

GLOBAL MEDIA  
JOUR 4341 3 credits  
Spring 2011  
241 Hellems

Class: Monday 4-6:30PM  
Bring a snack for the break

SYLLABUS VERSION  
AS OF  
JANUARY 19, 2011

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Office hours:  
Prof Mody Wednesdays 2-4PM Armory 203B  
Paul Beique 4-6 PM Thurs Armory 203A  
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#### Overview

This course examines the role of communication media in addressing global crises in the context of the changing worldwide distribution of power. The first part of the course will examine the nature of present crises, e.g. climate change, migration, income poverty, childhood under-nutrition, school enrollment, infant and maternal deaths, gender inequality, Islamophobia. The second part of the course will investigate the nature of media (journalism, advertising, information and communication technologies and the internet) against this backdrop. The third part will compare media in China and India.

Since the "Washington Consensus" in the mid-1980s promoting state deregulation and advertising-financed media, and the global expansion of capitalism in the mid-1990s, world communication is increasingly characterized by clashes between opposing forces: capital and labor; the state and market; consumer identity, national citizenship and cosmopolitanism. The internet, telecommunication and traditional media are enabling both the creation of global call centers and factories & the decline of print-based newspapers.

How does the term "global" differ from international and transnational?

'**International**' relates to national media practices, policies and systems in particular countries **other than one's own** and stresses the differences between countries more than their commonalities. It is a concept more focused on "foreign" nations and how they relate to each other individually (e.g. India-Pakistan, US-Russia) or through "inter-national" bodies (e.g. Unesco) than on collective action (e.g. World Wildlife Fund). A company becomes international when it has one branch outside its home country, not global, e.g. CNN-International. Such companies do not have investment outside their home states.

'**Global**' transcends individual nation-states and power, class, race, ethnicity and culture issues unique to them. It relates to practices that cut across nation-states (e.g. media happenings like infotainment, reality TV, social media) and human issues, (e.g. human rights, poverty, global climate change, pandemics, financial crises). It stresses the commonality of issues which require collective action "all over the world" INCLUDING in one's home country. It focuses on collective problems and groups e.g. North-South, Coca-Cola Company, BBC World Service, Amnesty International. Some

firms waving the "global" banner own autonomous subsidiaries worldwide or have partnerships and collaborations. They use the same brand image all over to increase markets.

'Transnational' corporations are much more complex. They have investments in other states, have a central office, but give some decision-making to foreign markets in other states.

#### **Course description:**

This course investigates the performance of media firms and audiences as a result of the influence of power structures, foreign, national and intra-national, economic, political and cultural.

**Learning objectives:** After completing the course, students will be able to:

- identify, describe and label the influence of contextual forces (economic, political, socio-cultural and geographic) to national media policies, ownership, financing, applications, technologies and users over time and place;
- compare, categorize and differentiate communication technologies according to their reach;
- explain, discuss and interpret the strengths and limitations of different financing strategies (e.g. advertising versus state versus non-profits);
- evaluate different media applications, e.g. entertainment, education, news, propaganda, and explain the role of media in China and India's threats to US dominance.

#### **Course Format:**

My conception of education is "drawing out" insights from you in response to a menu of stimulating readings, lectures and videos. Education consists of two equally important parts: teaching (my responsibility), and learning (your responsibility): you will get out of the course only as much as you put in to it. At minimum, block out 8 hours of out-of-class reading time per week. Recommended reading strategies are listed at the end of the syllabus but, as upper class persons, I suspect you are familiar with them. **The majority of the readings change every year**, so last year's notes borrowed from a friend will not suffice: you need to take your own notes.

You are required to do all the readings before class in preparation for discussion. Bring your notes and assigned readings to class. Never give your instructor the only copy of anything.

Every class session will consist of two parts: first, your discussion of the assigned readings and media news of the week, and second, the instructor's presentation on the topic of the day. During class, the instructor will pause every so often and ask you to discuss a particular question with your neighbors (as part of "collaborative learning") **and share what you think. Please bring daily assigned readings to class.**

You are welcome to place a digital audio recorder on the instructor's desk to take **audio notes**. When so much is new, I appreciate your concern about not missing an important point. I encourage you to listen carefully and also make jottings on paper. Research has shown that those who actively listen and sift through what they hear before taking notes with pencil and paper do better on class tests than those who type everything into their laptop computers. Illustrative evidence below is from Professor Diane Sieber's course at CU called **Making Meaning of IT:**

Average test scores for the Entire Class versus Laptop Users  
Over 3 annual offerings

	Test averages		
	Year 1	Year 2	Year 3
Entire class	83	85	82
Laptop users only	71	72	69

Many complain about the "digital distraction" caused by others texting or playing games in class. Watch Digital Nation at [http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/?utm\\_campaign=viewpage&utm\\_medium=grid&utm\\_source=grid](http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid)

(copy and paste in to your browser)

There is a right time for browsing freely, doing email, texting and following social networking sites. In the short 2.5 hours a week in class, you and I cannot accommodate these multiple tasks and comprehend my lecture. Research has shown that students who do homework while watching television get consistently lower grades. The more we "multi-task", the less we are able to focus properly on just one thing. Our concentration is fractured, we jump between tasks in a clumsy way, and this lack of focus leads to lower performance on the many different tasks.

However, I have made provision for those who have a strong preference for using computers in class: you are limited to seating in the teaching assistant-supervised doorway areas of the classroom to prevent your laptop use from distracting fellow classmates. Acceptable computer use in this course is limited to taking class notes. You are not permitted to access any social networking sites, play games, do email or any activity unrelated to the course. If a teaching assistant observes you violating the terms of this agreement (e.g. using Facebook), you will lose in-class laptop use privileges.

To be allowed into a digital area, you need to email [jour4341@colorado.edu](mailto:jour4341@colorado.edu) with a "laptop permission request" (subject heading of email). State your name, email account, student ID, and class level (e.g. junior, senior). Please know we *will be keeping track of the grades of our "digital" students for research purposes: we may share averages for each test with this and other courses.*

The assigned Norlin streaming videos for the day will be available well ***before the class discussion date and must be watched online before the prescribed date.***

Go to <http://libraries.colorado.edu/>

Click on **Reserves** in the middle of the page.

Type **Mody** on the instructor tab, and click **Submit**

Click on the name of the video you want to watch, e.g. **Reel Bad Arabs**.

Enter your identikey username and then the password for this course: globalmedia

**Courtesies: please restrict personal conversations during class times. Do not use email, text messages or cell phones. I will show you the same respect.**

Your time is as important as mine: to prevent standing in line outside my office along with 30 others during "office hours", you may send email to us with "Office Hours Appointment Tues/Wed/Thurs (one) Your First Name Last Name" in the Subject heading. If you do not hear from us in 48 hours, forward your email to me at [mody@colorado.edu](mailto:mody@colorado.edu).

I encourage study groups: Research has shown that **those who study in groups outside class do better in general** than those who study alone. Email [jour4341@colorado.edu](mailto:jour4341@colorado.edu) with "**Study Groups Name of Residence Hall or Other Off-Campus Location**" in the subject heading. In the email text, send us your name, email address, residence hall name or neighborhood location, and good meeting times for you. **Indicate if you would be**

willing to be one of the organizers of the group. The instructional team will compile a list of those interested by residence hall/off-campus neighborhood and post it on the course website. We would be happy to visit study groups when invited.

### Course requirements:

#### **I. Reading / Participation:**

1. Block out 8 hours of out-of-class time on your weekly calendar now
2. Attend all classes on time. Take audio and handwritten notes.
3. Read the prescribed readings and watch the videos before every class session. Use the **constantly updated electronic copy of the syllabus on CU Learn.**

##### **A. Required (ordered through CU Bookstore):**

Daya Kishan Thussu. News As Entertainment. London: Sage, 2007.

Robyn Meredith. The Elephant and the Dragon: The Rise of India and China and What It Means for All of Us. NY: WW Norton, 2008 (pl order on the internet for cheapest prices)

**SEE CU Learn reading folders for all other daily readings**

##### **B. Recommended**

Jeremy Tunstall. The Media Were American: US Mass Media in Decline. NY: Oxford University Press, 2008 (will be on reserve in Norlin library shortly, required readings are in CULEARN folders)

#### Reading strategies

You may find the following *reading strategies* helpful:

- Write down everything you know about the topic of the reading before you start reading on it.
- Read the first paragraph, the first line of each following paragraph and the last full paragraph: now write down the outline of the paper. You should get the skeleton of the argument and how it is constructed.
- Skim through the middle of each page: speed read. Highlight interesting thoughts and possible sections you might quote. You are getting a feel for how the argument is developed, how flesh is put on the bare bones of the skeleton.
- Now read the full paper through: Write comments or questions in the margin so you can review the paper easily.
- Write your summary of the main points and staple it to the paper

**II. Browse/listen/watch** a comprehensive source of news on global events daily this term, e.g. <http://global.nytimes.com> (go to Business and then click on Media and advertising), <http://www.bbc.co.uk/click> and <http://bbc.co.uk/digitalplanet>, and <http://www.globalpost.com/>

**III. Develop an annotated bibliography with Reworks (15% of grade, final version due February 28)**

- a. Choose a topic that interests you: connect some aspect of media and a region of the world, e.g. news, the state government and the Middle East, or women and film representations in South Asia, US public diplomacy in former Soviet countries;
- b. using the VPN, search the archive of The Economist at <http://www.economist.com/research/articlesBySubject/> and Foreign Policy magazine at <http://foreignpolicy.com> with keywords that address your topic by Jan 31;
- c. select a foreign media-related topic on which **Foreign Policy** magazine and the Economist have not published much stuff: this will be the focus of your bibliography and the basis of your feature article.

If you prefer, you may choose to do a formal research paper of the same length for the Sage journal *Global Media and Communication* <http://gmc.sagepub.com/>

d. Search three different sources with your keywords and document your findings in Refworks and in the required covering table: guidelines will be posted on the class CU Learn site

1. books and book chapters
2. journal articles and reference data bases
3. trade press and popular daily press

e. what do you want to write for this specialized audience that **Foreign Policy** has not addressed?

IV. Write a "pitch" to the editors of *The Economist*, *Foreign Policy* magazine or *Global Media and Communication* for a feature article based on your completed bibliography.

**10% of your grade (due April 4)**

Guidelines for submissions to *Foreign Policy* are at

[http://www.foreignpolicy.com/articles/writers\\_guidelines](http://www.foreignpolicy.com/articles/writers_guidelines)

the *Economist* does not publish its writing guidelines, but a review of its content suggests that articles are current (not historical surveys); reveal a deep knowledge of the subject; explain how we got here (perspective and context); take a dispassionate, detached view of events; present all relevant sides; and analyze the situation and draw conclusions based in fact. They rely on expert sources. Guidelines for submissions to the scholarly journal **Global Media and Communication** are posted at [http://www.sagepub.com/journalsProdDesc.nav?ct\\_p=manuscriptSubmission&prodId=Journal201699](http://www.sagepub.com/journalsProdDesc.nav?ct_p=manuscriptSubmission&prodId=Journal201699)

V. Use the bibliography to write your feature article: **25% of your grade (due April 25)**

VI. Mid-term **(March 7)** and final **(May 2)** in-class short qs and answer tests on required readings: **25% of grade each**

#### GRADING:

15% bibliography

10% pitch to a magazine/journal based on your bibliography

25% magazine feature article

25% mid-term test

25% final test

I may need to change the syllabus and assignments at any time; I will email you about the change. Be sure to check the official email address you use for course-related announcements.

#### POLICIES AND REGULATIONS

**No late submission of your research paper/magazine feature** will be accepted without evidence of a medical, family or police emergency. Email [mody@colorado.edu](mailto:mody@colorado.edu) as soon as you know you cannot turn in an assignment on time. In case of religious observances, ask for permission **in advance** to turn in work on a different date. **Late work will not be accepted and will receive a grade of ZERO** unless there is an unforeseen emergency that is subsequently documented.

**No make-up exams:** The only exception is a documented personal illness or injury, or a documented death in the family. In such a case, you must email [mody@colorado.edu](mailto:mody@colorado.edu) before test time. The make-up exam will be an essay question to maintain the security of the test; essays are more difficult to score well on, so think carefully before concocting an emergency.

**Extra-credit opportunities** will be announced in class. They may be part of course activity, or may be related to events on campus. These extra-credit opportunities are subject to restrictions imposed by the instructor and cannot be made-up.

**Academic honesty:** We follow CU's policy on academic honesty. Plagiarism is defined as presenting someone else's work as your own. **Students who plagiarize will receive severe grading penalties up to and including failing the course.**

The Research Misconduct report I co-authored on Ward Churchill is posted here:

<http://www.colorado.edu/news/reports/churchill/StandingCmteReport>.

The Investigative Committee report consisting of historians, lawyers and Native American specialists is posted here:

<http://www.colorado.edu/news/reports/churchill/churchillreport051606.html>

Review this helpful site on plagiarism several times:

[http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

**Disability:** If you qualify for accommodations because of a disability, please hand me the letter from Disability Services **in your first week of class** so that I am sensitive to your needs immediately. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices)

**Religious observances:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know of any religious commitments that constrain your course performance in the **first week** of your participation in this course.

**Classroom courtesy:** Please focus on classroom instruction. This means no cell phone use and no email or electronic games. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions.

**Celebrating our differences:** Courtesy and sensitivity are especially important when dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference **right now** so that I may make appropriate changes to my records.

**The University of Colorado at Boulder policy on Discrimination and Harassment** (<http://www.colorado.edu/policies/discrimination.html>) the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

**SAMPLE SHORT-ANSWER MID-TERM and FINAL TEST**

J 4341

*Distribute your 2 hours and 30 minutes across questions. Please do not make up answers when you do not know the answer. It only irritates the reader.*

*Answer all questions. I am interested in knowing whether you spent 8 hours a week on this course.*

*Write on every other line to ensure I can read you.*

*Outline before you start writing. Feel free to number your main points so I do not miss them.*

**Number your answers.** Write your name on your submission and **staple** it.

1. Empires led by Greece, Rome, Turkey and Britain were led by their military in major ways. What do we learn from Chalmers Johnson on the consequences for our domestic population in terms of race, ethnicity and gender? (2)
2. What is John Perkins' account of how the US built its global empire? (1)
3. What are the three kinds of imperialisms that Johnson explores? Define and illustrate. (1)
4. What are the different explanations you have encountered about why the rest of the world does not love the U.S. government, e.g. the most recent President Bush, John Perkins the former economic hit man, Chalmers Johnson, and Paul Kingsnorth? (3)
5. Johnson writes, "North Korea illustrates the kind of explosive situation ...that the US has created for itself". What is he referring to? (1)
6. Army officer and MA student Richard Spiegel explained that we should understand the 3 different units that use media in the military. What are they? How do they differ? (3)
7. Explain how, why and when the following were used by the military: (3)
  - a. games on CDs
  - b. Hollywood films
  - c. Exclusion of media from a foreign military invasion
  - d. Reporter "pools"
  - e. Embeds
  - f. Black programs
8. Joseph Stiglitz, the Nobel Prize winner in Economics is quoted in Sorrows (p. 262) as saying that the problem with economic globalization is its fundamentalist market ideology, a faith in free markets that is supported by neither modern theory nor historical experience. What evidence does Johnson use to support Stiglitz? (2)
9. What are structural adjustment loans? Who initiated them? When? How does a typical structural adjustment loan work? Who wins? Who loses? (1)
10. Globalization in the 19th century led to colonization and destruction of the capacity of developing countries. The first sign that globalization of the 20<sup>th</sup> century was in trouble was the collapse of East Asian country economies in 1997. What other events are cited that also discredited globalization? (2)

# SCHEDULE

Jan 10	<p>Syllabus and instructor introductions, selection of research question for your feature-writing/research paper assignment (3,500 words, ~14 typed pages)</p> <p>What is "global", what is "international", what are "media", what is media "power"? Avoiding globalbabble and globaloney</p>
Jan 24	<p>Global crises:</p> <p>Tony Judt, Ill Fares the Land, <b>New York Review of Books</b>, April 29, 2010 (CU LEARN)</p> <p>Stiglitz, Joseph E. <b>Freefall: America, Free Markets and the Sinking of the World Economy</b>. New York: WW Norton and Company. 2010 (CU Learn)</p> <p>Lant Pritchett, The Cliff at the Border, Ch 11. Michael Spence and Ravi Kanbur, ed. <b>Equity and Growth in a Globalizing World</b>, 2010.  <a href="http://www.growthcommission.org/index.php?option=com_content&amp;task=view&amp;id=118&amp;Itemid=221">http://www.growthcommission.org/index.php?option=com_content&amp;task=view&amp;id=118&amp;Itemid=221</a></p> <p>Andrew Revkin's blog on climate change at New York Times:  <a href="http://dotearth.blogs.nytimes.com">http://dotearth.blogs.nytimes.com</a></p> <p>Unwanted girls  <a href="http://www.bbc.co.uk/worldservice/news/2009/02/090205_india-dowry_pt3.shtml">http://www.bbc.co.uk/worldservice/news/2009/02/090205_india-dowry_pt3.shtml</a></p> <p>Jeremy Black, the Western Encounter With Islam,  <a href="http://www.fpri.org/orbis/4801/black.westernencounterislam.html">http://www.fpri.org/orbis/4801/black.westernencounterislam.html</a>  <a href="http://fora.tv/2007/11/01/Islam_the_Western_World_An_Interfaith_Dialogue">http://fora.tv/2007/11/01/Islam_the_Western_World_An_Interfaith_Dialogue</a></p> <p>Colin Sparks. What's wrong with globalization? <i>Global Media and Communication</i> August 2007 vol. 3 no. 2 133-155 (CU Learn)</p> <p>Watch streaming video from Norlin reserves before class: <b><u>Hijacking Catastrophe</u></b></p> <p><b>Bibliography Development with Refworks Presentation by Journalism Bibliographer Stephanie Alexander</b></p>



Jan 31	<p>Context-analytical approaches to media</p> <p>Mody, B. The Contexts of Power and the Power of the Media. In K G Wilkins, ed. <b>Redeveloping Communication for Social Change</b>. Lanham, Md: Rowman and Littlefield. 2000. (CU Learn readings folder)</p> <p>Oliver Boyd-Barrett, Media Imperialisms Reformulated. In DK Thussu, <u>Electronic Empires</u>. Arnold, 1998 (CU Learn)</p> <p>Sinclair, J. Cultural globalization in Graham Murdoch and Janet Wasko ed. <u>Media in the Age of Marketization</u>. Hampton Press, 2007 (CU Learn)</p> <p>D. K. Thussu. <b>News as Entertainment</b>. Ch 6 Sage 2007.</p>
Feb 7	<p>Global media</p> <p>McChesney, R. The Political Eco of International Communications: Foundations for the Emerging Global Debate. In Robert WMcChesney, The Pol Eco of Media:Enduring Issues, emerging Dielmmas. NY:Monthly Review Press 2008. (CU Learn)</p> <p>Hafez, Kai. <u>The Myth of Media Globalization</u>. Ch 9 Media Capital-the Limits of Transnationalization. Polity 2007 (CU Learn)</p> <p>D K Thussu, Ch 7</p> <p><b>Assignment due: annotated bibliography of books and book chapters</b></p>
Feb 14	<p>Technologies: how global?</p> <p>2010 <b>World Bank</b> World Development Indicators The <b>Information Age</b> table (CU Learn)</p> <p>Thussu text, Ch 2 The infrastructure for global infotainment</p> <p>Tom Gjelten. "Countries Try to Tame the Wild Territory of the Net." NPR April 18 2010: <a href="http://www.scpr.org/news/2010/04/07/countries-try-to-tame-the-wild-territory-of-the-ne/">http://www.scpr.org/news/2010/04/07/countries-try-to-tame-the-wild-territory-of-the-ne/</a></p> <p>Ken Auletta. "The Networker." <i>The New Yorker</i> July 5 2010 (CU Learn)</p> <p>Vince Beiser "Digital Weapons Help Dissidents Punch Holes in China'a Great Firewall," <a href="http://www.wired.com/magazine/2010/11/ff_firewallfighters/all/1">http://www.wired.com/magazine/2010/11/ff_firewallfighters/all/1</a></p> <p>Jack Goldsmith and Tim Wu, <u>Who Controls the Internet?</u>, Oxford U Press (CU Learn)</p> <p><a href="http://freshhealthybody.com/silvio.berlusconi-on-phone-at-nato-summit/">http://freshhealthybody.com/silvio.berlusconi-on-phone-at-nato-summit/</a></p> <p><b>Assignment due: annotated bibliography of scholarly journal articles, reference works and data bases</b></p>

Feb 21	<p>Advertising around the world</p> <p>Kuangmi Ko Kim "Global advertising in Asia." In Oliver Boyd Barrett, ed. <i>Communications Media: Globalization and Empire</i>. Hertfordshire: Libbey: 2006 (CU Learn)</p> <p>Zandberg, Isabella. Towards Globalization or Localization? In Oliver Boyd Barrett. <i>Communications Media: Globalization and Empire</i>. Hertfordshire: Libbey: 2006 (CU Learn)</p> <p>Watch Norlin streaming video: <i>Buying into Sexy</i> (on reserve)</p> <p><b>Assignment due: annotated bibliography of popular and trade press articles</b></p>
Feb 28	<p>Programming: Entertainment: the geo-politics of representation</p> <p>Watch Reel Bad Arabs (streaming video from Norlin) and read the Media Education Foundation Study Guide  <a href="http://www.mediaed.org/assets/products/412/studyguide_412.pdf">http://www.mediaed.org/assets/products/412/studyguide_412.pdf</a></p> <p>TV Will Save the World: Time mag interview with Charles Kenny  <a href="http://www.time.com/time/specials/packages/article/0,28804,1971133_1971110_1971118,00.html">http://www.time.com/time/specials/packages/article/0,28804,1971133_1971110_1971118,00.html</a></p> <p>"Lights, camera, Africa," from <i>The Economist</i>  <a href="http://www.economist.com/node/17723124">http://www.economist.com/node/17723124</a></p> <p>D K Thussu, Ch 1.</p> <p>Charles Kenny. Revolution in a Box. <i>Foreign Policy</i>. Nov-Dec 2007.</p> <p>Watch/listen: "TV Drug of the Nation," Disposable Heroes of Hiphoprisy  <a href="http://www.youtube.com/watch?v=sgOWTM5R2DA">http://www.youtube.com/watch?v=sgOWTM5R2DA</a></p> <p>Hamid Dabashi, "Native informers and the making of the American empire" June 1, 2006, <a href="http://weekly.ahram.org.eg/2006/797/special.htm">http://weekly.ahram.org.eg/2006/797/special.htm</a> (recommended)</p> <p><b>Submission of full final bibliography to Sheila Kumar</b></p>
Mar 7	<p><b>Mid term test: short answers</b> (see sample test in syllabus)</p>

Mar 14	<p>Programming: News</p> <p>Bella Mody, <i>The Geopolitics of Representation in Foreign News: Explaining Darfur</i>. Oct 2010. Ch. 1, pgs 1-30 (CU Learn)</p> <p><a href="http://fora.tv/series/wikileaks?utm_source=HP&amp;utm_medium=ticker&amp;utm_campaign=Series">http://fora.tv/series/wikileaks?utm_source=HP&amp;utm_medium=ticker&amp;utm_campaign=Series</a> (Copy and paste into your browser)</p> <p>Mark Pesce, The Blueprint, <a href="http://blog.futurestreetconsulting.com/?p=446">http://blog.futurestreetconsulting.com/?p=446</a></p> <p>Rami Khouri. "Abu Ghraib in the Arab Mirror." <i>Open Democracy</i> 19 Oct 2004. (CU Learn)</p> <p>David Barstow. <i>Behind TV Analysts, Pentagon's Hidden Hand</i>. Ap 20, 2008 NYTimes. <a href="http://www.nytimes.com/2008/04/20/us/20generals.html?scp=1&amp;sq=Behind%20TV%20Analysts,%20Pentagon%27s%20Hidden%20Hand&amp;st=cse">http://www.nytimes.com/2008/04/20/us/20generals.html?scp=1&amp;sq=Behind%20TV%20Analysts,%20Pentagon%27s%20Hidden%20Hand&amp;st=cse</a></p> <p>P Eric Louw. "Journalists Reporting from Foreign Places." In Arnold S deBeer ed. <i>Global Journalism: Topic Issues and Media Systems</i>. 4<sup>th</sup> ed. Allyn and Bacon. 2004. (CU Learn)</p> <p>Daya Kishan Thussu. <i>News as Entertainment</i>. Chs 1, 3 Sage 2007</p> <p>Magazine writing with TA Paul Beique: How to write a pitch/enquiry letter to an editor.</p> <p><b>Sheila Kumar returns bibliographies with suggestions.</b> <b>Paul Beique on how to write a pitch/query (see examples in CU Learn folder)</b></p>
Mar 28	<p>Propaganda, Public Diplomacy, Soft power: CCTV-9, US Broadcasting Bd of Governors, Russia Today, Al Jazeera, France 24, BBC World Service, Telesur</p> <p>Mark D. Alleyne, <i>Global Lies?</i> (CU Learn)</p> <p>Joseph S Nye, Jr. "Think Again: Soft Power." Yale Global Online. <a href="http://yaleglobal.yale.edu/content/think-again-soft-power">http://yaleglobal.yale.edu/content/think-again-soft-power</a></p> <p>Shashi Tharoor on Soft power <a href="http://www.ted.com/talks/lang/eng/shashi_tharoor.html">http://www.ted.com/talks/lang/eng/shashi_tharoor.html</a></p> <p>Willem Marx, "I Was a Propaganda Intern in Iraq" <a href="http://www.democracynow.org/article.pl?sid=06/08/21/1348229">http://www.democracynow.org/article.pl?sid=06/08/21/1348229</a></p> <p>Charles Arango. "World Falls for American Media." NYT, Dec 1, 2008 (CU Learn)</p> <p>David Adams. "Time to Scrap TV Marti." TampaBay.com Feb 15, 2009 (CU Learn)</p> <p><b>Magazine writing with TA Paul Beique: Crafting the lead.</b></p>
April 4	<p>Threats to Anglo-American Global Dominance: China and India</p> <p><u>The Elephant and the Dragon: The Rise of India and China and What It Means for All of Us</u> by Robyn Meredith. Chs 1-2</p> <p>Magazine writing with TA Paul Beique: Using color, descriptive writing and pacing to hold the reader.</p> <p><b>Submission of your pitch or query letter with a copy of full bibliography to Paul Beique</b></p>

Apr 11	<p>Meredith contd. China: Chs 3, 5, 7</p> <p>John Cassidy, "Enter the dragon: why state capitalism is China's biggest knockoff." <b>The New Yorker</b>, December 13, 2010. (CU Learn)</p> <p>Jeremy Tunstall, <b>The Media Were American</b>, OUP, 2008, Chapter 12 (CU Learn)</p> <p>Magazine writing with TA Paul Beique: Editing, or, taking out the big knife.</p> <p><b>Beique returns query letters/pitches with suggestions</b></p>
Apr 18	<p>Meredith contd. India: Chs. 4, 6</p> <p>Jeremy Tunstall, <b>The Media Were American</b>, OUP, 2008, Chapter 11 (CU Learn)</p> <p>Thussu Ch 4</p> <p>Magazine writing with TA Paul Beique: Adding visual elements such as stats, charts and what's-next boxes.</p>
Apr 25	<p>Meredith Chs 8, 9</p> <p>Pranab Bardhan, "China, India, superpower? Not so Fast." Yale Global Online.  <a href="http://yaleglobal.yale.edu/content/china-india-superpower-not-so-fast">http://yaleglobal.yale.edu/content/china-india-superpower-not-so-fast</a></p> <p><b>Submission of final feature article or research paper with a copy of pitch and full bibliography</b></p>
May 2 7:30-10AM	<b>Final test only on all material covered since the last mid-term test</b>

There are many topics I would have liked to include e.g. religion, consumption, social movements, social media, but this is an introductory course, and one term is just not enough to include everything. You can research anything related to media outside the US for your feature article, e.g. social media use outside the US.