



# SYLLABUS

## COMM/3597.01

International Perspectives on Communication

Spring 2022 (full term)

3 credit hours

Online

## COURSE OVERVIEW

### Instructor

**Instructor: Jeffrey Trimble**

Email address: [trimble.102@osu.edu](mailto:trimble.102@osu.edu) (preferred contact method)

Phone number: (202) 431-2611

Office hours: (via Zoom or phone): Monday 11:15 am – 1:15 pm, Tuesday 3 – 5 pm; and by appointment (including evening hours)

**Teaching Assistant: Rebecca Frazer**

Email address: [frazer.39@osu.edu](mailto:frazer.39@osu.edu)

Office hours: (via Zoom): Thursdays 8:30 - 9:30 AM and by appointment

**Please see the Syllabus page on Carmen for Office Hours Zoom link information**

### Prerequisites

There are no prerequisites for this course.

### Course description

This course provides perspectives on communication media in different parts of the world. We will survey foreign media markets and outlets; international media systems, news, and related topics; the

roles and characteristics of international journalists; and critical issues facing media around the world. The course will introduce you to key theories, concepts and practices in international communication. You will interact with leading international journalists and media experts through online sessions.

## Course learning outcomes

In an increasingly internationalized and intricately connected world, a thorough understanding of global communication will contribute to your professional success and help you to meet your obligations as stakeholders in a democratic society. By the end of this course, students should successfully be able to:

- Course Learning Outcome 1: Learn the history and theories of international mass communication;
- Course Learning Outcome 2: Gain a deeper understanding of international news and be able to make critical judgements about the way in which media – including U.S. media outlets -- cover international topics;
- Course Learning Outcome 3: Discover the similarities and differences among media environments around the world. You will be able to explicate current developments in the regions relative to freedom of expression, the free flow of information and press freedom;
- Course Learning Outcome 4: Develop an in-depth, comprehensive understanding of the media environment and a media outlet in a chosen country or region;
- Course Learning Outcome 5: Understand how practitioners in international communication do their work, and the challenges they face;
- Course Learning Outcome 6: Become a more-discerning news consumer, able to marshal critical thinking to evaluate content. By obtaining global perspectives on issues of the day you will be better able to analyze and contextualize content of U.S. media outlets.

## General education goals and expected learning outcomes

As part of the “Diversity” category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Goal: Students understand the pluralistic nature of institutions, society and culture in the United States and across the world in order to become educated, productive and principled citizens
- Expected learning outcome: Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

- Expected learning outcome: Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills these GE outcomes through robust and rigorous examination of communication media in our increasingly internationalized and intricately connected world.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online and is conducted in a synchronous format: attendance for live sessions is expected. The class meets twice weekly for 80 minutes, on Monday and Wednesday from 9:35 until 10:55 a.m. While class sessions will be recorded and posted to Carmen – for those who are not able to attend a particular class and for review purposes – if you do not attend live sessions you will miss the opportunity to engage with classmates, the instructor and guest speakers. These interactions are beneficial for your understanding and application of the material. If you anticipate missing a number of sessions or need to make special arrangements, please talk to the instructor as soon as possible.

**Pace of online activities:** This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

### Attendance and Participation Requirements

Attendance is crucial to success. This is a rapid-paced, discussion-driven course, and as such it is difficult to make up for missed class time. Your absence also precludes contributions you might have made to the class, robbing not only you but your peers as well. You are expected to attend every class meeting, to be on time, and to remain until the class is over. However, I understand that there are on occasion extenuating circumstances that cause a missed class. For that reason, you are allotted two unexcused absences. These only absolve you of any attendance points missed; all other contributing elements to your final grade remain in place. Each class missed beyond the two allotted absences will reduce your attendance grade by 3 points.

There will be a total of **116 POINTS** for attendance and participation, as follows:

- We have 28 classes this semester; each counts 3 points. **84 POINTS**

- “Getting to Know You”: At the beginning of the course you will submit a brief introduction about yourself; this will count toward your participation grade. **10 POINTS**
- Other proactive engagement that goes beyond these minimum requirements. For instance: speak up in class and ask questions – especially when we have outside speakers; share links with the instructor to relevant articles about media-related issues and other course-related topics that you run across in your daily media consumption and that might interest other students. **22 POINTS**

## **COURSE MATERIALS AND TECHNOLOGIES**

### **Textbooks**

#### **Required**

- The textbook for this course is “Global Journalism: Understanding World Media Systems,” edited by Daniela V. Dimitrova (Dimitrova, Daniela V, Ed. Global Journalism: Understanding World Media Systems. Roman & Littlefield, 2021). Additional materials include online videos , PDFs of articles, and online materials, as detailed in the “Topic and Assignment Schedule” below and on the Carmen page for this course.

#### **Recommended**

- In order to contextualize and fully appreciate the content of this course you must be an engaged, informed consumer of current news. You will be quizzed about current events (see “Assignments” below). While it is not required, I strongly suggest that you follow a respected, credible global news outlet such as BBC, Reuters or the Associated Press DAILY. Smartphone apps for these and other media outlets are free, readily available and easy to navigate.

# Course technology

## Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Unannounced news quizzes (2x30 points)	60
Course Content Quizzes (3x90 points)	270
“In the News” weekly summaries (6x12 points)	72
Discussions: Reading Responses (3x14 points)	42
Written Assignments (1@50 points; 1@70 points)	120
Team Project: Country/Media analysis	120
Attendance/Participation	116
Final Exam (2 parts)	200
<b>Total</b>	<b>1,000</b>

*See course schedule below for due dates.*

# Descriptions of major course assignments

## Quizzes

There will be two types of quizzes given during this course:

- In order to understand the contemporary global media environment it is imperative that you stay current on international news events. To reinforce this, you can expect **three brief, unannounced, multiple-choice quizzes** on current international news.
  - Each quiz will be announced via email and Carmen announcement and then will be available to take online during a 24-hour period.
  - Once you open and begin each quiz you will have 15 minutes in which to complete it. You will have one attempt to take each quiz.
  - You must take the quizzes on your own and without consulting anyone or any outside materials.
  - Each quiz is worth 30 points and contains six questions. I will **drop** your lowest score, so the highest two scores will count. **60 POINTS.**
- There will be **three scheduled quizzes** to test your understanding of course materials.
  - The dates of each quiz will be confirmed at least 10 days in advance.
  - Quizzes will be taken online and will be multiple-choice/true-false format.
  - Quizzes will be available online for 24 hours, the entire day scheduled for the quiz.
  - Once you open each quiz you will have 45 minutes to complete it.
  - You must take the quizzes on your own and without consulting anyone or any outside materials.
  - Each quiz is worth 90 points and contains between 20 and 25 questions. **270 POINTS.**

## “In the News...”

During the third week of class you will select a non-U.S. media outlet to monitor closely. You may choose from a list provided by the instructor or select one on your own. The instructor must approve your choice of media outlet.

By 11:59 p.m. on Sunday of each week (for six weeks), you will submit via the designated Assignment in Carmen a bullet-point summary (in Word or PDF format, about 400 words) summarizing four top stories featured in your international media outlet (two about international subjects, two about domestic subjects in the country of the media outlet) from the current week. We'll review these in class on Mondays; the instructor will welcome volunteers and will select other students at random to

comment on their highlights. As the semester progresses, the instructor will direct you to make these summaries more sophisticated by getting at the “whys” behind editorial choices of your chosen outlet.

Each submission is expected to be your own independent work and a summary in your own words. If you directly borrow journalists’ wording or their quotations of others, then please use an in-text citation to these sources so that you are not plagiarizing.

Through this exercise you will better understand and appreciate the cultural, political, commercial and other reasons behind the stories emphasized by non-U.S. media outlets. Your grade for this assignment will depend not only on completing the summaries each Sunday, but also the extent to which you reflect course concepts and materials in these summaries. Each submission is worth 12 points. **72 POINTS.**

## Discussions: Reading Responses

During the early part of the semester you will have a series of in-depth readings about the history, theory and other aspects of international communications. Before we discuss three of these readings in class, you will submit to a Carmen online Discussion a list of three “takeaways” – things you have learned – in each reading. You also will provide several lines about WHY at least one (for purposes of brevity) of these takeaways is important in the context of this course. I am especially interested in your brief but thoughtful reactions to the readings. Feel free to add value to your observations with knowledge you have gained elsewhere, including in other courses. Be succinct but creative – your comments are meant to stimulate rich in-class discussion!

Submissions should total no more than 300 words. Each submission is worth 14 points.

**BONUS:** You will be able to see the submissions of your classmates after you post your thoughts. Your responses should be your own unique independent contributions, and not just agreement/disagreement with a prior students’ contributions. If you directly borrow scholars’ wording, please use an in-text citation to these sources so that you are not plagiarizing. If you make a substantive comment, you will receive an additional 3 “bonus” points. Fine to make multiple comments, but you’ll only receive 3 additional points.

So while the base value for each submission is 14 points, you can earn as many as 17.

**42 POINTS (plus as many as 12 extra points).**

## Essays

There will be **two** short **written assignments**.

- In the first essay you will write briefly – up to 300 words each, a total of no more than 900 words – about three countries you might be interested in studying in detail for the group Country/Media Analysis project. Indicate why these countries, and in particular their media



markets, are of interest to you. A successful paper will draw from and cite in-class lecture material and assigned readings to date. I will use this paper to assign teams for the “Team Country and Media Analyses” project.

This essay is expected to be your own independent work in your own words. If you directly borrow scholars’ or journalists’ wording then please use an in-text citation to these sources. You will upload this essay to the posted Assignment in Carmen. **50 POINTS.**

- In the second essay you will utilize concepts and topics covered so far in this course to analyze in greater depth the media outlet you have chosen for the "In the News" ongoing assignment. By the time this essay is due you will have filed six weekly reports and be familiar with the content and style of your outlet. So while you should open with a brief description of the outlet, the aim of this assignment is to delve more deeply. What theories of mass communication and moments in the history of mass communication can help explain why your outlet covers the news as it does? How might freedom of the press and the level of censorship be reflected in the content of your media outlet? These questions merely are starting points. Utilize your insights and imagination to get beyond the "whats" -- as in "what's in the news" -- to the "whys": the motivations (commercial, political, historical, ideological, etc.) that help shape the content of the outlet. A successful paper will draw from and cite in-class lecture and discussion material and assigned readings to date.

Each essay is expected to be your own independent work in your own words. If you directly borrow scholars’ or journalists’ wording then please use an in-text citation to these sources. The length of this essay should be 600-800 words.

You will upload this essay to the posted Assignment in Carmen. **70 POINTS.**

## Team Project: Country and Media Analysis

You will work in teams (3-4 students, assigned by the instructor and drawing on the first written essay that you submit – see above) to produce a detailed description and analysis of a country’s media environment. Each team will present its findings in an in-class Power Point presentation, no longer than 12 minutes in length. Each team also will submit a written summary (4-5 pages) of its findings. For ease of assembly, the written reports may be in “bullet point” format, with research resources listed at the end.

The project consists of three elements:

- A succinct review of details about a country – such as its history, politics, economic system, cultural factors, demographics, etc. – that contribute to its current media environment.
- A detailed review of the country’s current media environment, drawing on the country factors cited in the first element, course materials and concepts, and outside research.
- A brief overview of a media outlet from the country that demonstrates and illustrates what you have learned about the media environment. This overview may include relevant background

information about the outlet such as its history, ownership, editorial philosophy, circulation/viewership, and relationship with the government. The instructor can help you to identify an appropriate media outlet! **IMPORTANT:** To be successful, the presentation and written report must focus on the country's MEDIA ENVIRONMENT. Details about the country are important insofar as they contribute to the media environment that exists today.

Each student is expected to be a participating co-author on the oral, Power Point, and written report, with each student contributing to the analysis of the country's media environment, as well as to the reported knowledge about a specific media outlet. In addition to sharing the research and writing workload evenly, each team member is expected to narrate a portion of the in-class presentation.

- You should clearly indicate, in the Power Point presentation and in the written summary, the author of each part of the submission. You will be graded individually based on the quality of your contribution to the three elements (Power Point presentation, in-class oral presentation, and written summary).
- The written report should include a brief introduction and conclusion. The writing in each "bullet-point" section should be succinct but in complete sentences.
- Each team will upload its Power Point presentation and written summary to the posted Assignment on Carmen. Note: Only one team member need post these materials on behalf of the team. **120 POINTS.**

### **Attendance/Participation. 116 POINTS.**

Please see details in the "How this Online Course Works" section above.

### **Final Exam**

There will be a **final exam consisting of two parts** and worth a total of **200 POINTS.**

- Part 1 one will consist of two written essays, which you will do in "open book" format, using course materials and any optional additional research that you choose to do. The essay questions will be made available during the final week of classes, and the essays will be due at 11:59 pm on Friday, April 29, the date set for the final exam for this course in the Registrar's schedule.  
You will upload these essays (in a single document) to the designated Assignment in Carmen. **100 POINTS.**
- Part 2 will be on online test, multiple choice/multiple answer/true-false format, available to take online from 12:01 a.m. until 11:59 pm on Friday, April 29, the date set for the final exam for this course in the Registrar's schedule. Questions will cover major topics and themes from the entire semester. **100 POINTS.**

Detailed discussion and any needed clarification about each of these assignments will be available at the time the assignments are made and posted on Carmen.

## Late assignments

Deadlines are important and help to ensure course continuity and fairness. I will deduct 10 percent from an assignment grade for each day (24 hours) that the assignment is late.

Please contact the instructor well in advance if you believe that there is a specific, compelling reason why you might not be able to meet an assignment deadline.

## Extra Credit

During the semester there will be conferences, lectures and other events (available via the internet) related to topics involving international communications. The instructor will let you know as these events arise; or, if you find such events yourself, please get advance approval from the instructor to utilize these events for this extra credit assignment. If you view one these events and write a brief report – 400 words, maximum – in which you briefly summarize the event cite three specific “takeaways” (things that you learned) I will evaluate your report on a satisfactory/unsatisfactory basis and award up to **20 POINTS**.

## Grading scale

100-93: A  
 92.9-90: A-  
 89.9-87: B+  
 86.9-83: B  
 82.9-80: B-  
 79.9-77: C+  
 76.9-73: C  
 72.9-70: C-  
 69.9-67: D+  
 66.9-60: D  
 59.9-below: E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- Grading and feedback: For large weekly assignments, you can generally expect feedback within **7 days**.
- Email: I will reply to emails within **24 hours on days when class is in session at the university**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Writing style: You are expected to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- Backing up your work: Consider composing your academic discussion posts offline, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed;

illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video

- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Students are expected to complete all readings and view assigned videos prior to class so that they will be prepared to discuss the material and turn in all assignments on time. If any student is interested in diving deeper into assigned or related topics, the instructor can suggest additional resources.

DATE : MODULE	TOPIC	Notes/In-class activities/Assignments due/Quizzes (See “Assignments” in Carmen for additional assignment details.)
1/10: 1.1	Course Introduction/Today’s Global Media Landscape	<a href="#">Video welcome from your instructor</a> <a href="#">About your instructor</a> About your teaching assistant (see posting in Module 1.1) <a href="#">“We are the Media,”</a> video for World Press Freedom Day. May 2, 2017. :90.
1/12: 1.2	Today’s Global Media Landscape	Guest Speaker: <a href="#">Steve Herman, Voice of America</a> Familiarize yourself (10-15 minutes) with these course reference resources prior to class: <a href="#">Freedom House</a> , <a href="#">Reporters Without Borders</a> , <a href="#">Committee to Protect Journalists</a> Sulzberger, A.G. 2019. “The Growing Threat to Journalism Around the World: In many countries, journalists are being targeted because of the role they play in ensuring a free and informed society.” <i>New York Times</i> , September 23, 2019, pp. 1-6. Whyatt, Jane. 2021. “Media Freedom Around the World.” In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 41-56. Lanham: Roman & Littlefield. Discussion of “In the News” assignment <b>Assignment Due Friday, January 14: “Getting to Know You”</b>



1/17: 2.1	<b>NO CLASS: MLK HOLIDAY</b>	
1/19: 2.2	From Cave Art to Deepfakes: History of Mass Communication	<p>Assignment Due Sunday 1/23: "In the News" outlet choice</p> <p>Assignment Due Sunday 1/23: Discussion Reading Response 1. (Thussu 2019, 1-39). (See Module 3.1)</p>
1/24: 3.1	History of Mass Communication/A Word About Language	<p>Thussu, Daya Kishan. 2019. "The Historical Context of International Communication." In <i>International Communication: Continuity and Change</i>, 3<sup>rd</sup> Ed., 1-39. London: Bloomsbury Academic.</p> <p>Visual Capitalist. 2020. "<a href="#">The 100 Most-Spoken Languages in the World.</a>"</p> <p>BBC. 2019. "<a href="#">Do We Think Differently in Different Languages?</a>" Video, 4:10.</p> <p>McCoy, Terrence and Traiano, Heloísa. 2020. "'There are no words': As coronavirus kills Indigenous elders, endangered languages face extinction" <i>Washington Post</i>, October 6, 2020, pp. 1-5.</p> <p>Assignment Due Tuesday 1/25: Discussion Reading Response 2. (Textbook Chapter 1: "A Framework for the Study of Global Media Systems," Dimitrova, pp 1-15). (See Module 3.2)</p>
1/26: 3.2	Theories of Mass Communication	<p>Dimitrova, Daniela. 2021. "A Framework for the Study of Global Media Systems." Chapter 1, pp 1-15, in <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova.</p> <p>Discussion of Country/Media Analysis Team Project</p> <p>Assignment Due Sunday 1/30: "In the News" #1</p>
1/31: 4.1	Theories of Mass Communication Comparing Global Media Systems	<p>Due Tuesday 2/1: Discussion Reading Response 3. (Segev 2021, 17-29). (See Module 4.2)</p>
2/2: 4.2	Western European Media	<p>TBC: QUIZ 1 ONLINE (90 points)</p> <p>GUEST SPEAKER: Dmitry Khaykin, Deutsche Welle .</p>

**REVISED 01/21/22**

		<p><a href="#">Deutsche Welle</a>. (Familiarize yourself with Germany's international broadcaster prior to class.)</p> <p>Segev, Elad. 2021. "International News Flow in the Digital Age." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 17-29. Lanham: Roman &amp; Littlefield.</p> <p>Fondren, Elisabeth. 2021. "Media in Western and Northern Europe." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 149-162. Lanham: Roman &amp; Littlefield.</p> <p>Assignment Due Sunday 2/6: "In the News" #2</p>
2/7: 5.1	Media in the Former Soviet Space	<p>GUEST SPEAKER: Hanna Liubakova, Belarusian journalist (TBC)</p> <p>The Life Guide. "<a href="#">Fall of the Soviet Union</a>". Video, 5:42.</p> <p>Cooper, Ann. 2020. <i>Conveying Truth: Independent Media in Putin's Russia</i>. The Shorenstein Center on Media, Politics and Public Policy. August 2020, pp. 1-39.</p>
2/9: 5.2	Media in the Former Soviet Space/Balkans	<p>Norris, Pippa. 2012. "Comparing Cross-border Information Flows and their Effects." In <i>The Handbook of Comparative Communication Research</i>, edited by Frank Esser and Thomas Hanitzsch, 353-366. London: Sage.</p> <p>Assignment: First Essay due Wednesday 2/9: "Three Choices for Country/Media Analysis Team Project"</p> <p>Assignment Due Sunday 2/13: "In the News" #3</p>
2/14: 6.1	Media in the Balkans/Eastern/Central Europe	<p>GUEST SPEAKER: Nenad Pejic, former acting president, Radio Free Europe/Radio Liberty (TBC)</p> <p>Coman, Ioana A. and Karadjov, Christopher. 2021. "Media and Central and Eastern Europe and Russia." In <i>Global Journalism: Understanding World Media Systems</i>, edited by Daniela V. Dimitrova, 123-134. Lanham: Roman &amp; Littlefield.</p>
2/16: 6.2	Media in Eastern/Central Europe	<p>Assignment Due Sunday 2/20: "In the News" #4</p>
2/21: 7.1	Media in the Middle East and North Africa	<p>GUEST SPEAKER: Rami Khater, Chief Technology Officer, U.S. Agency for Global Media (TBC)</p>

		Kozman, Claudia. 2021. "Media in the Middle East and North Africa." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 109-121. Lanham: Roman & Littlefield.
2/23: 7.2	Media in the Middle East and North Africa	Assignment Due Sunday 2/27: "In the News" #5
2/28: 8.1	Catch-up class: In-class work on team projects	TBC: QUIZ 2 ONLINE (90 points)  GUEST SPEAKER: TBA
3/2: 8.2	Media in SW Asia	Assignment Due Sunday 3/6: "In the News" # 6
3/7: 9.1	Media in Iran	GUEST SPEAKER: Setareh Derakhshesh, Voice of America
3/9: 9.2	Media in Sub-Saharan Africa	Guest Speaker: Phathiswa Magopeni, Group Executive, News & Current Affairs, South Africa Broadcasting Corporation (TBC)  <a href="#">South Africa Broadcasting Corporation</a> . (Familiarize yourself with South Africa's national broadcaster prior to class.)  Kalyango, Jr. Yusuf. 2021. "Media in Sub-Saharan Africa." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 95-108. Lanham: Roman & Littlefield.
3/14, 3/16	<b>NO CLASSES; SPRING BREAK</b>	
3/21: 10.1	Media in Asia	Guest Speaker: Steve Butler, Committee to Protect Journalists (TBC)  Kim, Nakho. 2021. "Media in Asia and the Pacific." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 149-162. Lanham: Roman & Littlefield.
3/23: 10.2	Media in Asia	Cook, Sarah. 2021. <i>China's Global Media Footprint: Democratic Responses to Expanding Authoritarian Influence</i> . National Endowment for Democracy. February, 2021. pp. 1-14.  Assignment: Second Essay Due Sunday 3/27: "A Closer Look at Your 'In the News' Outlet' "
3/28: 11.1	Media in Latin America	GUEST SPEAKER: Natalie Southwick, Committee to Protect Journalists (TBC)

		Guerrero, Manuel Alejandro. 2021. "Media in Latin America." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 163-176. Lanham: Roman & Littlefield.
3/30: 11.2	Catch-up class	
4/4: 12.1	Team Project Presentations	
4/6: 12.2	Team Project Presentations	
4/11: 13.1	Team Project Presentations	TBC: QUIZ 3 ONLINE (90 points)
4/13: 13.2	Internet Freedom and Censorship	Committee to Protect Journalists. " <a href="#">The 10 Most-Censored Countries.</a> " 2 Pages.  <a href="#">Freedom House. 2020. <i>Freedom on the Net 2020: The Pandemic's Digital Shadow</i>. Freedom House. pp. 1-36.</a>  Assignment: Country Media Outlet Team Presentations – Written Reports Due
4/18: 14.1	Reporting on Conflict, Terrorism; and Investigative Journalism	New York Times. 2016. " <a href="#">Dying to be Heard: Reporting Syria's War.</a> " Video: 11:14.  Freedom Forum. 2012. "Journalist Joe Galloway on the Reality of War Reporting in the Vietnam War." Video: 1:32.  Cozma, Raluca. 2021. "Covering International Conflicts and Crises." In <i>Global Journalism: Understanding World Media Systems</i> , edited by Daniela V. Dimitrova, 201-212. Lanham: Roman & Littlefield.
4/20: 14.2	U.S. International Media	GUEST SPEAKER: Kate Neeper, U.S. Agency for Global Media  <a href="#">The U.S. Agency for Global Media</a> . (Familiarize yourself with U.S. international broadcasting prior to class.)
4/25: 15.1	FINAL CLASS/Course Summary	
4/29 FRIDAY	FINAL EXAM	Two written essays and online test due at 11:59 p.m. (Essays; 100 points. Online test; 100 points. 200 points total)

**Note: As described above, during the term there will be three unannounced news quizzes. The highest two grades count.** (60 points)

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