

MMC 3303 Global Media and Society

Course Description

The course will familiarize the student with a multi-cultural global perspective of a multi-media world. The aim of the course is to create a foundation of media literacy through exposure to communication events using videos, selected readings, and online resources. Central to the course lays the concept of media as it manifests in a world that depends on multi-media to feed a populace with an increasing need for instantaneous information. Implicit is a global community that more and more places media in all its formats at the core of its perception of reality while at the same time uses it as its primary escape from such perceived realities.

The class will present basic media and communication elements that are foundational and commonly found in all or most international media formats. The presentation of formats and elements will be based using the US as our comparative model but with a global perspective. The emphasis is the current reality that media is no longer driven solely by western media but a more globally engaged media industry now drives media content. The presentation of essential elements such as a free press, branding, agenda setting, propaganda, stereotyping, globalization, etc., will be covered. Consequently, the focus of the course will be to define global media communication and to build a foundation of definitions of common elements found in media around the world. Ultimately, the course presents the global media industry as a homogenous phenomenon bound in similarities through the above stated elements and yet uniquely dressed by differing cultural influences

Student Learning Outcomes & Course Learning Outcomes

Global Awareness:

Global Learning Student Learning Outcome Addressed:

Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

Course Learning Outcome:

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 Engagement:

Global Learning Outcome Addressed:

Students will be able to demonstrate engagement in local, international, intercultural, and global problem solving.

Course Learning Outcome:

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.

Global Perspective:

Global Learning Student Learning Outcome Addressed:

Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.

Course Learning Outcome:

The course will analyze basic media and communication elements found in all or most international media formats and products.

Grade Structure:

Tests: 40%

Project: 40%

Attendance & Survey: 20%

Tests will consist of three sectional tests covering each 2 section of the course content.

Student group projects will be assigned with 5 students in each group.

Each group will be assigned a specific country to analyze specific elements of media in each country (see group project outline below).

All students will be surveyed regarding specific media consumption at the beginning and at the end of the semester.

Attendance will be required and all students will sign in for every class meeting.

Academic Honesty

As FIU students, you are expected to strictly follow the honor code regarding academic honesty. Florida International University outlines your responsibilities as follows:

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. Any students who fail to meet these expectations will receive an “F” for the course grade and will be reported to the Chair of the Department, as well as the Dean of the School.

Detailed Syllabus

The assigned chapters are from the following e-text: Media & Culture 7th edition 2011 update (Richard Campbell)
The rest of the reading materials are directly linked on the website

www.fiu.edu/~surisc/media.html

E-Text Access Instructions

The registration to the e-text listed below is accessible through the following link:
<http://ebooks.bfwpub.com/mediaculture7eupdate.php>

All items in red are from Media & Culture, 7th edition 2011 UPDATE

**by Richard Campbell, Christopher Martin & Bettina Fabos
BEDFORD/ST.MARTIN’S**

E-Text Access Instructions

All other readings outside of the above e-text are available online through various full text databases provided by the FIU Library

Section 1

Communications Revolutions & Globalization

Chapter 1: Mass Communication: A Critical Approach

Associated documentary video: Media History

Chapter 2: The Internet and New Technologies: Media at the Crossroads

Associated documentary videos:

[Digital Nation \(available online\)](#)

["America Offline:" Stories from the digital divide \(available online\)](#)

[Bridging the Digital Divide in Uganda \(available online\)](#)

Global Learning Goal(s) – Global Awareness – Global Perspective

The Taming of the Shrew: Global Media in a Chinese Perspective

by Anbin Shi. *Global Media and Communication*, Apr 2005; vol. 1: pp. 33 - 36.

Associated documentary video: **Window on Asia-Pacific: Asian Television Commercials**

Global Learning Goal(s) – Global Awareness – Global Perspective

To Globalize, Regionalize or Localize Us, That is the

Question: Japan's Response to Media excerpt from: Wang, Georgette, Anura Goonasekera, and Jan Servaes. *The New Communications Landscape: Demystifying Media Globalization*. Rutledge research in cultural and media studies, 7. London: Rutledge, 2000

Associated documentary video: **Manga World**

Global Learning Goal(s) – Global Awareness – Global Perspective

What is Global About Arab Media? by Tarik Sabri. *Global Media And Communication*, vol. 1, no. 1, pp. 41-46, April 2005

Associated documentary video: **Dishing Democracy: Arab Reform via Satellite TV**

Global Learning Goal(s) – Global Awareness – Global Perspective

Section 2

Free Speech, Censorship, Agenda Setting & Journalism

Chapter 10: Books and the Power of Print

Associated documentary video: **Print History**

Chapter 8: Newspapers and the Rise of Modern Journalism

Chapter 14: The Culture of Journalism: Values, Ethics, and Democracy

Associated documentary video: [A New Definition For What's News from Frontline \(News Wars series\) - \(available online\)](#)

Chapter 16: Legal Controls and Freedom of Expression

Associated documentary video: **Bloody Cartoons: Freedom of Expression and the Clash of Cultures (an analysis on the reactions around the Muslim world about the cartoon depictions of Mohamed by a Danish cartoonist)**

Global Learning Goal(s) – Global Awareness – Global Perspective

Lessons from Russia: A Neo-Authoritarian Media System by

Jonathan Becker *European Journal Of Communication*, June 2004

Associated documentary video: **Red Lines and Deadlines: Inside Iran's Reformist Media**

Global Learning Goal(s) – Global Awareness – Global Perspective

Test 1 covering sections 1 and 2

Assessment Activity/Artifact: Global Awareness

Section 3

Propaganda, Framing & Public Relations

Chapter 4: Popular Radio and the Origins of Broadcasting

Associated documentary video: [Radio History](#)

Chapter 12: Public Relations and Framing the Message

Associated documentary videos:

[Edward Bernays on Propaganda and Public Relations \(available online\)](#)

[The Hugo Chavez Show \(available online\)](#)

Global Learning Goal(s) – Global Awareness – Global Perspective

[The War of the Worlds \(October 30, 1938\) - download original broadcast in MP3 format \(right click and save as\)](#)

[War on the Web: The Immediate News Framing of Gulf War II](#), by Daniela V. Dimitrova, Lynda Lee Kaid, Andrew Paul Williams, and Kaye D. Trammell. Harvard International Journal Of Press/politics, vol. 10, no.1, January 2005

Global Learning Goal(s) – Global Awareness – Global Perspective

[Case Study - Rwanda a study of Radio Television Libre des Mille Collines \(RTL\) by Internews from INTERNEWS \(2003\)](#)

Associated documentary videos:

[Rwandan Genocide Project \(RTL Radio\) \(available online\)](#)

[On Our Watch section 4: History Repeats Itself \(available online\)](#)

Global Learning Goal(s) – Global Awareness – Global Perspective

Section 4

Branding & Advertising

Chapter 5: Television and The Power of Visual Culture

Associated documentary video: [Television History](#)

Chapter 6: Cable and the Specialization of Television

Chapter 11: Advertising and Commercial Culture

Associated documentary video: [In Brands We trust \(a presentation of global brands\)](#)

Global Learning Goal(s) – Global Awareness – Global Perspective

[Transnational Television in Europe: The Role of Pan-European Channels](#): by Jean K. Chalaby, European Journal Of Communication, vol. 17, no. 2, pp. 183-203, June 2002

Associated documentary video: [The Prime Minister And the Press: The State of Italian Media](#)

Global Learning Goal(s) – Global Awareness – Global Perspective

Test 2 covering sections 3 and 4

Assessment Activity/Artifact: Global Awareness

Section 5

Pop Culture, Storytelling & Media Effects

Chapter 3: Sound Recording and Popular Music

Associated documentary video: excerpts from the Time-Life series History of Rock 'N' Roll

Chapter 7: Movies and the Impact of Images

Chapter 15: Media Effects and Cultural Approaches to Research

Associated documentary video: The Mean World Syndrome

The Centrality of Telenovelas in Latin America's Everyday Life:

Past tendencies, current knowledge, and future research by Antonio C. La Pastina from Global Media Journal Volume 2, Issue 2 Spring 2003

Associated documentary video: Lecture from MIT on Global Media focusing on the section with Carolina Acosta –Alzur speaking of the globalization of Telenovelas

Global Learning Goal(s) – Global Awareness – Global Perspective

Hybridity and the Rise of Korean Popular Culture in Asia by

Dobbo Chim. New Culture & Society 2006 Vol. 28 #1

Global Learning Goal(s) – Global Awareness – Global Perspective

The Global Desi: Cultural Nationalism on MTV India by Jocely

Cullity. Journal Of Communication Inquiry, vol. 26, no. 4, pp. 408-425, October 2002 available through Sage Communications database FIU Library

Associated documentary video: Cinema Asia: India (presentation on Bollywood)

Global Learning Goal(s) – Global Awareness – Global Perspective

Section 6

Ethnicity, Race, Diversity & Stereotyping

Chapter 9: Magazines in the Age of Specialization

Chapter 13: Media Economics and the Global Marketplace

Associated documentary videos:

Crisis of the Cultural Environment

Money for Nothing

Excerpts from the Mickey Mouse Monopoly sections: Disney Dominance and Representations of Race and Ethnicity

Global Learning Goal(s) – Global Awareness – Global Perspective

Ethnic Media in America: The Giant Hidden in Plain Sight (seminar conducted by Bendixen & Assoc. for New California Media, June 7, 2005) – global perspective of the Diaspora in the United States

Global Learning Goal(s) – Global Awareness – Global Perspective

Hideously White British Television Globalization and National Identity by Glen Creeper Television & New Media Vol. 5 . No. 1, February 2004

Global Learning Goal(s) – Global Awareness – Global Perspective

Geolinguistic Region as Global Space: The Case of Latin America

excerpt from The New Communications Landscape: Demystifying Media Globalization by John Sinclair

Global Learning Goal(s) – Global Awareness – Global Perspective

Girls and Women from the Media Awareness Network (Canada) – analysis of gender stereotyping in global advertising

Associated documentary video: Killing Us Softly 4

Global Learning Goal(s) – Global Awareness – Global Perspective

Test 3 covering sections 5 and 6 given during Finals week

Assessment Activity/Artifact: Global Awareness

Session 7 (Group Projects)

GROUP PROJECT OUTLINE

Assessment Activity/Artifact: Global Perspective

Student groups will create a Web Page or Power Point presentation outlining with creative flair the characteristics of the media industry by assigned countries. The presentation of the elements listed below will include actual media examples from various media products (news, advertising, public relations campaigns, entertainment, etc.). Most importantly, the presentations should maintain a global perspective and should include obvious international influences as well as local characteristics.

Students will be assigned to specific groups by the Professor. Once finished, these projects will be e-mailed directly to the professor as an e-mail attachment or on a CD on the due date of the group project presentation (the dates will be listed in the Groups Listing link). The projects should include each element covered (see below) and which student covered it, along with all references used for the project listed by element (web pages with addresses, articles or textbooks used, etc.).

A group leader/coordinator will be chosen by the Professor and any questions or problems that cannot be resolved within the group will be forwarded by the leader/coordinator to the Professor. Once the final version of the project is compiled into one file, the leader/coordinator will email the project to the Professor. If a web page has been set up for the project then all that needs to be emailed is the web address.

Projects Requirements:

Each member of the group will choose 1 of the elements listed below. For example, you can choose to present propaganda, stereotyping, globalization, etc., and present these as they manifest in television, newspapers, internet, films, etc. In the event that there are not enough students in each group to cover all the elements/topics available, the group will only be responsible each element /topic the elements per student and obviously there will be for the elements/topics chosen by the participating members of the group. Do not present an element/topic more than once. Again, each student presents a distinct element/topic and how these elements/topics manifest in the media of the country, in television, movies, newspapers, magazines, etc., or you can present them all in the same format/medium. The emphasis or focus should be how

elements/topics are manifested in the Media. I am not interested in crime statistics if you are presenting sex & violence in media as an element/topic, unless the statistics relate directly to media presentations. Nor, am I interested in the countries favorite food items if you are presenting pop culture as an element/topic, unless it impacts directly on media presentations. In other words, information must be directly relevant to media presentations. Most importantly, you must relate how each element/topic is affected or affects the globalization of media and how that specific element/topic in that country is promoting or preventing globalization.

Listed below, are the elements/topics that we will cover in the class and thus are the choices for these projects. (choose 1 from the list/one for each member):

Each student chooses one of the following elements in coordination with their group members.

DO NOT USE ANY OF THE FOLLOWING ELEMENTS MORE THAN ONCE WITHIN EACH GROUP PRESENTATION.

- 1. Free Speech, Censorship, Agenda Setting & Journalism**
- 2. Propaganda, Framing & Public Relations**
- 3. Branding & Advertising**
- 4. Pop Culture & Storytelling**
- 5. Diversity & Stereotyping**

Group Project Checklist

1. These projects need to be presented in either PowerPoint or Web Page formats.
2. Only one element/topic per student should be presented (no element should be covered more than once).
3. All the individual contributions must be compiled into one group file/presentation. The files should be e-mailed directly to me as an attachment using my FIU email account or on a CD.
4. A reference section outline consisting of the students name the specific element that he/she researched and was responsible for and a list of references/resources used under each element being presented will be required on the day of the group presentation. This listing should be printed and handed to me on that day!

Grading:

The project grade consists of 4 areas:

- 1 - Presentation: The flow, clarity and knowledge of the researched element/topic as presented in class and within the PowerPoint or Web Page.
- 2 - Focus: The element/topic is clearly outlined and directly related to media examples.
- 3 - Depth: The degree of research apparent in the presentation.

4 - Multimedia: The use of graphics, links to videos (YouTube or other), and any direct links to media presentations as examples of the element/topic being presented. The above 4 areas are averaged into one final project grade.

The project grade is based strictly on each student's section. Therefore, each student is graded on their specific contribution.

Global Media Engagemnet Activity and Survey:

Assessment Activity/Artifact: Global Engagement

Using the assigned student groups for the group project, each student will assess their initial and current consumption of any specific international media product. They will discuss with the group members their willingness and or intention of accessing media products from other countries. Their initial discussion and assessments will be summarized to be included in their final group project presentation. This initial summary will be followed up with a discussion within each group at the point of finalizing the group project. The discussion at this point will put forth each students self assessment and will reflect on present or future action concerning their media consumption, based on what they have learned during the course. The discussion will be summarized and included in the final presentation of their group project

Prior to the last section of (the group project presentations section), each group will share with the class specific media products from the researched country that showed elements of global media, either in the form of hybrids, direct imports from international media providers, or genuine local content media. The groups will share with the class specific ways of accessing some of these media products. The class at this point will be assigned to accessing at least one of these products prior to each presentation from the groups whose country would be consuming the specific media product/presentation.

On the day of the final an exit survey will be conducted grading the consumptions of each student based on their current appreciation, awareness, perspective, and actual consumption of media products from international sources. A 5 point rubric will be used (5 being most aware and currently consuming various classifications of global or foreign media products).