Journalism, Advertising, and Media Studies 620
Seminar in Global Media
Fall 2018 | T/Th 12:30 – 1:45 PM | BOL 581

Instructor: Lia Wolock
Office: 568 Bolton
Office hours: Tues 1:45-2:45pm, Thurs 11am-noon, or by appointment
E-Mail: wolock@uwm.edu

Course Description
This course is an upper-level undergraduate (and introductory-level graduate) examination of global media as both a real-world phenomenon and as an intellectual and political construct. In other words, we will explore different media systems, texts, and practices from around the world, and different ways of studying and understanding them. But we will also consider what the term “global media” means, who uses it, and to what ends. We will analyze what is at stake when people study and discuss global media, globalization, and related concepts in an era of increased movement of capital, concepts, and people. Students are expected to conduct original research as well as to engage actively with course readings and discussions.

Course Objectives
By the end of this course, you will:
• Be able to debate key theories of global media studies and globalization;
• Develop your knowledge about a growing and diverse range of popular cultural forms across the world;
• Improve your research, writing, and analysis skills through class discussions and course assignments; and
• Deepen your understanding of the political, economic, and socio-cultural impacts of media in various regions of the world.

There is no required text to purchase for this class.
All readings will be uploaded to D2L.

GRADING
Participation 5 x 2 = 10%
A seminar is a learning community. That means, for each of us, our personal progress and learning depends on each other and on the community as a whole. Students and teacher alike are expected to contribute to the discussion, by a variety of means. These include: doing the readings, making connections across readings
and media, listening to others, asking thoughtful questions, bringing up areas of confusion so we can discuss them, and being respectful.

This grade will be calculated twice. Once after Oct 16, once at the end of the semester. Graduate students are expected to model productive participation in every session and help junior students learn this skill.

Note: If you are shy about public speaking, please come see me and we can develop strategies for you to participate in ways that are more comfortable.

**Reading Responses**  
10 x 2 = 20%
You will submit 5 reading responses to D2L each half of the course. Minimum 200 words for undergraduate students, 300 for graduate students. A handout will be given with more information on this assignment, but the general idea is to summarize at least one key idea from that days reading(s) and engage it by asking questions, connecting it to other course readings, or linking related media. These are due before the class session during which the reading will be discussed. Each response is worth 2 points. Late responses can earn no higher than 1 point.

**Leading discussion & handout**  
5 x 2 = 10%
Once during each half of the semester, you will be responsible with another student to produce a 1-page handout and lead the class. There will be a sign-up sheet the first week of class. A document will be given out with more information on this assignment, but the general idea is that the discussion leaders will start the class session by summarizing key points, offering some background on the author(s), and bringing some discussion questions or media examples.

**Exams**  
10 x 2 = 20%
Take home. Essay format. Not cumulative. You will have about two days to complete them. You will be expected to critically engage course materials, a skill we will practice in discussions and responses. The exam will include additional material for graduate students.

**Research project**  
40%
Over the course of the semester, students will develop their research and writing skills through a multi-step project. We will devote class time on various days to practicing the skills necessary to conduct quality global media studies research and write it up. 2500-3500 words for undergraduate students, 4500-6000 words for graduate students.

- *Proposal* 3 %
- *Literature review* 10 %
- *Introduction, thesis, outline* 7 %
Course Grading Scale

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POLICIES, ETC.

1. Attendance:
Your attendance at every session is mandatory according to the policy of the School of Letters and Science at UWM.

You may miss one class without penalty in each half of the course. Each additional absence during each half of the course will result in a penalty of .5 points off your final grade for undergraduate students, 1 point for graduate students. If you have to miss more than one class during each half, you should speak with me in person during my office hours.

When you are absent, it is your responsibility to find out what you missed and work to catch up. First, carefully read through all the slides for the day, which may include announcements as well as course material. Second, ask a friend if something is still unclear, or the student leading discussion for the day. Third, come talk to the professor if you have further questions.

2. Email policy:
Email is a time vampire. Almost every issue that you will face during the semester can be addressed by checking this syllabus, by asking a quick question before or after class, or by scheduling a meeting in my office (in that order). I am very eager to talk to you, and to help you be successful in this class, I just prefer where possible to do it face to face rather than by email. Striving toward more in-person communication ensures that I spend as much time as possible focused on your learning and intellectual growth, rather than on being a manager. Please do not use my desire to communicate in person over email as an excuse not to talk to me about issues you’re having. Office hours are a great and under-utilized resource. You don’t have to be struggling or have a problem to come by.
3. Getting to Class Late and Leaving Early:
Late arrivals and early departures distract and disrupt class. If you know that you have to leave early, let me know before class and please leave the classroom quietly. Sit by an aisle and close to the door. Everyone occasionally runs late. It's okay. Just be courteous. If you make a habit of being late or leaving early, however, it will affect your grade. Arriving substantially late or leaving substantially early may use up one of your free absences. Please do not begin rustling your bags and coats before class ends. I know you're busy and have places to be, so if I lose track of time, raise your hand and let me know.

4. Electronics policy:
The research on computer use in the classroom is definitive. It distracts everyone around you, it distracts you, and produces poorer quality notes than if you took notes by hand. Since you will not be using screens to take notes, I will post my complete lecture slides to D2L within 24 hours of each session (usually sooner) and provide a list of keywords to help guide your studies. Further accommodations are possible with proper documentation. Please come see me as soon as possible.

Occasionally, electronic devices will be allowed for class activities. You will not be penalized if you do not have one. At that time, students are expected to use the devices for the course activity only. Not for email, messaging, etc.

5. Readings:
Students are required to bring a hard copy of the pertinent readings for each class session. You can’t go to math class without the problem sets you’ve been working on. Why would a class where the primary work we’ll be doing is reading and thinking be different? Your readings should be marked up with your notes, as are mine. Ask to see mine if you’d like one example of how to do it.

Tablets/e-readers, used only for accessing course readings, and which can be laid flat on the table, are always allowed.

6. Assignments and Extensions:
All assignments are listed on the syllabus and will be announced well before they are due. Extensions may be granted if sought before the due date. Late assignments without prior approval will lose 5% per day for 7 days (including weekends), and then it will get an automatic 0%.

7. Grades:
I work hard throughout the semester to ensure that grading is consistent. I use a grading rubric for written papers so that I am applying the same standards for evaluation when reading these papers. This grading rubric is based on the grading criteria on the assignment sheet.
I grade assignments on performance and effort, and your grade is relative to the other students in the class. Fulfilling the assignment requirements earns you an average score, while producing exceptional work will earn you an above average score. Do not expect an “A” simply for fulfilling the requirements of the assignment. Please visit me during office hours to ask questions when you are working on an assignment or reviewing material. If you have questions about a grade, please take at least 24 hours to process the written feedback you’ve received. Then come see me during office hours to get further feedback. If you have problems with mechanics, I recommend the Writing Center (http://uwm.edu/writing-center). The Writing Center is staffed with highly qualified tutors who can make a difference. I will hold you to university-level written communication standards.

These are the circumstances under which I would change a grade: (a) if I have made an error, or (b) if I have failed to hold you to the same standard as everyone else. If you believe that you have received an undeserved grade, you should make your case in writing to your professor within two weeks of receiving the grade.

8. Incompletes:
A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

9. Students with disabilities:
If you will need accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible. I am happy to work with you and the Accessibility Resource Center http://www.uwm.edu/arc/ on this matter.

10. Academic misconduct:
Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing an assignment or course, or even suspension or dismissal from the University. If you need help learning to summarize, paraphrase, attribute, or cite sources, please see the professor or visit The Writing Center. You should familiarize yourselves with UWM's description of academic misconduct. For more information, see http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/.

11. Discriminatory conduct (such as sexual harassment):
Discriminatory conduct will not be tolerated. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. If you have concerns about our classroom or other spaces on campus, please feel free to come talk with me about it.
Please be aware, however, that I am what’s called a Mandatory Reporter. That means that I am required by law and by UWM policy to report anything you tell me about sexual misconduct, harassment, or stalking at UWM, or happening to a member of the UWM community, to the Title IX Office. If you want to speak with someone who does not have to report what you say, I can help connect you with what are called Confidential Resources, like the UWM Victim Advocate (https://uwm.edu/titleix/get-help/confidential-victim-advocacy/) or Norris Counseling services (https://uwm.edu/titleix/get-help/medical-care/).

12. Announcements:
Any changes to the syllabus, class cancellations, or other matters pertaining to the class will be posted on the D2L website for the course. You should check this website at least once a week.

13. Absences for religious observances
Students will be allowed to complete requirements that are missed because of a religious observance. Please let me know in the first weeks of class if this will be an issue for you so we can come up with a game plan.

14. Food
As long as it does not go against university policy and it is not disruptive to other students, food may be eaten in class.

For further information about university policies, please see the Secretary of the University’s Syllabus Links: https://uwm.edu/secu/syllabus-links/

COURSE CALENDAR

NOTE: Calendar is subject to change. This is a media course and we will regularly update readings depending on what is in the news. Please check the D2L site and your email regularly.

Week 1
What are “Global Media”? Who is global?
Sep 4 Introductions
Sep 6 Appiah, “The Case for Contamination”
Week 2
What’s at stake?
Sep 11 Chakrabarty, excerpt from *Provincializing Europe*
Sep 13 Lerner, excerpt from *The Passing of Traditional Society*

Week 3
Developmentalism, Media Imperialism
Sep 18 Rogers, “Communication and Development: The Passing of the Dominant Paradigm”
Sep 20 Straubhaar, “Beyond media imperialism: Assymetrical interdependence and cultural proximity”

Week 4
Nationalisms, Globalization, Identity
Sep 25 Hilmes, “Who We Are, Who We Are Not: The Emergence of National Narratives”
Hutchinson and Smith, Eds., excerpts on “Theories of Nationalism.”
Only the Anderson selection on “Imagined Communities” from this PDF is required (p. 89-96). The others are optional.
Sep 26 **Research proposal due, noon, D2L Dropbox**
Sep 27 Tomlinson, “Globalization and Cultural Identity”
Massey, “A Global Sense of Place”
*Optional - Hecht, “African Anthropocene”

Week 5
Modernity, Flows
Oct 2 Appadurai, “Disjuncture and Difference in the Global Cultural Economy”
Oct 4 Curtin, “Media Capital: Toward the Study of Spatial Flows”

Week 6
Hybridity, Diaspora, Viewing Cultures
Oct 9 Hall, “Diaspora and Cultural Identity”
*Optional - Kraidy, “Hybridity without guarantees”
Oct 11 Katz and Liebes, “Interacting with Dallas”

Week 7
Telenovelas, Big Brother
Oct 16 Excerpt from Amaya, “Eva Luna: Latino/a Audiences.”
Rivero, “The Performance and Reception of Televisual ‘Ugliness’ in *Yo Soy Betty La Fea*”

--- halfway point for reading responses & participation ---
Oct 18  Jacobs, “Big Brother, Africa Is Watching”
Three short pieces from *Flow*:
  - Kumar, “Race, Gender and Class in Reality TV: The Case of Celebrity Big Brother 2007 in the U.K.”
  - Malik, “When the Whole World is Watching: The Case of Celebrity Big Brother”
  *Optional - Akass & McCabe, “Bigoted Brother, Forgotten Sisters”

Oct 19  **Literature review due, noon, D2L Dropbox**

Week 8
Singing Competitions 1

Oct 23  Meng, “Who Needs Democracy If We Can Pick Our Favorite Girl?: Super Girl As Media Spectacle”

Oct 24  **Exam 1 posted**

Oct 25  No class

Oct 26  **Exam 1 due, 5pm, D2L Dropbox**

Week 9
Singing Competitions 2, Infrastructure

Oct 30  Watch *Afghan Star* documentary

Nov 1  Sandvig, “The Internet as Infrastructure”

**Sign up for conference slots**

Week 10
Conferences

(No classes. Individual conferences. Use extra time to read, work on final projects.)

Nov 6  Conferences

Nov 8  Conferences

Week 11
Design & ICT4D


Nov 15  Bhatia, “The Inside Story of Facebook’s Biggest Setback”
  *Optional: Mazzarella, “Beautiful Balloon: The Digital Divide and the Charisma of New Media in India”

Nov 16  **Introduction, thesis statement, and outline due, noon, D2L Dropbox**

Week 12
Refugee Selfies

Nov 20  Zimanyi, “Digital Transcience: Emplacement and Authorship in Refugee Selfies”
Literat, “Refugee Selfies and the (Self-)Representation of Disenfranchised Social Groups”

Nov 22  No class – Happy Thanksgiving break!

**Week 13**

**Media Travels**

Nov 27  Larkin, “Itineraries of Indian Cinema”
Onishi, “Nigeria’s Booming Film Industry Redefined African Life”

Nov 29  Starosielski, “Things & Movies: DVD Store Culture in Fiji”
Mod, “The Facebook-loving Farmers of Myanmar”
Starosielski, “In our Wi-Fi world, the internet still depends on undersea cables”
Taub & Fisher, “Where Countries Are Tinderboxes and Facebook Is a Match”

**Sign up for presentation slots**

**Week 14**

**Sound Politics**

Dec 4  Mohan & Punathambekar, “A Sound Bridge: Listening for the Political in a Digital Age”
Gaikwad, “Dalit youth killed for keeping Ambedkar song as ringtone”

Dec 6  Special final reading response assignment – Propose a final global media topic

**Exam II posted at end of class**

Dec 8  **Exam II due, 5pm, D2L Dropbox**

**Week 15**

**Presentations**

Dec 11  **Presentations**
Dec 13  **Presentations**

Dec 21  **Final project due, noon, D2L Dropbox**

**REFERENCE LIST**


TIME ALLOCATION
(this section of the syllabus is required by the Higher Learning Commission): The average student will be expected to invest the following amounts of time in order to achieve the learning objectives of JAMS 620.

- Time in the classroom (face-to-face instruction): 28 meetings x 75 minutes = 2100 minutes or 35 hours
- Time spent reading: 3 hours per week x 15 weeks = 45 hours
- Time taking and preparing for exams: undergraduate students - 12 hours; graduate students – 16 hours
- Time completing assignments: undergraduate students - 3.5 hours per week x 15 weeks = approx. 52 hours; graduate students – 4.5 hours per week X 15 weeks = 67.5 hours
- Undergraduate Total=144 hours
- Graduate Total=163.5 hours