

Spring 2016 Syllabus
JOUR 312. Global News Media
Mondays and Wednesdays, 9:30AM–10:45AM, LA3-204

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Office Hours: Tuesdays, 12:30PM-2:30PM and Wednesdays, 11:00AM-12:00PM

Objectives:

The purpose of this GE capstone interdisciplinary course is to highlight theories and concepts from globalization and media studies and connect them to international news. More specifically, the course focuses on global news media structures and characteristics; news media codes, customs, and roles; and, the impact of new technologies on news selection, construction, and consumption. Particular attention is devoted to the changing media landscape, multimedia conglomerates, diversity, global media ethics, war coverage, and press freedom around the world. The course acknowledges that the world is characterized by a diversity of viewpoints, which leads to very different news coverage or evaluation of the same events. Students will develop critical thinking capacities through a variety of assignments that require them to find, analyze, critique, and present information. They will learn and apply theories of mass media to different regions of the world as well as synthesize and explain economic, political, cultural, social, and technological influences that drive news coverage on a global scale.

Student Learning Outcomes:

At the end of this course, students will have gained experience in:

- Understanding the revolution in digital technologies and its influence on global news systems.
- Discussing and debating how this revolution simultaneously reinforces and challenges western ethnocentrism and American press biases.
- Recognizing some of the major philosophical and practical issues of global journalism.
- Examining and applying theories of international communication and global media.
- Exploring the world's leading newsgathering operations and how news professionals from different countries do their jobs.
- Considering and comparing the specific characteristics of news media in a variety of world regions;
- Articulating the social, economic, political, and ethical tensions which arise as the result of globalization and democratization of news media technologies.
- Reflecting critically on how governments, news organizations, and increasingly individual citizens influence news selection and global news flows.

Required Text(s):

Hachten, W. A. and Scotton, James F. (2016). *The World News Prism: Challenges of Digital Communication*, 9th Ed. Malden, MA: Wiley & Sons.

12 week subscription (digital and/or print) of *The Economist* magazine (www.economist.com)

Additional readings will be assigned and available electronically.

Methods:

The class mixes lecture and seminar formats as a means to emphasize critical thinking, discussion, and writing as a means to discovery. Students will do well if they think critically and deeply about the material, craft carefully their written assignments, and engage fully in conversation. Students are expected to be thoughtful and active participants in small and large group discussions as well as group assignments and class presentations. Readings, film, television and radio segments, and homework assignments are intended as starting points for an understanding of global news media. Students will enhance this understanding through linking theoretical knowledge gathered from scholarly sources with practical knowledge acquired from exposure to current news stories in *The Economist* and elsewhere.

Evaluation Procedures and Grading Policy:

Class activities are designed to demonstrate competency of the course learning outcomes. Students will be evaluated on the quality of performance in assignments and their overall ability to meet requirements of the course based on the following components:

Course Components	Points
<i>The Economist</i> News Quizzes (10 X 10 points each)	100
Midterm	100
Mini-paper	50
Article Critique	100
Group presentation	100
Research Paper Proposal	50
Final Research Paper	150
Attendance	50
In-Class Reflection Papers	50
Total	750

At the end of the course, grades will be converted to a percentage and designated as follows:

A=90%-100% B=80%-89% C=70%-79% D=60-69% F=below 59%

Assessment of Written Work:

You will be graded on how well you articulate an understanding of course material as well as how you express your own ideas and arguments. Simply put, your grade depends a great deal on your ability to write with clarity and logic. In general:

“A” papers are well researched with proper citation style, exceptionally written, cogently argued, intelligently analyzed, and brilliantly synthesized; they need little or no rewriting.

“B” papers are superior in argument, analysis, synthesis and writing; they require minor editing or rewriting.

“C” papers are average in argument, analysis, synthesis and writing; they show a grasp of subject matter, but need heavy editing or rewriting.

“D” papers show poor grasp of subject; there are serious problems with argument, analysis, synthesis, citation style, and writing.

“F” papers demonstrate unacceptably weak grasp of subject or do not meet basic standards of accuracy or academic integrity.

Assessment of Attendance:

You can earn up to 50 points for attendance. Attendance will be taken every class through a sign-in sheet or in-class assignment. You will be awarded at least two points for most of the classes you attend.

Assessment of Participation:

Active participation is essential to succeeding in this course. You should consistently demonstrate that you have knowledge of the news; that you have completed the homework and assigned readings; and that you are willing to engage in discussion and debate with your classmates. Examples of factors that are considered when evaluating engagement include:

- ✓ Taking part in small and large group conversations
- ✓ Contributing interesting, insightful comments
- ✓ Presenting good examples of concepts being discussed
- ✓ Building on comments of others
- ✓ Raising good questions
- ✓ Listening respectfully and with interest
- ✓ Attending all class meetings and being on time

Assessment of Participation:

In-class [ONLY] reflection papers are another way to assess participation and engagement. As such, you will be asked to reflect and write on various topics throughout the semester. Five of these in-class exercises will be assessed out of 10 points each, for a total of 50 Reflection Paper points.

Class Policies/Statements:Assignments, Deadlines and Grading

All assignments should be handed in when they are due, which is typically at the beginning of class in hard copy form on the due date, unless specified otherwise. If you must miss a class or deadline for a *legitimate* reason, contact me prior to the start of the class period, if possible. Work handed in late without a legitimate reason will be lowered by one grade for each day that it is late for a maximum of three days. Any assignment not turned in within three business days of the deadline or one that is incomplete will receive a "0". *Note that I will not accept email assignments nor will I accept late submissions on the final paper.* Additionally, there will be no make-up news quizzes or reflection essays. In other words, you will not earn points for these in-class only exercises if you miss class.

Absences from Class

Attendance at all classes is required. In case of an emergency, contact me prior to class, if possible. The class starts at 9:30AM and you are expected to be ready to begin at that time. Grades in a course will be adversely affected by tardiness or absences. 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.*

Diversity of Perspectives

Understandings of diversity in terms of the relationship between ethnicity, language, religion, nationality, and media representations are central to this course, given its general education, interdisciplinary global issues capstone designation. Along these lines, I encourage you to identify people, subjects, and countries traditionally overlooked by dominant American news providers and include them in your written work and our class discussions whenever possible.

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. You should use quotation marks and bibliographic references to give credit to your sources according to the format recommended by your instructor.

Students with Disabilities

Students needing support services or accommodations should establish their eligibility for assistance by contacting the Disabled Student Services Office (Brotman Hall 270) at 562-985-5401. Students are to provide me verification of their disability and appropriate alternatives.

Class Civility and Professional Conduct:

This should go without saying, but students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of distraction. Inappropriate behaviour in the classroom shall result, minimally, in a request to leave the class. Simply put, arrive to class on time and silence your cell phones.

Assistance

If you think you might need help with some aspect of the course, you probably do. Don't ever hesitate to see me about your needs and concerns during the semester. I strongly encourage you to meet with me to review your progress or if you have questions. My office hours are listed at the beginning of this syllabus. You can also reach me via email. Please include "JOUR 312" in the subject line of all e-mails to me (Jennifer.Fleming@csulb.edu) regarding this class.

JOUR 312 Spring 2016 Class Schedule

Note: This schedule is subject to change.

WEEK 1: Course aims, methods, and requirements

1-A Wed/Jan20

WEEK 2: Marshall McLuhan, the Global Village, and the Digital Revolution

2-A Mon/Jan25 Readings (for the week): Introduction: Fall and Rise of the Media, pp. 1-8
Viewing: *How Facebook Changed the World* (2012)

2-B Wed/Jan27 Activity: Assign group presentation topics and meet with your group

WEEK 3: Global Western Journalism Theory, Ethnocentrism, and Critical and non-Western Press Philosophies

3-A Mon/Feb1 Readings: Ch1: Information for a Global System and Chp2: Game Changers: Twitters, Videos, Blogs, pp. 1-34

3-B Wed/Feb3

WEEK 4: Inconsistencies and Ideological Blind Spots in Western Journalism Theory

4-A Mon/Feb8 Readings: *The Economist* and Ch5: English: The Language of the World, pp. 61-76

4-B Wed/Feb10 Quiz: *The Economist* (#1)

WEEK 5: Global News Agencies, Newspapers, and Digital Media

5-A Mon/Feb15 Due: Mini-paper

Readings: *The Economist* and Ch3: Global Media Under Stress, pp. 35-45, and Ch12: Reporters Abroad: Paid, Free, and Harassed, pp. 196-209

5-B Wed/Feb17 Quiz: *The Economist* (#2)

WEEK 6: National Disasters, Terrorist Attacks, and “Great” News Events

6-A Mon/Feb22 Readings: *The Economist* and Ch4: Impact of Great Events, pp. 46-60,

6-B Wed/Feb24 Quiz: *The Economist* (#3)

WEEK 7: Mass Communication Research Methods and Theories, and the CNN Effect

7-A Mon/Feb29 Readings: *The Economist* and “The CNN Effect”/*Political Communication* and “Framing”/*Journal of Communication* (on BeachBoard)

7-B Wed/Mar2 Quiz: *The Economist* (#4)

WEEK 8: Content Analysis, Agenda-setting Theory, and Framing Theory

8-A Mon/Mar7 Face to face class cancelled (instructor at a conference in Belgium)

8-B Wed/Mar9 EXAM: Face to face class cancelled due to the aforementioned conference in Belgium but the midterm EXAM will be ONLINE during the scheduled class time. (The midterm will be based on lectures and viewings plus the books’ introduction and chapters 1, 2, 3, 4, 5, and 12, and “The CNN Effect” and “Framing” articles)

WEEK 9: War, Reporting, and Propaganda

- 9-A Mon/Mar14 Readings: Readings: *The Economist* and Chp13: Reporting War, pp. 210-228, and Chp14. Public Diplomacy and Propaganda, pp. 229-245
- 9-B Wed/Mar16 Quiz: *The Economist* (#5)

WEEK 10: Reporting Foreign Places and Global Journalism Ethics

- 10-A Mon/Mar21 Due: Article Critique
Readings: *The Economist*
- 10-B Wed/Mar23 Quiz: *The Economist* (#6)

SPRING BREAK**WEEK 11: The Middle East**

- 11-A Mon/Apr4 Readings: *The Economist* and Ch11. The Middle East: Media in the Midst of Turmoil, pp. 177-195
Due: Final Research Paper proposal
- 11-B Wed/Apr6 Quiz: *The Economist* (#7)
Presentations: Egypt (1)

WEEK 12: China and Russia

- 12-A Mon/Apr11 Readings: *The Economist* and Ch7: Russian Media: Struggling Against New Controls, pp. 99-118, and Chp9: China: A New Media Face But Tighter Control, pp. 138-18
- 12-B Wed/Apr13 Quiz: *The Economist* (#8)
Presentations: Russia (2) and China (3)

WEEK 13: India and France

- 13-A Mon/Apr18 Readings: *The Economist* and Ch8: Liberalization Spurs Phenomenal Media Growth, pp. 119-137, and Chp10: Africa: The Mobile Continent, pp. 159-176
- 13-B Wed/Apr20 Presentations: India (4) and (5) France
Quiz: *The Economist* (#9)

WEEK 14: North America and Latin America

- 14-A Mon/Apr25
- 14-B Wed/Apr27 Presentations: Brazil (6) and Mexico (7)
Quiz: *The Economist* (#10)

WEEK 15: Marshall McLuhan, the Global Village, and Course Review

- 15-A Mon/May2 Readings: *The Economist* and Ch15. Conclusions and Outlook, pp. 246-259
- 15-B Wed/May4

FINAL ASSESSMENT: Friday, May 13, 2016, 8AM - 10AM (Research Paper Deadline)