

**Journalism, Advertising, and Media Studies 620**  
**Seminar in Global Media**

Spring 2019 | 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

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***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 explain and 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 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 Week 8, and 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 (RRs)***

**10 x 2 = 20%**

You will submit 5 reading responses to D2L each half of the course (1<sup>st</sup> half: Jan 29 - Mar 5; 2<sup>nd</sup> half: Mar 7 - May 2). 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 1 key scholarly idea from that day's reading(s) and engage with 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, often 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, bringing discussion questions or media examples, and offering some background on the author(s) when helpful.

***Exams***

**10 x 2 = 20%**

Take home. Essay format. You will have about two days to complete them. You will be expected to critically engage course materials, a skill we will practice in class discussions and reading responses (RRs). 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. (Word count excludes bibliography or reference list.)

<i>Proposal</i>	3 %
<i>Literature review</i>	10 %
<i>Introduction, thesis, outline</i>	7 %
<i>Presentation</i>	5 %
<i>Final paper</i>	15 %

### **Course Grading Scale**

	<b>plus</b>		<b>minus</b>
<b>As</b>		100-93	92.9-90
<b>Bs</b>	89.9-87	86.9-83	82.9-80
<b>Cs</b>	79.9-77	76.9-73	72.9-70
<b>Ds</b>	69.9-67	66.9-65	64.9-60
<b>Fs</b>		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, no questions asked. This covers illness, job interviews, etc. You do not need to notify me by email about such absences.

Each additional absence will result in a penalty of 0.5 points off your final grade for undergraduate students, 1 point for graduate students. Under extreme circumstances, and at the discretion of the professor, longer absences *may* be accommodated without penalty.

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 coming to office hours or scheduling a meeting (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. Plus, I always have snacks available.

### ***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 you, it distracts everyone around you, and it produces poorer quality notes than if you took them 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.

Sometimes, 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. Never 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 an 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 and based on the assignment sheets provided for each assignment.

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 feel welcomed to 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. *Accommodations:***

If you 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 and 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 me 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 our learning community 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/>). I am happy to walk you over to such services if you are feeling anxious.

### ***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.

### ***15. Texts***

There is no required text to purchase for this class. All readings will be uploaded to our class D2L or linked there. I try to make sure all PDFs are text searchable (“ctrl+f” in Windows, “command+f” on Macs). If you find one that isn't, please let me know immediately.

Before the class date during which a given reading will be discussed, you are expected to read the assigned text and take notes. You will then come to class with your marked-up copy, ready to refer to it throughout our discussions.

Some of the readings harder than others and it's okay to read through a text and feel a little uncertain about its meaning, application, and so on. We will work together as a learning community to process each reading, and to build our critical reading skills throughout the semester, through assignments and in-class activities. Keywords for each day are posted to D2L to help guide your reading.

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?

- Jan 22 Introductions, syllabus  
Jan 24 Appiah (2006), “The Case for Contamination”  
**\*\*Sign up for first half discussion leading slots**

### Week 2

#### What’s at stake?

- Jan 29 Chakrabarty (2000), excerpt from *Provincializing Europe*  
Jan 31 Lerner (1958), excerpts from *The Passing of Traditional Society* (pp. 19-35 & 45-55)

### Week 3

#### Developmentalism, Media Imperialism

- Feb 5 Rogers (1976), “Communication and Development: The Passing of the Dominant Paradigm”  
Feb 7 Straubhaar (1991), “Beyond media imperialism: Assymetrical interdependence and cultural proximity”

### Week 4

#### Nationalisms, Globalization, Identity

- Feb 12 Hilmes (1997), “Who We Are, Who We Are Not: The Emergence of National Narratives”  
Anderson (1983), “Imagined Communities.” [Reprinted in Hutchinson & Smith, Eds (1995)]  
**Feb 13 \*\*Research proposal due, noon, D2L Dropbox\*\***  
Feb 14 Tomlinson (2003), “Globalization and Cultural Identity”  
Massey (1994), “A Global Sense of Place”  
\*Optional – Hecht (2018), “African Anthropocene”

### Week 5

#### Modernity, Flows

- Feb 19 Appadurai (1990), “Disjuncture and Difference in the Global Cultural Economy”  
Feb 21 Curtin (2003), “Media Capital: Toward the Study of Spatial Flows”

**Week 6**

**Hybridity, Diaspora, Viewing Cultures**

- Feb 26 Hall (1990), "Diaspora and Cultural Identity"  
\*Optional – Kraidy (2005), "Hybridity without guarantees."  
\*Optional – Kraidy (2002), "Hybridity in Cultural Globalization"
- Feb 28 Katz and Liebes (1990), "Interacting with Dallas"  
**\*\*Sign up for second half discussion leading slots**

**Week 7**

**Telenovelas, Big Brother**

- Mar 5 Excerpt from Amaya (2013), "Eva Luna: Latino/a Audiences." [Printed in Thompson & Mittell, Eds (2013)]  
Rivero (2003), "The Performance and Reception of Televisual 'Ugliness' in *Yo Soy Betty La Fea*"

- - - halfway point for Reading Responses / Leading Discussion - - -

- Mar 7 Jacobs (2007), "*Big Brother*, Africa Is Watching"  
Pieces from *Flow* (first two are required):  
Kumar (2007), "Race, Gender and Class in Reality TV: The Case of Celebrity Big Brother 2007 in the U.K."  
Malik (2007), "When the Whole World is Watching: The Case of Celebrity Big Brother"  
\*Optional – Akass & McCabe (2007), "Bigoted Brother, Forgotten Sisters"

**Mar 8 \*\*Literature review due, noon, D2L Dropbox\*\***

**Week 8**

**Exam 1**

- Mar 12 Exam review. Check in.  
**Mar 13 \*\*Exam 1 posted, noon, D2L News Item**  
Mar 14 No class  
**Mar 15 \*\*Exam 1 due, 5pm, D2L Dropbox**

**UWM Spring Break – Mar 18 – 22**

- - - halfway point for Attendance / Participation - - -

**Week 9**

**Singing Competitions**

- Mar 26 Meng (2009), "Who Needs Democracy If We Can Pick Our Favorite Girl?: Super Girl As Media Spectacle"
- Mar 28 Watch *Afghan Star* (2009) documentary  
**\*\*Sign up for conference slots**

**Week 10**  
**Conferences**

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

Apr 2      Conferences  
Apr 4      Conferences

**Week 11**  
**Infrastructure Studies, Design**

Apr 9      Sandvig (2013), “The Internet as Infrastructure”  
Apr 11     Avle and Lindtner (2016), “Design(ing) ‘Here’ and ‘There’: Tech  
Entrepreneurs, Global Markets, and Reflexivity in Design Processes”  
**Apr 12     \*\*Introduction, thesis statement, and outline due, noon, D2L  
Dropbox**

**Week 12**  
**ICT4D, Refugee Selfies**

Apr 16     Bhatia (2016), “The Inside Story of Facebook’s Biggest Setback”  
\*Optional: Mazzarella (2010), “Beautiful Balloon: The Digital Divide  
and the Charisma of New Media in India”  
Apr 18     Zimanyi (2017), “Digital Transcience: Emplacement and Authorship in  
Refugee Selfies”  
Literat (2017), “Refugee Selfies and the (Self-)Representation of  
Disenfranchised Social Groups”

**Week 13**  
**Media Travels**

Apr 23     Larkin (2008), “Itineraries of Indian Cinema,” [printed in Dudrah &  
Desai (2008)]  
Onishi (2016), “Nigeria’s Booming Film Industry Redefined African  
Life”  
Apr 25     Everyone reads:  
              Starosielski (2015), “In our Wi-Fi world, the internet still  
              depends on undersea cables”  
Plus read 1 of the following:  
              (A) Starosielski (2010), “Things & Movies: DVD Store Culture in  
              Fiji”  
              (B) Mod (2016), “The Facebook-loving Farmers of Myanmar”  
              (C) Taub & Fisher (2018), “Where Countries Are Tinderboxes and  
              Facebook Is a Match”  
**\*\*Sign up for presentation slots**

**Week 14**  
**Sound Politics**

- Apr 30 Mohan & Punathambekar (2017), “A Sound Bridge: Listening for the Political in a Digital Age”  
Gaikwad (2015), “Dalit youth killed for keeping Ambedkar song as ringtone”
- May 2 Special final reading response assignment – Propose a final global media topic that interests you!  
**\*\*Exam II posted at end of class, D2L News Item\*\***
- May 4 \*\*Exam II due, 5pm, D2L Dropbox\*\***

**Week 15**  
**Presentations**

- May 7 **\*\*Presentations\*\***
- May 9 **\*\*Presentations\*\***
- May 15 \*\*Final project due, noon, D2L Dropbox\*\***

**ACKNOWLEDGEMENTS**

I owe many thanks to the innumerable individuals—mentors, friends, colleagues, librarians, students—who have shaped my ideas and teaching. For help with imagining and executing this class, I am particularly indebted to Aswin Punathambekar, especially his Winter 2009 undergraduate course at the University of Michigan, *Media and Identity in Global Context*, and his Winter 2010 graduate seminar, *International and Comparative Media*. I am also grateful to my fellow classmates from that seminar. I owe thanks to the undergraduate students of the Summer 2014 seminar I taught, *Participatory and Public Culture in the Digital Era*. Finally, this syllabus has benefited from many thoughtful conversations with and suggestions from Sriram Mohan.