

**Huron University College
Centre for Global Studies
CGS 3995G - Media and Globalization
Winter 2010**

**Tuesdays 1:30pm-2:30pm & Thursdays 12:30pm-2:30pm
HC-W 106**

Instructor: Dr. Julian Awwad

E-mail: jawwad@huron.uwo.ca

Office: W 13

Office hours: Tues. & Thurs. 2:30am-3:30pm (or by appointment)

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

The role that new information and communication technologies have played is noteworthy in the literature on globalization. It is not uncommon to find at least passing mention of this role, maintaining the implication that the digital revolution and the prevalence of new media is an essential motor driving the process of globalization. The sense that new media constitute a sense of a "globalized world" has also become commonplace in both academic and popular discourses on globalization. Such assumptions continue to reify the "fact" of globalization, and media forms, practices, and effects are often deployed in exemplifying this "fact."

This course is a critical intervention that puts these and other assumptions about media and globalization into question. It begins by introducing the main themes, issues, and core concepts that encompass the field and by offering some theoretical perspectives on global media. In particular, it will examine two intellectual traditions that are relevant to the study of global media: critical political economy and cultural studies. It proceeds by inquiring into questions of global media and power, global media industries, and global media and culture. Topics include the globalization of media corporations and global media monopolies, mediated symbolic communication and identity, and media policy and regulation. Throughout the course, theoretical inquiry will be anchored in the close examination of relevant case studies.

Course Objectives

There are four primary objectives for this course. Firstly, the course is intended to provide a survey of the main themes and core concepts related to the topic of media and globalization. As such, it serves as an introductory course into the field, and it serves the purpose of complementing other course offerings in the Centre for Global Studies in the streams of globalization studies and global culture studies. In so doing, it adds an additional dimension to the study of globalization and global culture.

Secondly, the course aims to provide a broad appreciation of the intersection of media and globalization which may be understood in two ways. In the first instance, it aims to demonstrate how globalization, its processes and effects, are enabled and driven by media and communications technologies. In the second instance, it aims to demonstrate the effects of globalization itself as a set of processes and forms of global restructuring on media forms, practices, regulation, as well as, mediated social and cultural experience.

Thirdly, it aims to consider how media studies and theory have been challenged by paradigmatic perspectives on globalization and to inquire into the theoretical and conceptual challenges that such perspectives poses for media studies. The course aims to open up discussion and develop student in-depth interest into the scholarly trajectories that are currently reorienting studies in media and communications.

Finally, the course aims to consolidate the skills acquired by students thus far in theoretical thinking and conceptual framing of problems by applying them to issues that arise in the examination of practical case studies. The purpose is to develop and enhance skills of theoretical application and conceptual thinking, emphasizing the importance of theoretical and conceptual frameworks to the analysis and resolution of practical problems arising from specific examples and case studies.

Instructional Method

Due to class size, the class will be conducted in part as a seminar. However, class lectures will also be incorporated to introduce and frame the topics of discussion and/or to elaborate and explain reading material, especially theoretical concepts. Such lectures may complement rather than supplant reading material. In order for the seminar portion of the class to be successful, the course will rely on student participation and engagement to animate discussion. Whenever relevant, visual and audiovisual as well as other teaching aids will be incorporated into class lecture or discussion, or will serve as the basis for class exercises and discussion.

Required Texts

Terry Flew. *Understanding Global Media*. New York: Palgrave Macmillan, 2007.

A selection of articles will be available in the library reserve or on WebCT.

Course Requirements & Evaluation

1. **Attendance (15%).** The success of class discussions results in part from the regular attendance and active participation of students. Regular attendance and participation will be highly valued and expected; it will furthermore be monitored. It is imperative that students prepare the readings *before* each class. The class will proceed based on this assumption. You may individually be called upon to participate in class discussion.

2. **Class Presentation (15%).** Each student will be required to present on one reading. The presentation should be approximately **20 minutes** long. It should highlight and critically engage with the key concepts, ideas, themes, and/or arguments of the text. An exemplary presentation would go beyond summarization by identifying any links between the readings for that week and by speaking to the relevance of concepts, ideas, or arguments to material addressed in previous classes. It would also include any additional insights, case examples not discussed in the course, or an analysis based on the synthetic summary presented to the class. At the end of the presentation, you will be required to stimulate class discussion by posing **three questions** to the class based on the reading. These questions may raise theoretical or practical issues, examine particular concepts or ideas further, or develop insights. Please provide a copy of your three questions to each member of the class. Finally, you will be required to submit **a summary (two page maximum)** of your presentation, including your three questions. This summary is due at the end of class and must be submitted in hard copy to the instructor. A sign-up sheet will be available during the second week of class.

YOU ARE REQUIRED TO COMPLETE THIS ASSIGNMENT TO RECEIVE A PASSING GRADE IN THIS COURSE.

3. **Position Paper (25%).**

Students will be required to write one position essay that analytically responds to, and engages with concepts, issues, and arguments in the course readings and material shown, read, or discussed in class. You will be asked to select **one** question from a list of questions. You will be expected to stake a position vis-à-vis the question, issue, or proposition and to support your position and argument(s) based on the course material. **You are required to submit the essay (5-7 pages) on March 30, 2010 in hard copy and in class. There will be no extensions or make-ups for this assignment.**

YOU ARE REQUIRED TO COMPLETE THIS ASSIGNMENT TO RECEIVE A PASSING GRADE IN THIS COURSE.

4. **Research Project (45%).** The case examples and case studies that will be presented in the reading material and the class are, of course, not exhaustive. Students will be required to engage in a research project that undertakes a critical analysis of a topic pertaining to the field of media and globalization. Students may elect to expand on a topic that has already been

considered in class. Subject to consultation with the instructor, students can also go beyond the scope of the issues and examples presented in the course whilst remaining within the purview of the course topic. The research project is intended to provide an opportunity for deeper examination of a course-relevant topic of interest to the student. Students are encouraged to consult the instructor on their topic and research project in general. The research project is comprised of a proposal and a final paper as follows:

a) Research Paper Proposal (15%). The research proposal is intended to prompt students to begin thinking about their final research paper. It is also an opportunity for instructor feedback on the progress of research.

Students are required to submit a **2-page proposal (excluding bibliography)** on a course-related topic of their choosing. The proposal must include the following: 1) a description of the chosen topic; 2) a literature review in which the topic is situated; 3) an exposition of the issues that the topic raises and the problematic or research question that they raise; 4) the conceptual framework through which the thesis or research question will be addressed or answered; 5) the relevance, significance, or contribution of the research to the overall concerns of the course; and 6) a preliminary annotated bibliography of research materials. The bibliography does not have to be comprehensive, and students can include additional references in the final version of the bibliography attached to their final papers or exclude ones which they initially included at the proposal stage.

The proposal must be written in abstract form to better allow instructor engagement with students' ideas. Point-form proposals or ones written in sentence fragments will be penalized. **The proposal is due on February 11, 2010 in hard copy in class. No extensions will be granted.**

b) Final Research Paper (30%). Research Papers should expound on the topic proposed in the first stage of the research project, the proposal. They should include a well-developed analysis of the research question or main thesis as proposed. Evaluation will be based on the development of the main components of the proposal and on insightful and critical engagements or interventions with the theoretical and/or practical issues falling within the rubric of their research topic. This examination of issues must be developed within the framework of a clearly-stated, overarching argument or thesis.

Please note that concise papers that present the argument in a well-organized and compelling manner will be highly regarded. **Also note that your research proposal and bibliography must be resubmitted with your paper. Failure to submit your proposal with your final paper will be evaluated as an incomplete submission. Papers should be 15-20 pages in length and are due on April 8, 2010 in hard copy and in class. No extensions will be granted.**

YOU ARE REQUIRED TO SUBMIT A FINAL PAPER TO RECEIVE A PASSING GRADE IN THIS COURSE.

Course Policies

Communication. The instructor's preferred method of communication is via e-mail. Please include "CGS 3995G" or "Media Globalization" in the subject heading of your email and allow up to 48-hours to receive a response. Substantive questions or ones requiring elaboration are, however, best suited for discussion in person during the instructor's office hours or by appointment.

Announcements, including class cancellations, will be communicated as promptly as possible in class, via email, and/or on WebCT. You are still responsible for announcements made in class, especially concerning course assignments; even if they are not reiterated electronically.

Class Cancellations. In the event of a cancellation of class, every effort will be made to post that information on the Huron website and to post an announcement to Web CT.

Assignments. The instructor shall assume that all students have apprised themselves of the following policies concerning assignments, including the policy on accommodation for medical and non-medical grounds in the following section. Students are strongly encouraged to review these policies **before** requesting a meeting with the instructor regarding any matter contained herein.

1. Submission of Assignments

1.1. It is incumbent upon the student to submit all assignments on the due date and time and in the manner instructed for each assignment. No extensions will be granted. It is the student's responsibility to account for all foreseeable contingencies.

1.2. Extensions may only be granted subject to the policy on academic accommodation for medical and non-medical grounds outlined below.

1.3. Late assignments will be penalized by 5% or equivalent per day, including Saturdays and Sundays. Late days will be counted from the date on which the assignment is received by the instructor, and not the date on which the assignment is submitted; or otherwise, based on the stamped date and **not** the date of submission in the drop-off box.

1.4 Failure to communicate with the instructor regarding a delayed submission of an assignment **within three days** of its due date may run the risk of a failing grade for that assignment. **Please keep in mind that, depending on the assignment, a failing grade for an assignment may mean a failing grade in the course.**

2. Formal Requirements of Assignments

2.1. In addition to the substantive evaluation, all assignments are also subject to the following formal requirements:

- a) All assignments will be assessed in part based on the quality of writing. Outstanding quality of writing includes written expression that is clear, coherent, and concise, free from typographical errors and that employs proper grammar.
- b) All written assignments must be typed on numbered pages, using Times New Roman 12-point font, and double-spaced. They must have 1-inch margins all around. For bibliographic and referencing purposes, all papers must consistently follow the MLA citation format.
- c) All written assignments must include a cover page including a title, student's name, course name and number, and date of submission.
- d) Failure to follow any formal requirements listed in this section and the instructions for each assignment, including the length of each assignment, may be penalized accordingly. In addition, failure to fulfill any formal requirements that impact the quality of substantive work in any assignment will be taken into account in the overall evaluation and may be subject to penalties.

3. Grading

3.1. All assignments will be evaluated according to the formal and substantive requirements indicated respectively in the document outlining the guidelines for each assignment and according to the policies indicated in this course outline. All tests, exams, and assignments and overall course performance will be evaluated according to the following grading scale:

Grade	Percentages	Interpretation
A+	90 - 100%	Outstanding work demonstrating competence beyond assignment or course requirements
A	80 - 89%	Excellent work meeting most or all assignment or course requirements
B	70 - 79%	Very good work exhibiting satisfactory fulfillment of assignment or course requirements
C	60 - 69%	Good work sufficiently meeting basic assignment or course requirements
D	50 - 59%	Below average and minimally acceptable work

F	below 50%	Failure to meet minimal assignment or course requirements
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3.2. Instructor feedback, including clarification of assigned grades, is an important part of the learning experience. Feedback will be provided to students at every possible opportunity, and they are encouraged to contact the instructor in case there is a need for further clarification.

Academic Accommodation for Medical/Non-Medical Grounds. For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Conduct of Students in Classes, Lectures, and Seminars. Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/pdf/CodeStudentRights.pdf>

Technology. It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are

expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Academic Offences. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Plagiarism. Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at

<http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found at:

http://www.huronuc.ca/library/research_guides_and_handouts .

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs. Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Accessibility. Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at:
http://www.huronuc.on.ca/about_huron/accessibility_at_huron/feedback_comments/

Attendance Regulations for Examinations. A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Program and Academic Counselling. Students registered at Huron who require advice about modules and courses in the Centre for Global Studies should contact Dr. Mark Franke, Chair of the Centre for Global Studies, at <mfranke@huron.uwo.ca> or 519-438-7224 ext. 242. Students should contact Debbie Chadwick or Kent Robinson, Academic Counsellor on other academic matters. See the Academic Counselling website for information on services offered.
http://www.huronuc.on.ca/faculty_arts_social_science/academic_services_centre/academic_counselling_contact_and_services/

Schedule of topics and readings will be available on the first day of class.