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Global Media / MMC 3303

Professor Neil Reisner

Spring '22

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**PROFESSOR NEIL REISNER**

**Office:** AC2 / 320

**Office Hours:** Th, 2 - 4 p.m. or by appointment.

**Email:** Please contact me exclusively through Canvas messaging. I will not reply to email sent to my FIU or personal email addresses.

**Phone:** 954-947-0952

Text first and identify yourself because I don't answer calls from numbers I don't know.

Do not call me unless it's an emergency, I've asked you to, if you've asked me if it's okay or in case of a real emergency.

*Being late to class is not a real emergency.*

*Neither is not coming to class, computer problems or most other things.*

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**Note: This is a Certified Hybrid Class.**

We will meet less than in a traditional class -- once a week, not twice -- but this does not mean you will be doing half the work. It means you'll do much of your classwork online, some individually and some in groups. You can find details on what we'll be doing each week in the course modules.

The bottom line is that I expect you to complete the same amount of work in a hybrid class as I would in a traditional class. The fact is hybrid courses may require more self-motivation, self-discipline and technology skills than other classes. Please let me know if you run into trouble because of the class format.

**COURSE DESCRIPTION**

How about a course to help you claim your place in the world? This course is about media around the world, but it's also about coping with the world in a sophisticated way. Because unless you understand how globalization and media impact your own lives, you may not cope with the world as well as you might. That's because to cope with the world you need to understand that the way, and from where, you receive information impacts you in ways you may not even realize.

It's pretty obvious that media plays an important role in your daily life and how you deal with one another. Just think about the ways you use Instagram, Twitter and Snapchat, and maybe even Facebook, to get the information and news you need.

Not to mention local TV, radio and newspapers; national publications like the New York Times, the Washington Post or USA Today; news websites like Vox, Axios or Insider; non-profit investigative organizations like Broward Bulldog, ProPublica, the International Consortium of Investigative Journalists or the Center for Public Integrity.

Along the way the perspective of media audiences has also changed, evolving from a local or national point of view to something more international. Think about the BBC or the Guardian, a British web paper now publishing here.

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There's just **so** much information. It's like trying to sip from a fire hose.

This course will help you tame the beast by bringing you a multi-cultural and global view of the media world. It will help you become "media literate," by showing you how media developed across nations and cultures and the influence of society.

And what you learn may just help you claim your place in the world.

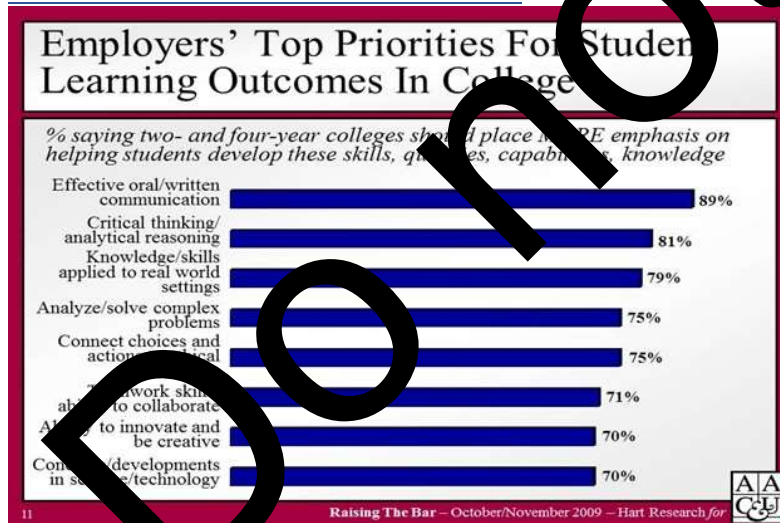
### WHY SHOULD YOU CARE?

Understanding the way media impacts and is impacted by world culture helps us understand where we stand in the country and in the world and how we relate to it. That's critical knowledge when we want to do well in our jobs, build friendships, have families and seek truth.

When this class ends you will be able to:

- Describe the ways globalization impacts your daily lives
- Describe the ways media on the web or dead trees -- newspapers, TV magazines and social media -- contributes to globalization
- Illustrate how less wealthy countries must develop ways to preserve their own media opportunities and identities.
- View media thoughtfully and skeptically, but not cynically.
- Know ways to distinguish misinformation from facts.
- Know how to build a good PowerPoint, a skill useful to most classes and any career.
- Be able to work in teams toward a common goal.

### HERE'S HOW THIS FITS IN WITH YOUR LIFE



**\*This is a global Learning Discipline-Specific course that counts toward your Global Learning Graduation Requirement.**

### GLOBAL LEARNING COURSE OUTCOMES

**Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of international media characteristics as they manifest in various globalized content and localized content.

**Global Perspective:** Students will be able to conduct a multi-perspective analysis of basic media and communication elements found in all or most international media formats and products.

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**Global Engagement:** Students will demonstrate willingness to cultivate information from diverse international media sources in order to engage critically in the problems presented by the production, distribution, and consumption of global media products with an understanding of the social, political, and economic influences that shape these globalized cultural products.

**FIU GLOBAL LEARNING MEDALLION**

This is a Global Learning Class, fulfilling a requirement for the FIU Global Learning Medallion. The Medallion program offers you exclusive internships, personalized mentorships and connections related to your learning and career goals. To learn more about the Medallion program and to sign up go to <https://goglobal.fiu.edu/medallion/>

**WHAT TEXTS DO I HAVE TO BUY?**

None. We will use an open-source textbook titled "Understanding Media and Culture: An Introduction to Mass Communication" which you can find here: <https://bit.ly/3fzGviU>. In addition, there will be numerous articles and videos on the course Canvas pages.

**HOW CAN I SUCCEED HERE?**

<p><b>Communicate:</b> Your success is important to me, so let me know as soon as possible if there are aspects of the course that prevent you from learning or that exclude you. Together, we'll develop strategies to meet your needs and the course requirements.</p>	<p><b>Take Risks:</b> You won't be scholars of global media when you start the class, but I encourage you to be unafraid to speak up and share your ideas. The more you do, the more you will grow as a thinker and as a person.</p>
<p><b>Participate:</b> I hope you actively participate in this course, because I've found it's the best way to learn. Please contribute to class discussions and group work. You all have different experiences; your comments, questions and responses will help us all.</p>	<p><b>Have Fun:</b> Take time to enjoy the material and have fun with one another. It's okay to laugh.</p>

**HOW IT WORKS**

Here's the most important thing you need to know: **Complete all assigned reading, videos and any other required work prior to class. Your success in class depends on completing these assignments.**

We will meet as a class once a week, Thursday, from 12:30 to 1:45 in Marine Science 150. But you'll do most of your work outside of class, usually online.

We will use Canvas for much of our work. It's important that you familiarize yourselves with Canvas if you've not worked with it before. (See section below on "Communication.")

The class will be split into Canvas modules, each lasting about a week and that's where you'll find material to study on the week's topic. **On Wednesdays**, you'll find a **10- or 15-question Canvas quiz** on the material which you will have between 20 and 30 minutes to take, depending on how many questions they contain. Note that quizzes in this course are not compatible with mobile devices and should not be taken on a cell phone or tablet.

Please make sure to take the [Practice Quiz](#) to make sure there are no issues with your computers.

Quizzes will be scored one point per question.

**You'll also spend time working in teams on brief projects** related to the week's module. I'll divide you into teams at the beginning of the semester and each week **you'll wrestle with a question or scenario relating to our topics. Every-other-week, team members will generally turn in joint PowerPoints showing your conclusions and be ready to present your work** for discussion when we meet. Each team member will play a specific, assigned role to, for example, be for or against a proposal and to explain why.

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We will sometimes travel virtually to "Lower Slobovia," an isolated country with a thriving indigenous culture, where the average temperature is -25 degrees. (The favorite food of Lower Slobovians is polar bear meat and vice versa.) The people of Lower Slobovia wrestle with how opening the country to international media might affect its culture and its future. Thinking about Lower Slobovia will challenge you to consider how local, national and international media mesh with culture, society and trade and enhance your global perspective of media and society.

PowerPoints will be scored according to a rubric and a grade will be assigned to the entire team. (In circumstances where it's clear that a team member did not contribute to the project, they're score may be reduced.)

There will also be a midterm and final, both on Canvas.

### COMMUNICATION

Communication in this course will take place via Canvas. You can go to <http://canvas.fiu.edu/training/students> to learn how to communicate with me and your colleagues using Announcements, Discussions and the Inbox. I will respond to all correspondence within 24 hours.

For technical support, reach out to the FIU Canvas Help Team: <http://canvas.fiu.edu/support>. Please be sure to contact support immediately upon the issue occurring.

### GRADES

Grades will be calculated according to the rubric below. The lowest quiz grade will be dropped.

Grade	Points	Grade	Points	Category	Percent
A	95 or above	C+	77 - 79	Attendance	15%
A-	90 - 94	C	70 - 76	Quizzes	30%
B+	87 - 89	D	60 - 69	Presentations	25%
B	83 - 86	F	59 or less	Midterm	15%
B-	80 - 82			Final	15%
				<b>TOTAL</b>	<b>100%</b>

### ATTENDANCE

Attendance is mandatory and will be taken using FIU Check the automated system in the classroom. Please make certain you know how to use FIU Check In to record your attendance. You can find instructions for using FIU Check In here: <https://attendance.fiu.edu/docs/Student%20Guide.pdf>

Absences will be excused only for those recognized by university policy: documented illness, the death of immediate family members, religious holidays and other specific cases. In the case of illness, **you need a doctor's note that says you COULD NOT ATTEND class, not simply a note saying you went to a doctor. A notification from the P3 app will also suffice.**

In the unfortunate case of a death, **you need to provide a funeral program or obituary documenting the death and your relationship to the deceased.**

**I will excuse one absence for which you have no documentation.**

**The university does not recognize as excused absences** routine doctor appointments, working on assignments for other classes, taking Abuelita to the airport, business trips, casting calls, student organization meetings or traffic. Miami traffic and shuttle delays are no secret so plan ahead.

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It may be tempting to help out colleagues who choose not to attend class by bringing their phone to use with FIU Check In.

Anyone who does that violates the University's Code of Conduct and both of you will be referred to University officials for appropriate action. These can include a failing grade, suspension or worse.

### COVID-19

As cases and hospitalizations because to the Omicron and Delta variants continue to spread in our community, we must unite and take necessary steps to prevent further spread.

- a) **Wearing masks in class is not mandatory, however we strongly encourage you, your professors and staff members to wear them.**
- a) **Daily and before arriving to campus, complete the P3 app.** If you are not given the green check mark to enter campus, then return home, and contact me by email.
- b) **Please check both your FIU and Canvas at least once a day.** Email and Canvas are the best ways for the university, and your professors, to contact you.
- c) If you do not feel well, have tested positive for COVID-19, or have been in contact with a person with COVID-19 while not yet being fully vaccinated, **please do not come to class. Complete the P3 app immediately to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can. To receive an excused absence for P3 failure/COVID-19, you must contact the COVID Response Team at 305-348-1919.** If you are directed to isolate or quarantine because of COVID-19, your absences will be considered excused.
- d) Per recent CDC guidelines, a **vaccinated, asymptomatic** individual exposed to a COVID-19 positive person does not need to isolate or quarantine. Nevertheless, it is strongly encouraged to continue to wear a mask. Furthermore, it is recommended to get tested 3-5 days after a known exposure.
- e) However, if at any time you become symptomatic you need to test immediately. If the test returns positive, you will need to follow the COVID-19 positive protocol at that time. ("Asymptomatic" means producing or showing no symptoms. "Symptomatic" means exhibiting or involving symptoms.)
- f) People with COVID-19 have reported a wide range of symptoms, ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms.

**People with these symptoms may have COVID-19:**

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

**Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.**

**Note:** Missing excessive days may lead to failing a class or a grade of incomplete.

For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your participation in the course. For up-to-date information about COVID-19, please see the [repopulation.fiu.edu](https://repopulation.fiu.edu) FAQs.

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### CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success can help you by providing support in welcoming environment. The Center offers tutoring, as well as programs to help develop learning strategies and critical thinking. The center fosters relationships between students and tutors and uses high- and low-tech tools to enhance learning. For more information, please look here: <https://cfas.fiu.edu/>

### CENTER FOR EXCELLENCE IN WRITING

The writing center assists in all stages of the writing process through face-to-face and online tutoring and workshops. Its multilingual staff works to create a welcoming, respectful and collaborative environment to help all writers. For more information, please look here: <https://case.fiu.edu/writingcenter/>

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Disability Resource Center collaborates with you, faculty, staff and community members to create learning environments that are usable, equitable, inclusive and sustainable, and which provide support that will let you successfully complete your education and participate in school activities.

If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-919-5345 or 305-348-3532 or go to <https://bit.ly/2DvdMIF>. You must register with the DRC to verify your eligibility.

**I will do everything I can to accommodate you, but requests for academic accommodations must be made during the first week of class. Accommodations requested mid-semester are not retroactive.**

### COURTESY COUNTS

Class discussions and activities will help you understand the connections between what we're learning in class and real life.

Civility is essential and I will not tolerate disrespect for your colleagues or me. Class is a place to learn, not a place for casual conversation, a lounge for taking naps or a place where rudeness or "trolling" is acceptable.

Everyone in the class is responsible for making class the environment where everyone feels comfortable expressing their thoughts, where everyone can feel that their opinions are respected, even when they are not shared by everyone else. I will not permit anyone to monopolize the conversations.

Please consider that sarcasm and humor can be misconstrued in online interactions as well as in person and can generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance. Please talk to me should you have a concern. For more information visit the Student Conduct & Academic Integrity website, <https://bit.ly/3yAH8xs>.

### RECORDING LECTURES

HB 23, known as the "Viewpoint Diversity" bill, was signed into law by Governor DeSantis on June 22. The law permits students to record classroom lectures without a requirement for prior notice and without the faculty member's consent, with specific limitations on where and how those recordings can be used.

Some of those limitations state:

"A recorded lecture may not be published without the consent of the lecturer," and it may be employed only...

- "for a student's own personal educational use"
- "in connection with a complaint to the public institution of higher education where the recording was made"
- "as evidence in, or in preparation for, a criminal or civil proceeding"

Recorded lectures used for other purposes may allow the faculty member to seek "damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000."

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#### UNIVERSITY POLICY STATEMENTS

Please review the following pages describing important FIU policies and services. (Some are also mentioned above.)

- [Policies](#)
- [Netiquette](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)
- [Copyright Statement](#)
- [Inclusivity Statement](#)

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## COURSE CALENDAR

### MODULE 1 – INTRODUCTION

We're going to use a lot of Canvas features in this hybrid class, so before our first "in real life" meeting please review the material on this page:

- **Getting Started w/ Canvas**  
A guide to all things Canvas. Please make sure you're comfortable getting around it.
- **Introduce Yourself**  
It'd be good if we could know who we are. Click on the top of the syllabus to find out about us.
- **Practice Quiz**  
To make certain your computer and Canvas get along.
- **Syllabus Quiz**  
Just to make sure you read it and get answers to any questions.

### MODULE 2 – WHAT IS GLOBALIZATION?

This module begins to enhance your Global Awareness and how domestic and international media characteristics interrelate with each other and with various globalized and localized content.

Videos

- **Globalization I - The Upside: Crash Course World History**
- **Globalization II - Good or Bad?: Crash Course World History**

From author John Green's "Crash Courses"

Readings

- **How Cities Took Over the World: A History of Globalisation Spanning 4,000 Years**  
It's not new, not at all. A book excerpt from the U.S. edition of The Guardian, a respected British newspaper. (Which is why they spend globalisation that way.)
- **What Does Globalization Mean?**  
From worldatlas.com, a good compendium of geographic information and social issues.
- **Globalization**  
From the "National Geographic" encyclopedia. Don't be put off by the fact it's aimed at Grades 5 - 8. It's good.
- **Globalization: The Growing Inter-Connectedness of the World Has Both Benefits and Drawback**  
From the Council on Foreign Relations, publisher of "Foreign Affairs" magazine. Nine easy-to-digest modules on the topic, including one about avocado toast. There's a quiz at the end, 10 questions. Not graded for class, but a good review. From the Council on Foreign Relations, publisher of "Foreign Affairs" magazine.

### MODULE 3 – MEDIA AND CULTURE

Now that we understand what globalization is, we need to think about how media interact -- perhaps even dominate -- cultures. We'll start by looking at the ways media interact with culture in this country, then begin thinking about their impact around the world.

Readings

- **"Understanding Media and Culture"**  
Chapter 1: Media and Culture  
Chapter 2: Media Effect



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- **Globalization of the Media: Does It Undermine National Cultures?**
- **Wang, D. (2008), Intercultural Communication Studies, Vol. 17, No. 2, pp. 203-211**
- **Globalization of Culture Through the Media**
  
- **Kraidy, M. (2002). Globalization of culture through the media**  
J. R. Schement (Ed.), Encyclopedia of Communication and Information
- **Mass Media**  
Video from the Kahn Academy

#### **MODULE 4 – THANK YOU, MR. GUTENBERG!**

"In the beginning was the word..."

It started with words on clay, or on papyrus, or on parchment, or on paper. But it wasn't until the late 15th century and the invention of the printing press that knowledge previously available only to the privileged became available to common folk. That's when media began to influence society. This week we'll look at the history of books, newspapers and magazines to see how it all started. We'll also look at the problems presented in book-banning controversies.

##### **Readings**

- **"Understanding Media and Culture"**  
Chapter 3: Books  
Chapter 4: Newspapers  
Chapter 5: Magazines
- The Washington Post  
A History of Newspaper (Optional, but worthwhile)

##### **Video**

- Print History "The Story of Film, TV and Media"

#### **MODULE 5 – LET'S GO TO THE MOVIES!**

Film brought Americans together and spread American culture throughout the world. Sort of.

##### **Video**

- **"The Story of Film, TV and Media": Film History**
- **World Service: 100 Years of Indian Cinema**

##### **Readings**

- **Editorial: The movie business goes global with Oscar wins for "Parasite"**
- **Global Policy Volume 11: Inbound and Outbound Globalizations in the International Film Industry**
- **Mashable: The 8 most Bollywood things about "La La Land"**
- **BBC Culture: How the global box office is changing Hollywood**
- **Time.com: How China is Remaking the Global Film Industry**
- **Variety: U.S. and China Struggle Over Film Quotas**
- **Business Strategy Series: The globalization of film business and its effect on the Malaysian film industry**
- **The Guardian: Black Panther to become first film shown in Saudi Arabian cinemas in 35 years**
- **Variety: Saudi Arabia's First Arabic Release Is Controversial Islamic Epic "The Message"**

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## MODULE 6: TELEVISION

### Video

- **Films for the Humanities & Sciences:** "The Story of Film, TV and Media": Television History"

### Readings

- **Media Culture & Society:** At the Origin of A Global Industry: The TV Format Trade As An Anglo-American Invention
- **Dr. Oz / Huffington Post:** The Globalization of Television -- Through the Eyes of an Immigrant's Son
- **NISCI Discussion Papers:** Reflections of Cultural Globalization in TV: Programmes in Kyrgystan
- **Global Media Journal:** Media Globalization and Localization: An Analysis of the International Flow of Programs on Ghana Television
- **Television & New Media:** Globalization, Nation, and Television in Asia
- **Los Angeles Times:** It's A Mad, Mad, Mad, Mad TV World: 2018 and the Globalization of Television

## MODULE 7 – THE SIMPSONS TAKE OVER THE WORLD

The Simpsons is a multi-cultural phenomenon, shown in 70 countries or more. Good or bad?

### Readings

- **Popular Communication:** Imagining America: The Simpsons Go Global
- **Medium.com:** The Globalization of the Simpsons
- **Inter Press Service:** Hindi-Speaking Simpsons Invasions South Asia
- **BBC News:** China's on-off relationship with the Simpsons (links to an external site.)
- **CBC:** Letter from Dubai -- Why the Simpsons Flopped in the Middle East

### Videos

- The Simpsons in Spanish
- The Simpsons in French
- The Simpsons in Arabic
- The Simpsons in Japanese
- The Simpsons in Tagalog (Philippines)
- The Simpsons in Punjabi (Pakistan)  
(Note: references to alcohol, drugs and sex censored)
- The Simpsons in Italian
- The Simpsons in Russian  
(Note the additions of a communist flag, Russian hat and Smirnoff vodka.)
- The Simpsons in Korean
- The Simpsons in German
- The Simpson in Czech
- The Simpsons in Hungarian
- The Simpsons in Hindi
- The Simpsons in Swedish
- The Simpsons in Czech

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## MODULE 8 – JOURNALISM

The next two modules will show you ways to look at basic media products around the world from a global perspective.

Journalists are among the most lauded and most reviled people in the country and the world. They are brave, seekers of truth, idealistic and crusaders, who sometimes risk or even lose their lives in pursuit of truth. They are also "the enemy," -- elitist, arrogant, biased liars who create "fake news" for the "dishonest media"

The First Amendment to the Constitution made the press a fundamental part of American society, whose job it is to watchdog government.

Without a free press, we would not have known about the illegal bombing of Cambodia and Vietnam, Watergate, secret CIA prisons, NSA surveillance, the cover-up of child abuse by the Catholic church, any number of missteps by President Trump and his appointees or associates, and more.

In 1787, Thomas Jefferson put it this way:

"The basis of our government being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."

And in 2017, the late U.S. Sen. John McCain said this:

"I hate the press," the Arizona Republican sarcastically told NBC News' Chuck Todd on "Meet the Press." (Links to an external site.) "I hate you especially, but the fact is we need you. We need a free press. We must have it. It's vital."

"If you want to preserve -- I'm very serious now -- if you want to preserve democracy as we know it, you have to have a free and many times adversarial press," McCain said in the interview. "And without it, I am afraid that we would lose so much of our individual liberties over time. That's how dictators get started."

This unit and the next offer a multi-perspective view of movements found in international media.

### Readings

- **"Understanding Media & Culture"** Review Chapter 4
- **"The Process of Writing News"** Chapter 1, Part 2
- **New York Times:** The New York Times Joins Effort to Combat Trump's Anti-Press Rhetoric

### Video

- **NBC:** Has President Trump changed the media landscape?

## MODULE 9 – JOURNALISM OUTSIDE THE U.S.

News can be a matter of perspective. The way people in this country see a particular issue may be quite different from the way people in other countries with other media see it.

### Readings

- **Point Park University:** Comparing Global Media Systems (Links to an external site.)
- **American Bar Association:** Comparing Mass Media in Europe and the United States
- **The Guardian:** You Can Get Killed: Journalists Living in Fear as States Crack Down
- **Freedom House:** Freedom and the Media 2019 – A Downward Spiral
- **Foreign Affairs:** Ferguson from Afar -- How the World Sees the Protests
- **USA Today:** Countries scolded on human rights lash U.S. on Ferguson

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## MODULE 10 – ADVERTISING

Understanding the impact advertising has on media consumers is key to understanding the ways media shapes societies.

### Reading

- **Media Industries Journal:** Advertising, the Media, and Globalization

### Video

- **Films for the Humanities & Sciences:** "In Brands We Trust"
- **Media Education Foundation:** "Killing Us Softly 3: Advertising's Image of Women"

## MODULE 11 – FAKE NEWS

It is important to understand fake news to critically engage the problems presented by global media products.

Is it news that is outright false, promulgated by Macedonian teens looking to make a viral buck?

Is it "Alternate Facts" promulgated by government officials?

Or does it come from internet trolls in Russia or Iran or China determined to disrupt our elections?

The fact is that what we now call "fake news" has been around since forever. We just called it by different names -- propaganda, disinformation, alternate facts and more.

In 1475, according to Politico, fake news that Jews drank the blood of Christian babies led to the arrest and torture of the Jews of Trent, Italy, and the execution of 15.

Sensationalized "fake news" stories in William Randolph Hearst and Joseph Pulitzer's newspapers helped drag the United States into war with Spain. And Orson Welles' "War of the Worlds" (Links to an external site.)

broadcast convinced many in the Northeast that Martians had landed in the New Jersey hamlet of Grover's Mill.

The fake news of today is much the same and much different.

The internet allows anyone to publish news real and false on Facebook, Instagram and Twitter. Robot accounts can retweet them almost instantaneously with hashtags that spread them virally. Residents of Velez, a small city in North Macedonia, make a living creating fake news websites and profiles, working for no one but themselves.

We fall victim to "confirmation bias," tending to believe things that support positions we already have. We want to believe our friends and tend to trust items that come from people we know. We don't look past our reactions to fact check what's in front of us.

The question is how and whether social media companies should control viral fake news. As private businesses they can, there's no First Amendment right on Facebook, et al. Only recently, have Twitter and Facebook taken any steps along those lines. Some other countries, though, have passed laws -- often self-serving -- to deal with the issue.

In this and the following module, we'll examine the social, political and economic influences that shape global media. to recognize it.

### Readings

- **Factcheck.org:** How to Spot Fake News\_ One of the best guides.
- **The New York Times: How Fake News Goes Viral: A Case Study** How an unsubstantiated (and false) rumor that someone chartered buses for anti-Trump demonstrators spread across the 'net and became an "alternate fact."

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- **Politico Magazine:** The Long and Brutal History of Fake News  
Jacob Soll, a historian at the University of Southern California and MacArthur "genius grant" recipient, traces the history of fake news going back to the 15th century.
- **Center for Information Technology & Society at the University of California, Santa Barbara:**
- **How is Fake News Spread? Bots, People like You, Trolls, and Microtargeting**  
Overview of the ways fake news spreads
- **CNNMoney:** The Fake News Machine -- Inside a Town Gearing Up for 2020  
Velez, a small city in North Macedonia, has become a hub of fake news sites and profiles, mostly teens and young adults in it only for the Benjamins.
- **Balkan Insight:** Trump and COVID-19 Fuel North Macedonia's Clickbait Boom  
The clickbait industry is thriving in North Macedonia, with companies pumping out masses of tabloid-style articles online to earn money from Google Ads, focusing on coronavirus sensationalism and Donald Trump's re-election bid.
- **U.S. News & World Report:** Fake News Makes Disease Outbreaks Worse  
Right here, right now this article shows how fake news makes the pandemic worse.
- **CNN:** No Matter Who Wins the U.S. Election, the World's "Fake News" Problem is Here to Stay  
US President Donald Trump and Russian President Vladimir Putin were in high spirits, smirking and jovial, when they appeared in front of the press corps at the annual G20 summit in Osaka, Japan, in 2019. It was their first meeting since then-special counsel Robert Mueller wrapped his investigation into alleged Russian interference in the 2016 US presidential election, and Trump was quick to make light of the situation, wagging his finger at Putin while instructing him not to meddle in the 2020 race.
- **NY Times:** On Election Day, Facebook and Twitter Did Better by Making Their Products Worse  
For the last four years, executives at Facebook, Twitter, YouTube and other social media companies have been obsessed with a single, paranoid goal: to avoid being blamed for wrecking the 2020 U.S. election, as they were in 2017 when Russian trolls and disinformation peddlers ran roughshod over their defenses. So, they wrote new rules.
- **Poynter Institute:** A Guide to Anti-Misinformation Actions Around the World  
The Poynter Institute is a journalism think tank in St. Petersburg, Florida, that owns the Tampa Times.
- **Finnish Public Television:** Play the "Troll Factory Game"  
This game from Finnish Public Television shows you how fake news spreads
- **NY Fake News:**  
You, too, can contribute to the world of misinformation. Check out some fake news generators.

## MODULE 12 – GLOBAL SOCIAL MEDIA

Platforms like Facebook, Twitter, TikTok, Instagram and Weibo have brought new definitions to the notion of media globalization. More than two-thirds, 4.5 billion, of the world's 7.8 billion people use the internet every day. More than 3.8 billion, nearly half, use social media.

### Video

- **Crash Course in World History:** Social Media: Crash Course Navigating Digital Information  
From author John Green's "Crash Courses" -- you saw one about globalization at the beginning of the term -- this video offers a rundown on how social media platforms manipulate us to pay attention to ads.

### Readings

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Global Media / MMC 3303

Professor Neil Reisner

Spring '22

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- **We Are Social:** Digital 2020 Global Digital Overview  
This report from "We Are Social" details social media use worldwide, how it's used and what platforms are most popular. Read at least until the chart titled "The World's Most-Used Social Platforms."
- **The Guardian:** I used to think social media was a force for good. Now the evidence says I was wrong  
The writer of this article saw social media as a platform for social change. Then he saw it as a platform that creates divisions.
- **Information, Communication & Society:** Populism and social media: how politicians spread a fragmented ideology  
This article looks at the way populists use social media to promote ideologies pitting the "common person" against "the elite." Populist governments, which often tend toward authoritarianism, have attained power in Hungary, Poland and Turkey. Venezuela's Maduro leads a populist government. Brazil's president Jair Bolsonaro is an outspoken populist and part of President Trump's appeal is his populist tendencies. Read this article from the bottom of Page 2 to the middle of Page 6.
- **American Political Science Review:** How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, Not Engaged Argument  
The government pays people to pose as ordinary citizens and write social media posts supporting government policies. Read 3 1/2 pages, from beginning to headline "Banned Internet Propaganda Office Communications." (Or more if it catches your interest.)
- **New York Times:** How Russia's Troll Farm is Changing Tactics Before the Fall Election  
Russia's social media efforts to influence the 2020 election were crude and obvious enough to be caught, at least sometimes. They're getting more sophisticated this year.
- **U.S. News & World Report:** State Dept. Russia Pushes Information in Online Network. State says Russia uses social media to spread conspiracy theories, mostly about coronavirus.
- **Detroit Free Press:** 'Not a whole lot of innovation' 2020 election misinformation was quite predictable, experts say  
Academic paper predicts that some misinformation would circulate, as well as paper's own findings.  
**AP Fact Check:** Trump Tweets 'Tall Tale of 'Deleted' Votes  
A look at just one example -- out of hundreds or even thousands -- of the president spreading misinformation.

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