SEMESTER AT SEA COURSE SYLLABUS

Voyage: Fall 2013
Discipline: Communication
MDST 3300: Global Media
Division: Upper Division
Faculty Name: Read Mercer Schuchardt
Scheduled Time: A-Days, 10:50-12:05
Pre-requisites: None

COURSE DESCRIPTION
This class will give you a critical understanding of global media empires and their regional, national, and local manifestations. Students will learn the history and interrelationships of major media and technology companies in current existence, and will study the international flow of information via diverse media forms such as satellite, cell phone, radio, film, television, and Internet. Special attention will be paid to both consumption and production patterns of new media (social networks, blogs, online gaming, chat rooms, texting, etc) as students learn how their consumption patterns compare to the citizens of our international visits. Of particular note we will be observing the gradual shift in focus from "nation-state" to "media-state" as transnational corporations (many of which are themselves media conglomerates) play an ever increasing - and contested - role in the shaping of national, regional, and cultural identities. Parallel to this, we will focus on the means and mechanisms by which these entities entice and/or coerce their audiences to participate in their narratives. Port of call visits provide opportunities to see key media institutions and landmarks of a given city, with some opportunity to meet and learn from current practitioners in the field.

COURSE OBJECTIVES
By the end of this course, each student should be able to:

- Articulate the evolution of media in the historical trajectory from nation state to the global village
- Understand the uneven effects of technological development on a global scale
- Analyze cultural, political, and economic patterns in relation to technological growth
- Comprehend the specific politico-economic and technological development stages of 14 specific countries
- Understand the roles of both the United States and the transnational corporation as drivers of globalization
- Begin to see how other cultures may perceive post-cold war unilateral political power
- Be a more globally savvy, media literate, and politically astute consumer and producer of media

REQUIRED TEXTBOOKS

AUTHOR: Jack Lule
TITLE:  
Globalization and Media
PUBLISHER:  
Rowman & Littlefield
ISBN-10 #:  
0742568369
DATE/EDITION:  
2012

AUTHOR:  
Noam Chomsky and Robert McChesney
TITLE:  
Profit Over People: Neoliberalism and Global Order
PUBLISHER:  
Seven Stories Press
ISBN-10 #:  
1888363827
DATE/EDITION:  
2011

AUTHOR:  
Jacques Ellul
TITLE:  
Propaganda: The Formation of Men's Attitudes
PUBLISHER:  
Vintage
ISBN-10 #:  
0394718747
DATE/EDITION:  
1973

AUTHOR:  
John Perkins
TITLE:  
Confessions of an Economic Hit Man
PUBLISHER:  
Plume
ISBN-10 #:  
0452287081
DATE/EDITION:  
2005

ELECTRONIC COURSEPACK READINGS

- Alexa Robertson, "Euromedia: Integration and Cultural Diversity In A Changing Media Landscape"
- "How to Detect Propaganda" (1937, IfPA)
"Persuasive Techniques in Contemporary Advertising"

*Global Studies Reader* Articles: Russia, Germany, Belgium, France, Ireland, Portugal, Spain, Morocco, Ghana, South Africa, Argentina, Brazil

**TOPICAL OUTLINE OF COURSE**
Each class period will be devoted to lecture and discussion, with a portion of pre-and-post port-of-call days devoted to preparation and debriefing of what was seen, experienced, observed while in port. As this will likely be one of the most experiential educational courses of your college career, it is imperative that you make at least one full written page of journal entries per class day and per day in port. There are no computers or digital devices allowed in class, and note-taking is required by hand.

**A1- August 26:**  **Introductions and Expectations: Why Study Global Media?**
  HW: Read Lule, Ch.1
  HW: Read Global Studies Reader, "United Kingdom of Great Britain and Northern Ireland"
  HW: Read Brian McNair, "Media in Post-Soviet Russia"

**A2-August 28:**  **The Global Village of Babel**
  HW: Read "Global Studies Reader: Russia"
  HW: Read Lule, Ch. 2

St. Petersburg: August 29- September 1

**A3- September 3:**  **Language and Metaphor: WWTAWWTAGAM**
  HW: Read "Global Studies Reader: Germany"
  HW: Read Lule, Ch. 3

Hamburg: September 5-8

**A4- September 9:**  **The Role of Media in Globalization History**
  HW: Read Lule, Ch. 4
  HW: Read Alexa Robertson, "Euromedia: Integration and Cultural Diversity In A Changing Media Landscape"

**A5- September 11:**  **The Rise of the Global Imaginary**
  HW: Read Global Studies Reader: "Belgium" and "France"
  HW: Read Lule, Ch. 5

Antwerp and Le Havre: September 12-16
A6- September 18:  Economics of Globalization
   HW: Read Global Studies Reader: "Ireland"
   HW: Read Lule, Ch. 6

Dublin: September 20-23

A7- September 24:  Media and Political Globalization
   HW: Read Lule, Ch. 7

A8- September 26:  Euromedia and Cultural Globalization
   HW: Read Global Studies Reader: "Portugal" and "Spain"
   HW: Read Lule, Ch. 8

Lisbon and Cadiz: September 27- October 1
   HW: Read Global Studies Reader "Morocco"

Casablanca: October 3-6

A9- October 8:  Profit Over People
   HW: Read Chomsky, Profits Over People, Introduction by Robert McChesney, and
       Chapter One
   HW: Read Thomas McPhail, Ch. 1, "The Globalization of False Promises"

A10- October 11:  Neoliberalism and Global Order
   HW: Read Chomsky, Profits Over People, Ch. 2
   HW: Read Jacques Ellul, Propaganda, Ch. 1 "The Characteristics of Propaganda"

A11- October 13:  Consent Without Consent: Regimenting the Public Mind
   HW: Read Chomsky, Profits Over People, Ch. 3
   HW: Read Global Studies Reader: "Ghana"

Tema - Takoradi: October 15-18
   Our Field Lab is scheduled tentatively for Friday, October 18th (Tuesday the 15 is the
   Moslem Holiday in Ghana (everything will be closed) of the feast of sacrifices Eid al-Adha (Where
   Abraham shows willingness to sacrifice Ishamael (not Isaac). We will be visiting a radio station in
   Ghana and possibly also visiting University of Legon and spending part of the day in classes with
   their students. International Mass Media Students are encouraged to use this time interacting with
   Legon media students, and, among other things, inquiring into the nature of their 1.) access to and
   2.) content is for Ghanaian mass media, and discovering what students your age in Ghana are
   watching, listening to, surfing, or downloading.

A12- October 20:  The Passion for Free Markets
   HW: Read Chomsky, Profits Over People, Ch. 4
   HW: Read Ellul, Propaganda, Ch. 2, "The Conditions for the Existence of Propaganda"
A13- October 22: Market Democracy in a NeoLiberal Order: Doctrines and Reality
HW: Read Chomsky, Ch. 5
HW: Read Ellul, Propaganda, Ch. 3, "The Necessity for Propaganda"

A14- October 25: The Zapatista Uprising
HW: Read Global Studies Reader: "South Africa"
HW: Read Chomsky, Ch. 6

Cape Town: October 26-30

A15- November 2: "The Ultimate Weapon"
HW: Read Chomsky, Ch. 7
HW: Read Ellul, Propaganda, Ch. 4, "Psychological Effects of Propaganda"

A16- November 5: "Hordes of Vigilantes"
HW: Read Thomas McPhail, "American Multimedia Conglomerates" and "Non-US Stakeholders of Multimedia Conglomerates"
HW: Read Ellul, Propaganda, Ch. 5, "The Socio-Political Effects"

A17- November 7: US and Them: American and Non-American Stakeholders
HW: Read McPhail, "Music and MTV"
HW: Read Ellul, Propaganda, Appendix I - "Effectiveness of Propaganda"

A18- November 10: Music and MTV
HW: Read McPhail, "The Role of Advertising"
HW: Read Global Studies Reader, "Argentina"

Buenos Aires: November 12-16

A19- November 17: The Role of Advertising
HW: Read Lawrence Pintak, "Arab Media and the Al Jazeera Effect"

A20- November 19: Arab Media
HW: Read Global Studies Reader, "Brazil"
Evening Film screening: Control Room

Rio de Janeiro: November 20-22

A21- November 25: Diamonds Are Forever
HW: Read Perkins, Part I
Evening Film Screening: The Diamond Empire (Frontline, 1994 VHS only)

A22- November 28: The Economic Hit Man Confesses
HW: Read Perkins, Part II
HW: Read "How to Detect Propaganda" (1937, IfPA)
HW: Read "Persuasive Techniques in Contemporary Advertising"

A23- November 30: Civilization on Trial
Outlines for Final Paper Due
HW: Read Perkins, Parts III and IV
HW: Read Tanner Mirrlees, "Global Media Studies Between Cultural Imperialism and Cultural Globalization"

Manaus: December 2-5

A24- December 8: The Pattern Revealed
HW: Write final 15-page paper.

A25- December 11: A Day Finals
Final Papers Due

FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

Our Field Lab is tentatively scheduled for all day on Tuesday, October 15 in Tema, Ghana.

FIELD LAB (At least 20 percent of the contact hours for each course, to be led by the instructor.)
- You are to write up a two-page experience and evaluation report of your day, making connections with what you've been learning and with what you've discovered in country.
- We will be visiting the University of Legon and sitting in on Media classes there, mingling, interacting, and eating with students at the University of Legon, and understanding Ghanaian mass media.
- You are encouraged to ask detailed questions of your student hosts. As Ghana is a gift-giving culture, it would also be appropriate if you had some small token of remembrance or appreciation to leave with either a student your particularly bond
with or with a university employee (staff, faculty, administrator) that you would like to show gratitude towards.

- Be as courageous as possible during the mealtime in trying new foods and asking questions about things you’ve never tried before.

**FIELD ASSIGNMENTS**

- Questions you might want to ask your student hosts:
  - What is your media system like? Who runs it, the government or the businesses?
  - What are your favorite media? Why?
  - What access do you have to television? To radio? To Internet? To cell phones?
  - How expensive are these services in your country/town/village? Can the average student afford all or some of them?
  - What are your favorite shows, films, songs, websites, apps?
  - What do you think of American mass media (give specific examples, try to discover if they are aware of and watching/tuning in to the same content that you are)

**METHODS OF EVALUATION**

You will be evaluated on 1.) Attendance (measured by physically showing up), 2.) Participation (active participation in class), 3.) Journaling and Chapter Reports 4.) Final 15-page Paper

**GRADING RUBRIC**

Attendance/Participation -- 30%  (each class missed beyond two takes 5% off your final grade)
Journaling Chapter Reports - 50%
Final Paper - 30%

**Journaling Chapter Reports**: Each day of class, and each day in port, you will need to write a minimum of one page summarizing, interrogating, and integrating all that we are reading, discussing, and experiencing. This is an upper level course and you will be expected to do this seriously rather than casually. This journal will serve three purposes: as a record of what you did on the journey, as a gathering place for your understanding of the readings, and as the background paper from which you derive the major themes of your Final Paper. At a minimum, each day's journal entry should include, when appropriate, 1.) summary of the ideas and key words in the reading (1-2 paragraphs), 2.) list of 3 questions regarding the reading and/or experiences you're having, and 3.) integration of all these into a few final paragraphs in which you try to eloquently, succinctly, and rhetorically brilliantly (taking care at the sentence-level of your writing) retell the story of what it all means.

**3 Questions**: Preparedness for participation in class will be primarily measured by your journal entry questions for each day's reading. Be sure to date each journal entry, and include in each three questions regarding the day’s readings. These questions should correspond to tasks that will help you (1) to understand the text (2) in its context and (3) to grasp the practical implications of the text.

a. The first question should be “descriptive,” helping you to answer the overarching question, “What is the author trying to say in this particular reading?”
b. The second question should be “synthetic,” helping you to answer the overarching question, “How does this relate to other readings by this author and others, to other resources (e.g., movies) that we have used in class, or to class discussions?”

c. The third question should be "pragmatic", helping you to answer the overarching question, “What are the implications of this reading for our dispositions and actions?” Each question should contain contextual background and the question itself, thus a one-sentence question is not acceptable -- questions should consist of at least three sentences, and are best when entered as a full paragraph.

In other words, and at a minimum, each journal entry you write should be both a document that illustrates your mastery of the reading, asks a challenging series of questions related to the reading, and contains your most eloquent thoughts on reconciling the tension between the author's claims and your own understanding. Journal entries are continuously due each day, and you need to bring your journals to class each class day. While I will not collect your journals each and every day, be aware that they may be collected at any time, and I will also occasionally "spot check" journals to make sure you are keeping up. Mostly I will collect journals when at sea and there is minimum one-day period between classes.

**Final Paper**

For your final paper, write an engaging, provocative, and dynamic 15-page essay in which you connect all of the books of the semester plus the outside readings. Present your Idea or thesis for approval two weeks before (November 25) the paper is due (December 11). In the paper, rather than writing a serial book report, you are to eloquently articulate what you find to be the most compelling through-line or golden thread running throughout all our readings, and incorporating as much of our interdisciplinary work, Field Lab excursions, and discussion as possible, as well as at least one other book (either an outside the syllabus text, or a reserve reading text). This could be a common theme, an analysis of historical time frames upon the evolution of ideas, a dissection of different media effects upon different historical epochs in their cultural milieu, or any complex, dynamic idea that is worthy of the effort. This is to be a 15-page minimum (25-page maximum) paper that incorporates some aspect of each of the five books, and makes a coherent argument in which the evidence chosen reveals itself to be the best way to reason your Idea into being. Follow the same format guidelines as with the book reports. Pay meticulous attention to grammar, style, and the rules of Standard Written English.

All written work should conform to the following formal guidelines:

- Original Title to essay centered above first paragraph
- Student Name, Class, Date, and Professor’s Name in upper left hand corner
- Stapled in upper left hand corner (folded-over papers that are unstapled will NOT be accepted)
- Double-spaced throughout (except pull-quotes)
- Pull-quotes (long quotes, i.e., any quote longer than two lines of text) are to be 1.) indented and 2.) single-spaced.
- 12-point font maximum (no minimum)
- Margins not more than 1 inch on both sides
- Works cited page in APA style (the style used by the Media Ecology Association).
• Wikipedia may not appear on your citation page, but it may be used for footnotes (per class discussion)

Other paper regulations
• Any paper submitted late loses five points per day, up until the third day late, after which point it will not be accepted.
• Clear evidence of careful preparation, research, writing, revision, and proofreading of all submitted work. This means that your paper should demonstrate evidence that it was not written the night before or the day it was due.

RESERVE LIBRARY LIST

ELECTRONIC COURSE MATERIALS
All course materials in PDF file format are on 1.) Dr. Schuchardt's computer and 2.) the ship's library computer.

ADDITIONAL RESOURCES
Films on Reserve:
The Corporation (documentary)
Control Room (documentary)
Capitalism: A Love Story (documentary)
Tomorrow Never Dies
State of Play
The Truman Show
Helvetica (documentary)
Life Running Out of Control (documentary)
Midway (documentary)

HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”