Journalism, Advertising, and Media Studies 620
Seminar in Global Media
Spring 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.

GRADING
Participation  \[ 5 \times 2 = 10\% \]
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 March 6, 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** \[10 \times 2 = 20\%\]
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 day’s 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** \[5 \times 2 = 10\%\]
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** \[10 \times 2 = 20\%\]
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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>3 %</td>
</tr>
<tr>
<td>Literature review</td>
<td>10 %</td>
</tr>
<tr>
<td>Introduction, thesis, outline</td>
<td>7 %</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 %</td>
</tr>
<tr>
<td>Final paper</td>
<td>15 %</td>
</tr>
</tbody>
</table>
Course Grading Scale
A (100-93), A- (92.9-90), B+ (89.9-87), B (86.9-83), B- (82.9-80), C+ (79.9-77), C (76.9-73), C- (72.9-70), D+ (69.9-67), D (66.9-65), D- (64.9-60), F (below 60)

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. Do not use my desire to communicate in person over email as an excuse not to talk to me about issues you’re having.

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 & readings:
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. But to ensure that people with legitimate accessibility issues are not disadvantaged by a blanket “no laptop” policy, I will agree to post my complete lecture slides to D2L if you agree to not use a laptop, phone, or tablet during lecture. Further accommodations are possible with proper documentation. 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. **Students are required to bring a hard copy of the pertinent readings for each class session.** Tablets/e-readers, used only for accessing course readings, that can be laid flat on the table are allowed.

5. **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%.

6. **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. Fulfiling 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 see me as soon as you have received the grade to get further feedback. If you have problems with mechanics, I recommend the Writing Center ([http://uwm.edu/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.

7. **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.

8. 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.

9. Academic misconduct:
Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a 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/.

10. Discriminatory conduct (such as sexual harassment):
The University will not tolerate discriminatory conduct. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

11. 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.

12. 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.

13. 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:
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”?
23 Jan Introductions
25 Jan Parks & Kumar, “Introduction” to Planet TV

Week 2
What’s at stake?
30 Jan Appiah, “The Case for Contamination”
1 Feb Chakrabarty, excerpt from Provincializing Europe

Week 3
Developmentalism
6 Feb Lerner, excerpt from The Passing of Traditional Society
8 Feb Rogers, “Communication and Development: The Passing of the Dominant Paradigm”

Week 4
Cultural imperialism and nationalisms
13 Feb Straubhaar, “Beyond media imperialism: Assymetrical interdependence and cultural proximity”
14 Feb **Research proposal due, noon, D2L Dropbox**
15 Feb Hutchinson and Smith, Eds., excerpts on “Theories of Nationalism.” Only the Anderson selection from this PDF is required (p. 89-96). The others are optional.
Hilmes, “Who We Are, Who We Are Not: The Emergence of National Narratives”

Week 5
Globalization and Modernity
20 Feb Tomlinson, “Globalization and Cultural Identity”
Massey, “A Global Sense of Place”
22 Feb Appadurai, “Disjuncture and Difference in the Global Cultural Economy”

Week 6
Hybridity, Diaspora, Flows
27 Feb Curtin, “Media Capital: Toward the Study of Spatial Flows”
1 Mar  Hall, “Diaspora and Cultural Identity”
          *Optional - Kraidy, “Hybridity without guarantees”

Week 7
Soaps and Telenovelas
6 Mar  Katz and Liebes, “Interacting with Dallas”

- - - halfway point for reading responses, participation, leading discussion - - -

8 Mar  Rivero, “The Performance and Reception of Televisual ‘Ugliness’ in Yo
       Soy Betty La Fea”

9 Mar  **Literature review due, noon, D2L Dropbox**

Week 8
Reality TV 1
13 Mar  Jacobs, “Big Brother, Africa Is Watching”
       Kumar, “Race, Gender and Class in Reality TV: The Case of Celebrity
       Big Brother 2007 in the U.K.”
       Akass and McCabe, “Bigoted Brother, Forgotten Sisters”
       Malik, “When the Whole World is Watching: The Case of Celebrity Big
       Brother”

14 Mar  **Exam 1 posted**
15 Mar  No class.
16 Mar  **Exam 1 due, 5pm, D2L Dropbox**

Week 9
Reality TV 2
27 Mar  Meng, “Who Needs Democracy If We Can Pick Our Favorite Girl?:
       Super Girl As Media Spectacle”
29 Mar  Watch Afghan Star documentary
       **Sign up for conference slots**

Week 10
Conferences
(No classes. Individual conferences. Use extra time to read, work on final projects.)
3 Apr  Conferences
5 Apr  Conferences

Week 11
Infrastructure and Design
10 Apr  Sandvig, “The Internet as Infrastructure”
12 Apr  Avle and Lindtner, “Design(ing) ‘Here’ and ‘There’: Tech
       Entrepreneurs, Global Markets, and Reflexivity in Design Processes”
13 Apr **Introduction, thesis statement, and outline due, noon, D2L Dropbox**

Week 12
Information and Communication Technologies (for Development)
17 Apr Bhatia, “The Inside Story of Facebook’s Biggest Setback”
*Optional: Mazzarella, “Beautiful Balloon: The Digital Divide and the Charisma of New Media in India” (now optional)
19 Apr Zimanyi, “Digital Transcience: Emplacement and Authorship in Refugee Selfies”
Literat, “Refugee Selfies and the (Self-)Representation of Disenfranchised Social Groups”

Week 13
Media Travels
24 Apr Larkin, “Itineraries of Indian Cinema”
Onishi, “Nigeria’s Booming Film Industry Redefined African Life”
26 Apr 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”
**Sign up for presentation slots**

Week 14
Sound Politics
1 May Mohan & Punathambekar, “A Sound Bridge: Listening for the Political in a Digital Age”
Gaikwad, “Dalit youth killed for keeping Ambedkar song as ringtone”
3 May Special final reading response assignment – Propose a final global media topic
**Exam II posted at end of class**
5 May **Exam II due, 5pm, D2L Dropbox**

Week 15
Presentations
8 May **Presentations**
10 May **Presentations**
18 May **Final project due, 9:30am, 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