



# Vesalius College Brussels

Course Syllabus **Global Communication**

CODE number: CMM 221

Spring 2017

**Number of ECTS Credits:** 6

**Contact Details for Professor:**

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Office Hours: Tuesdays 13h00-14h00

**Course Schedule:** 11h30-13h00 Tuesdays and Thursdays

**Course Description:**

The course introduces the historical context and examines different approaches to global communication from the modernization and cultural imperialism theories to cultural studies and critical political economy perspectives. The course also examines the theories and problems related to the international function of the news media, the entertainment industry and the telecommunications sector. Students also gain a clear understanding of the creation of the global media marketplace and how international communication evolves in the Internet age. Furthermore, the course discusses the international governance structures related to media, news, telecommunications and the Internet. With the help of a comprehensive textbook, seminal texts, and more recent articles on relevant case studies, the course addresses the main political, economic, social and cultural themes intersecting the debate around the emerging global communication system.

**Learning objectives**

**Discipline Learning Outcomes (DLOs)**

The DLOs of the course that are in line with the DLOs for the Bachelor in Communication Science as ratified by the NVAO (Accreditation Organisation of The Netherlands and Flanders) are DLO 1, 3, 8, 9:

1. Have a thorough knowledge of scientific dimensions, types and components of technologically mediated and not mediated communication.
3. Describing and comparing theories, concepts, authors and paradigms of various domains within

the communication science.

8. Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.

9. Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.

## **Learning Outcomes**

### Acquired Knowledge

1. To understand the complex interaction of local and global cultures and identities as they affect and are affected by the international flows of media contents.

2. To enable to compare global communication between nations or world regions according to cultural, economic and political structures, values and norms.

3. To enhance the ability to know and access various media operating on a global scale.

### Applying Knowledge & Judgment

1. To describe and engage with the major theoretical models on international and global communications covered in class.

2. To develop the ability to reflect on and react to the global communications field.

### Communication

1. To develop the ability to discuss the lectures' content critically and creatively, while engaging in classroom discussions.

## **COURSE CALENDAR**

This section provides an overview of the topics and **required** material to be read in advance and discussed in class weekly. The reading questions provided at end of each section are meant to guide the study and the class discussion.

### **WEEK 1**      Introduction to Globalization and International Communication: Key Concepts

Class presentation and syllabus introduction

Textbook Reading: Chapter 1

Further readings: Sparks, C. (2007). What's wrong with globalization.

Reading questions: Is 'global communication' the best description of the phenomenon under study? Is it helpful to describe the world as a 'global village'?

Are you 'cosmopolitan' or is your local habitat important to your identity?

### **WEEK 2**      How to Study Global Communication

Textbook reading: Chapter 2

Further readings: Mansell, R. (2007). The problem of internationalizing media and communication research.

Reading questions: How can we avoid one kind of centrism and fundamentalism (e.g. Euro-American Centrism) being exchanged for another centrism and fundamentalism (e.g. Asian centrism) in global communication? Does global

communication treat disabled people with the same respect for their dignity as non-disabled people?

WEEK 3 History and Economy of Global Communication

Textbook Reading: Chapters 3 and 4

Reading questions: Will the risks of the Internet, as Morozov describes them in *The Net Delusion*, dominate or will its promising possibilities for equality prevail? What is your expectation? Does concentration in the industry promote or hamper a diversity of products and/or service? Can you identify the largest companies in each of the three content sectors? What could be the roles of closed user networks such as facebook in the global communication services industry? How would you analyse from a political economy and cultural studies perspective the growing role of China in media globalization? What are the major challenges relating to the economic dimension of global communication?

WEEK 4 Flows of Global Content

Textbook Reading: Chapter 5

Further readings: Thussu, D. (2010). Mapping global media flows and contra-flows.

Reading questions: What would you see as the differences and similarities of global news production between CNN and Al-Jazeera? How have the most popular brands in your country achieved their popularity? Do you have experience with non-Western media contents?

WEEK The Politics and Policies of Global Communication

Textbook Readings: Chapter 6 and 7

Reading questions: What effects, if any, did the agreements on the global level have for national communication policymaking? Are the recent shifts in global communication politics also reflected in the communication politics of your country? Are special governance measures and institutions needed for the governance of the Internet?

Mid Term Exam Reading Quiz

WEEK 6 Inequality and the Global Divide

Textbook Reading: Chapter 8

Further Readings: Padovani, C. (2005). Debating communication imbalances from the MacBride Report to the World Summit on the Information Society: an analysis of a changing discourse

Reading questions: Could education play a role in bridging the gaps in digital divides? How does digital inequality relate to the broader forms of societal inequality as documented in the UNDP Human Development Reports?

Mid-term review and Reading Quiz feedback

WEEK 7 Mid-Term Exam (Tuesday)

No class (Thursday)

- WEEK 8      Propaganda, Diplomacy and Espionage  
 Textbook Reading: Chapter 9  
 Further Readings: Snow, N. (2009). Rethinking Public Diplomacy, and Taylor, P. (2009) Public Diplomacy and Strategic Communications.  
 Video: Adam Curtis, The Power of Nightmares (3-hour trilogy to be watched at home and discussed in class)  
Reading questions: There exists a tension between parliamentary accountability and secret intelligence gathering. Should parliaments accept and sanction results obtained in secrecy? Can diplomacy proceed always frankly and in the public view as President Wilson suggested? In times of war, how can a multiplicity of sources of information be maintained?
- WEEK 9      Global Communication and Conflict I –The Basics  
 Textbook Reading: Chapter 10  
 Further Readings: Pratkanis, A. (2009). Public Diplomacy in International Conflicts: A Social Influence Analysis  
 Video: John Pilger, The War You Don't See (to be watched at home and discussed in class)  
Reading questions: what is the role of global media in national, regional and global conflicts?
- WEEK 10     Global Communication and Conflict II – The State of the Art: Infocore, VoxPol & Mecodem  
 Readings: The deliverables of the three EU projects on Media and Conflict ([www.infocore.eu](http://www.infocore.eu) , [www.voxpol.eu](http://www.voxpol.eu) and [www.mecodem.eu](http://www.mecodem.eu))  
Reading questions: How do the current trends of globalization, convergence and media concentration affect the media coverage of conflicts? Is balanced coverage of ethnopolitical conflicts possible at the age of social media and post-truth?
- WEEK 11     Culture and Global Communication  
 Textbook Reading: Chapter 11  
 Further reading: Flew, T. (2007) Global Media Cultures  
Reading questions: How do you cope with cultural heterogeneity? Do you feel that there are boundaries to the respect for other cultures? Is criticism allowed on the cultural practices of social groups you do not belong to?
- WEEK 12     Global Communication On-line  
 Textbook Reading: Chapter 12  
 Further reading: Castells, M. (2010). The new public sphere: Global civil society, communication networks and global governance.  
Reading questions: Do you think we can still live offline? Should there be rules for international cyberwarfare? Discuss whether and how anti-surveillance politics could be organized in a globally effective movement. Read about the Snowden case

and argue both for his defence as a human rights lawyer and as a prosecutor on behalf of the US government. Does the monitoring of personal data in your country constitute a contested issue?

WEEK 13      Futures of Global Communication

Textbook Reading: Chapter 13

Further reading: Rao, S. and Wasserman, H. (2007). Global media ethics revisited.

Reading questions: How would a cosmopolitan universalism and a caring relativism cope with stories in the media that lead to serious clashes between those who defend freedom of opinion and those who defend the protection of religious values (use the Danish cartoon controversy as a case study)?

Final Exam Reading Quiz

WEEK 14      Conclusions, Feedback and Final Exam Preparation

WEEK 15      **Final Exam (Date to be announced)**

**Course Materials**

The course material consists of powerpoint presentations, required readings and suggested readings. Course materials (syllabus, slides, and support materials) will be uploaded on Pointcarré. Students are expected to visit the site regularly to keep abreast of any course changes and evolutions. The professor is expected to upload relevant material in a timely manner.

Textbook

Title: *Global Communication*

Author: Hamelink, Cees

Publisher: Sage, 2015

Additional Readings (suggested):

Appadurai, A. (2000), 'Disjuncture and Difference in the Global Cultural Economy', in Lechner, F. and Boli, J. *The Globalization Reader*, Blackwell, pp. 322-330.

Castells, M. (2000), 'Materials for an exploratory theory of the network society', *British Journal of Sociology*, 51(1): 5-25.

Chalaby, J. (2012) 'At the origin of a global industry: The TV format trade as an Anglo-American invention'. *Media Culture Society*, 34(1): 36-52.

Chowdhury, P. (2010) "Bollywood Babes: Body and Female Desire in the Bombay Films" in Mehta B., and Pandharipande R., *Bollywood and Globalization*. Anthem Press, pp.51-73.

Cottle S. and Rai M., (2008) 'Global 24/7 news providers. Emissaries of global dominance or global public sphere?'. *Global Media and Communication*, 4(2): 157-181.

Di, M. (2010) "Between Propaganda and Commercials, Chinese TV today" in Shirk S. *Changing Media, Changing China*. Oxford: Oxford University Press, pp.91-114.

Ganti, T. (2002) "And Yet My Heart is still Indian", in Ginsburg F. et. al *Media Worlds*, Berkeley: UC Press, pp.281-300.

Hafez, K. (2007), 'Entertainment Culture as the Core of Media Globalization', in Hafez, K., *The*

- Myth of Media Globalization*, Polity, pp.82-99.
- Held D. and McGrew, A. (2003), 'The Great Globalization Debate' in Held D. and McGrew, A. *The Global Transformations Reader*, Polity, pp.1-18.
- Huntington, S. (1993) 'A Clash of Civilizations?'. *Foreign Affairs*, 72(3): 22-49.
- Kraidy, M. (2002) "Hybridity in Cultural Globalization". *Communication Theory*, 12(3): 1-20.
- Jian M. and Liu, C. (2009) 'Democratic entertainment' commodity and unpaid labor of reality TV: a preliminary analysis of China's Supergirl'. *Inter-Asia Cultural Studies*, 10(4): 524-543.
- Mattelart, A. (2002), 'An archeology of the global era: constructing a belief'. *Media Culture Society*, 24 (5): 591-162.
- Mehta B., and Pandharipande R. (ed.) (2010). *Bollywood and Globalization*, Anthem Press.
- Mullen R. and Gangly S. (2012), *The Rise of Indian Soft Power*, Foreign Policy.  
<http://foreignpolicy.com/2012/05/08/the-rise-of-indias-soft-power/>. Retrieved December 15th, 2015.
- Mukherjee, R. (2014) 'The False Promise of Indian Soft Power'. *Geopolitics, History, and International Relations*, 6(1): 46–62.
- Punathambekar, A. (2010) "Reality TV and Participatory Culture in India". *Popular Communication*, 8(4): 241 - 255.
- Punathambekar, A. (2013). *From Bombay to Bollywood: The Making of a Global Media Industry*. New York: NYU Press.
- Rajagopal, A. (2001) *Politics After Television*, Cambridge University Press.
- Shirk, S. (2010). *Changing Media, Changing China*. Oxford University Press.
- Sparks, C. (2007), 'What's wrong with globalization?'. *Global Media and Communication*, August(3): 133-155.
- Qiang, X. (2010) "The Rise of Online public opinion and its political impact" in Shirk S. *Changing Media, Changing China*. Oxford University Press.
- Thussu, D. (2013) 'De-americanizing media studies, the rise of 'Chindia''. *Javnost, The Public*, 20(4): 31-44.
- Thussu, D. (2014), *De-Americanizing Soft Power Discourse*, Figueroa Press.
- Thussu, D. (1999), 'Privatizing the Airwaves: the Impact of Globalization on Broadcasting in India'. *Media Culture Society*, 21(1): 125-131.
- Thussu, D. (2010) "Mapping Global Media Flow and Contra-Flow" in Thussu D.K, *International Communication*, Routledge.
- Yiwu, Z. (2008), "Cultural Challenges of Globalization". *Journal of Contemporary China*, 17(57):733-746.
- Weber, I. (2003), 'Localising the Global. Successful Strategies for Selling Television Programmes to China'. *International Communication Gazette*, 65(3): 273-290.
- Zhao, Y. (2013), "China's Quest for "Soft Power": Imperatives, Impediments and Irreconcilable Tensions?" *Javnost, The Public*, 20(4): 17-30.
- Zhu, Y. (2005), 'Yongzheng Dynasty' and Chinese Primetime Television Drama. *Cinema Journal*, 44(4): 3-17.

The textbook companion web site has a wide collection of articles:

<https://study.sagepub.com/node/24662/student-resources/journal-articles>

Videos: A number of videos will be watched and debated outside and inside the class.

### **Course Assessment**

The final grade will be based on the following components:

- Mid-Term Exam: 50%
- Final Exam: 50%
- Total: 100%

### **Mid Term and Final Exams**

The mid-term and final exams will cover both lecture notes and assigned readings. The midterm will cover the required material from the first part of the semester, the final exam the material from the second part. The format of both the midterm and the final exams will be 3 short essay questions (0.5 - 1 page long answer) and 1 long essay question (1.5 - 2 pages long answer).

### ***Grading Criteria***

The following criteria will be applied in assessing exam responses:

- Capacity to grasp and convey factual, conceptual and theoretical knowledge;
- Capacity to synthesize and to apply concepts and theory to concrete cases;
- Capacity to develop a systematic argument based on theory and practice.

### **Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is as follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

## **Additional Course Policies**

### **Late Assignments and Make Up Exams**

Late papers and make up exams will not be accepted unless there are serious legitimate reasons. For medical reasons, provision of a signed medical note is required.

### **Participation**

Attendance and active participation is vital to the student's progress. Students are expected to attend classes on time and take notes. Participation means attending class and actively contributing to class discussions. Students who are absent are responsible for finding out what was covered in class

### **Academic Integrity**

Academic dishonesty is NOT tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action. If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

## **Further Description of Assessment Activities**

### **Grading Rubrics for In Class Exams:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Accuracy</b>	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. There are however some imprecisions	Major flaws and imprecisions	The answer sheet is left in blank or it fails to address the question.
<b>Completeness</b>	The answer addresses all aspects of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails to address the question.



<b>Evidence of Reading</b>	Excellent reference to and application of course material	Good reference to and application of course material	Average reference to and application of major course material	Little reference to and application of course material	The answer lacks any reference to course material
<b>Critical Thinking (if applicable)</b>	The answer demonstrates an excellent level of critical thinking and a creative application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer engages only to a limited extent critically with facts and literature and shows little evidence of independent thinking	The answer lacks critical reflection and independence of thought