultimate authority with respect to any matters concerning this class, but my assistant has the role of making the instruction run effectively, efficiently and without undue distractions.

## Cell phone/laptop/tablet Policy

1. Please silence your cell phones during the class period, and keep them stashed away. Texting or using your smartphone in any manner during class is grounds for my asking you to leave, with an absence marked against your record. I will not tolerate any disruptive behavior of this nature in my classroom, period. It is disrespectful to your peers and to me. If you have to make or accept an urgent call (rarely needed!), you are free to leave the classroom for a while, just as you are at liberty to go visit the bathroom.

2. I will only approve the use of computer stations or personal laptops/tablets during classes if you have been specifically directed to do so. **You are effectively required to take notes by hand.** If needed, I will provide you with a legal pad for writing. This has been proven to be a more effective approach for material retention and also eliminates possible distractions that are otherwise present in online environments. Not to mention that it is highly disruptive to the instructor when students are not paying attention, browsing or otherwise zoning out during lecture. I have prepared to be in front of the class and want your full attention for lectures, discussions, exercises, guest speakers or multimedia viewing.

I will enforce this policy **strictly across my classroom** for pedagogical and etiquette reasons. There will be no exceptions, sorry.

### **Assignments & Grading**

All completed assignments will be submitted via BeachBoard with the exception of the midterm and the in-class portion of group presentations. Please include '312' in the subject line of all e-mails to me ([Chris.Karadjov@csulb.edu](mailto:Chris.Karadjov@csulb.edu)) regarding this class – this is very important!

Deadlines matter: **all assignments have a cut-off time to be uploaded to BeachBoard, which is 11:59 p.m. on the day they are due.** Please plan accordingly – technical difficulties will not be my concern. If the mini paper is turned in the day after it was due, it will be marked down 15 points (10 percent); on the second day late it will be marked down 30 points (20 percent). After that you will receive zero points. The same goes for the final paper: minus 30 points (10 percent) for a day late, and 60 points (20 percent) on the second day. **After that, you will not be able to submit the final paper, which most likely will mean that you are failing the class.** Because of my tight schedule at the end of the semester, I cannot make any exceptions. Late proposals for the final paper (worth 50 points) will be graded down as well.

Use Microsoft Word for all assignments, or at least save your files in a **Word-compatible** format. Single-space your copy. Verify that you have uploaded it properly onto BeachBoard – it is **YOUR RESPONSIBILITY**, not mine. Therefore, never wait until the last moment. In the very rare instance that BeachBoard is down for technical reasons, I will allow you to e-mail the assignment directly to me ([Chris.Karadjov@csulb.edu](mailto:Chris.Karadjov@csulb.edu)), but only as an exception! As I said, plan well, do not procrastinate.

Your grade for JOUR 312-I will be formed by the following components:

*Discussion participation:* *150 points (3 major discussions, 50 pts each)*

(You will be able to track your progress easily, because each discussion will be graded)

*Group presentation:* *150 points*  
(50 points come from peer evaluations)

<i>Mini-paper (800 words)</i>	<i>150 points</i>
<i>Multiple choice chapter tests:</i>	<i>200 points (100 each)</i>
<i>Final project (1,200-2,000 words), including 250-word proposal (50 pts):</i>	<i>350 points (300+50)</i>

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**TOTAL:** *1,000 points*

*Accumulation of 900 to 1,000 points will mean an A for this class, 800 to 899 will get you a B, 700 to 799 - C, 600 to 699 mean D, and anything below 600 points is a failing grade.*

***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. 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.*

**I may fail you for this class outright, if I discover that you have plagiarized** others' work or used any dishonest methods to complete an assignment or take an exam. I will not accept lack of knowledge as to what constitutes plagiarism as an excuse.

**Discussion participation** is essential to your success in this class. Student discussion with my moderation (in class and via BeachBoard) is a major way for me to judge your level of involvement with the material. Your discussion participation will be based on a variety of sources such as class textbooks, handouts, movies, additional readings, and daily headlines. While only BeachBoard discussions are graded, participating in our classroom conversations will make you accustomed with the material and my requirements - not to mention that you will learn more.

**Group presentations** are based on your assignment to one of the eight groups in this class that monitor media or specific problems/issues from different parts of the world (I will let you select your groups and topics). Each group must prepare and deliver a tight 20- to 25-minute presentation (see the schedule) about the media in the assigned region, and also monitor the media developments and patterns of coverage in the area throughout the semester. The essence of this exercise is that you will become 'experts' on the assigned region. Your grade is a share of the success (or failure) of your group's work. Make sure that your presentations are addressing media issues, not just political, social, historical or cultural developments. The class will listen to presentations and score each one of them, based on criteria such as clarity and interest (50 out of the 150 points come from such peer evaluations). This means you have to try hard to educate and entertain your peers at the same time!

**The mini-paper** is about 800 words and can be either your personal **reaction** to an assigned reading, documentary, event, etc., or a more structured **response** to a specific question. Please read the sample paper and tips for formal writing on BeachBoard. Make sure that everything in your papers is properly attributed (who said it, if it were not you) and referenced by using the APA citation style (this is the first thing in the class packet you will need to read). I require that all your papers also have a complete reference list (bibliography/references, works cited) at the end. Failure to attribute properly or provide references in your submitted work will likely expose you to charges of plagiarism, as outlined above. **Anything you say in your papers must be based on some source or your interpretation of sources - I will not grade favorably unsubstantiated conjecture! Make sure that your arguments are logical and clearly presented.** The only exception is, of course, when you are expressing your personal feelings or preferences - but do not overdo it. This class is teaching you to think critically by making you analyze texts, statements, actions and events. Try to be somewhat detached from your subject so you can see its full scope. Always assume that there may be alternative views and explanations - you still have to be able to defend yours in a persuasive way. As usual, writing problems such as poor grammar and spelling, muddled sentences and paragraphs will detract from your grade.

**The final project** presents the culmination of this class. You must find an issue of interest to you, but also with global implications. Examples of such well-established topics are the Israel-Palestine conflict, 9/11, the wars in Iraq/Afghanistan, AIDS in sub-Saharan Africa, global poverty, global warming, space exploration, swine flu, earthquake in Haiti, the Arab Spring, social media developments, ISIS/ISIL, Russia-Ukraine crisis, Cuba, and many more event- and issue-based possibilities. Approximately by the middle of the semester (see the schedule) you must have selected such a general issue and narrowed it down sufficiently (for instance, the war in Iraq may be broken into sub-topics such as the prisoner abuse in Abu Ghraib or the anti-war/pro-war debate in the United States and abroad). You will prepare and submit a 250-word graded proposal on the importance of your chosen issue, which must include the names of the media you will be using for analysis. **Failure to turn in this report by the deadline might mean an automatic forfeiture of your final project! No student will be allowed to continue with the final paper unless I have approved the topic first.**

You have to select two (or more) publications in the United States and a foreign country. Compare only similar media: newspapers to newspapers, magazines to magazines, broadcast to broadcast (print media will be easier because there are more archives to use, but you are not limited to print). Make sure that you are also looking at similarly positioned media - do not compare, for instance, your local newspaper to a major British daily like *The Guardian*, or your local TV station to the *BBC*. You will need to use **Lexis-Nexis** or **ProQuest** (access them from <http://www.csulb.edu/library/eref/journalism.html>) for this assignment because you must find enough material to provide you with sufficient grounds for a comparison. For all practical purposes, this means at least 10-15 articles from each publication. The overall length of the final paper (excluding references) must be not less than 1,200 and not more than 2,000 words (I will grade quality, not quantity, though). Again, make sure to

attribute and reference everything. We will talk in more detail about this paper later in the semester.

**If you make more than two unexcused absences** during this semester, each additional absence will lead to a 50-point penalty. So, to repeat: I allow you to skip two classes, no questions asked, but that's all you can afford. Please understand, that coming to class is as important as going to work and treat it that way. You are expected to come to every single meeting, period. I will excuse only legitimate absences as defined by the Journalism Department and CSULB (see the Addendum 1) and only with an adequate supporting document or my explicit written consent.

**REMEMBER: YOUR PROFESSOR IS THE ONLY PERSON WHO CAN DECIDE WHETHER TO EXCUSE OR NOT AN ABSENCE.**

**Extra credit** may be offered in this class at my discretion (but is not guaranteed). Two rules apply here. One is that you will not be eligible for any extra-credit points if you forfeit (do not submit) any of your regular assignments (two mini-papers, group project, midterm, final paper, which includes the issue report).

### **Conclusion**

During this class you will be exposed to a variety of viewpoints, some of which most certainly will counter your own position on issues. Even so, you are compelled to give them a fair hearing and adjudicate based on facts, not emotions. Learn to look for answers based on analysis of facts to the best of your ability and don't allow your emotions to take over, one way or another. Remember that while skepticism is a virtue, cynicism is a malaise. Be patient and courteous with your peers. Do not distract or interrupt anyone, and do not allow disruptions into the classroom. Make full use of your time – after all, you are paying for your own education. Do not hesitate to contact me with any questions, problems or concerns (e-mail is best). You will be surprised to know how many brewing crises can be solved through timely communication with your professor.

## ***Addendum 1: Department Information***

**Advising:** If you are a journalism major or minor, the department recommends that you see one of our advisers at least once a year. We have two experienced advisers – Professor Jennifer Fleming ([Jennifer.Fleming@csulb.edu](mailto:Jennifer.Fleming@csulb.edu)) and Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) – to assist you with your course selection, answer questions about requirements, help you stay focused on your chosen path to graduation, and offer other relevant advice. Their information and advising hours are posted around the department and available in the department office (LA4-106).

**Internships:** The department recommends that you pursue internships, service-learning experiences, and extra-curricular activities to enhance your career preparedness and marketability when you graduate. Employers will expect to see examples of your work; they prefer applicants with experience. Therefore, you will find all internships and job opportunities that come to the department posted on the department's *BeachBoard* site. A binder with hard copies of all internships is also kept in the department office for your review. In addition, internship postings are available online through the CSULB Career Development Center. Students pursuing opportunities through our *BeachBoard* or CDC sites should be aware that the department and CDC do not screen these opportunities for JOUR 498 credit. If you are seeking JOUR 498 credit, you must attend one of the mandatory orientations conducted the semester prior to your enrollment in JOUR 498. Students enrolled in a section of JOUR 498 will also receive advance notice of the orientations from their instructor.

**Student Media:** The department is home to the *Daily 49er* and *Dig Magazine* and closely tied to *KBeach Radio* and *College Beat TV*. Getting involved in student media will help you hone your skills and give you real-life experiences. Stop by the *Daily 49er* and *Dig Magazine* offices in LA4-201 and talk to the staff. Introduce yourself to the faculty advisers – Professor Barbara Kingsley-Wilson (*Daily 49er*, [Barbara.Kingsley-Wilson@csulb.edu](mailto:Barbara.Kingsley-Wilson@csulb.edu)), Professor Gary Metzker (*Daily 49er* and *Dig Magazine*, [Gary.Metzker@csulb.edu](mailto:Gary.Metzker@csulb.edu)), and Professor John Shrader (*KBeach Radio* and *College Beat TV*, [John.Shrader@csulb.edu](mailto:John.Shrader@csulb.edu)) – who can answer any questions you may have.

**Bateman Case Study Competition:** Consider joining the *Bateman Case Study Competition Team*. The *Bateman Competition* ([http://prssa.prssa.org/scholarships\\_competitions/bateman/](http://prssa.prssa.org/scholarships_competitions/bateman/)) is a prestigious inter-collegiate contest, often called the Super Bowl of collegiate public relations competitions. It is one of the most intense and rewarding experiences for our students. Participants on the *Bateman Team* receive JOUR 485 credit. See Professor Joni Ramirez ([Joni.Ramirez@csulb.edu](mailto:Joni.Ramirez@csulb.edu)), our *Bateman* coach, for more information.

**Student Organizations:** The department is home to three active student organizations – the *National Association of Hispanic Journalists*, *Public Relations Student Society of America*, and *Society of Professional Journalists*. Each group has its own leaders and sponsors a variety of activities, including esteemed professionals as guest speakers. These three groups also work closely with the department to co-sponsor special events,

such as Journalism and Public Relations Day. Get involved and have a blast with your classmates! Contact the respective faculty advisers for more information: Professor Danny Paskin ([Danny.Paskin@csulb.edu](mailto:Danny.Paskin@csulb.edu)) for **NAHJ**, Professor Holly Ferris ([Holly@Ferriscomm.com](mailto:Holly@Ferriscomm.com)) for **PRSSA**, and Professor Chris Karadjov ([Chris.Karadjov@csulb.edu](mailto:Chris.Karadjov@csulb.edu)) for **SPJ**.

**Social Media:** Be sure to get connected to the department's Facebook page (<https://www.facebook.com/CSULBJournalism>) and website (<http://www.cla.csulb.edu/departments/journalism/>) for photos and information about department happenings.

**Office Hours:** Each faculty member holds office hours to help you perform well in your classes, answer any of your questions, and offer advice. Take advantage of office hours and get to know your faculty.

**Accreditation:** The Department of Journalism and Mass Communication at California State University, Long Beach is accredited by the *Accrediting Council on Education in Journalism and Mass Communications* (ACEJMC, <https://www2.ku.edu/~acejmc/>). Accreditation by ACEJMC is an assurance of quality in professional education in journalism and mass communication. Students in an accredited program can expect to find a challenging curriculum, good facilities, and a competent faculty.

ACEJMC lists **12 professional values and competencies** that must be part of the education of all journalism, public relations, and mass communication students. Each one of your required courses in the journalism major addresses at least one of the 12 professional competencies. Therefore, graduates who majored in journalism and public relations should be able to do the following:

- understand and apply the principles and laws of freedom of speech and press in the United States, 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 communication;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication 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.

## ***Addendum 2: Grading, Conduct of Classes, Drops, Absences and Cheating***

**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 readings, etc.

**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 12<sup>th</sup> week for "serious and compelling reasons." Normally these are defined as anything of import 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 a serious or compelling reason beyond the student's control for purposes of withdrawal.

**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. *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. 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.

**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. Any instance of academic dishonesty may result in your immediate expulsion from the class with a grade of "F" and/or other sanctions, as the instructor deems appropriate.

### ***Addendum 3: Accommodation of Students With Disabilities***

Students with disabilities who need assistance or accommodation to participate in or benefit from university programs, services, and/or activities should inform the instructor and then contact Disabled Student Services. Students needing support services or accommodations should contact the instructor of the course 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 to the instructor verification of their disability from Disabled Student Services. Typical accommodations available from Disabled Student Services, working with the journalism instructor, includes extended time for tests, test proctoring, private test rooms, note taking, Braille transcriptions, and referral for tutoring.

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.