

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Journalism and Media Communication
Course Number and Title:	JTC 412 International Mass Communication
Division:	Upper
Faculty Name:	Linda Austin
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will expose students to the news media around the world, with particular emphasis on the countries we visit. We will compare and contrast how the media operate; examine state-owned, privately owned and hybrid media operations; and look at the relationships between the media, the government and the public. How much of a role does the media play in the lives of readers, viewers and listeners, and what impact does the media have on the way a country functions?

The class will analyze what the media covers and—just as importantly—what is not covered. What are the biggest stories in the world—and in individual countries—that are not covered or poorly addressed? We will examine the role of the international media by evaluating content, story selection, accuracy, thoroughness and consistency. Unconventional media, citizen journalism and the use of the media as a political weapon also will be addressed.

LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Judge the reliability and credibility of news and information distributed by media.
- Critique and analyze media performance using a five-step process: describe, analyze, interpret, evaluate and engage.
- Interpret symbols in media as a reflection of culture.
- Identify the opportunities and threats to the media's business model posed by changes in technology. Platforms? Revenue?
- Document the threats to freedom of speech around the world and why that matters.
- Identify what makes something newsworthy and how that is influenced by culture.
- Identify the differences between state-owned versus private media and why that matters to audiences.
- Identify the top issues with online safety and privacy and how to protect their own data.

- Identify the opportunities and threats posed by the loss of editors as gatekeepers and the expansion of user-generated content. Bellingcat and Agenda Setting Video in Chapter 1: page 14 video in Launchpad
- Document the differences and similarities in media in the countries that we visit.
- Identify why foreign correspondents are an endangered species and why that matters.
- Evaluate the impact of American cultural imperialism in mass media.

REQUIRED TEXTBOOKS & SUPPLIES

AUTHOR: Richard Campbell, Christopher R. Martin and Bettina Fabos
 TITLE: Media & Culture: Mass Communication in a Digital Age
 PUBLISHER: Bedford/St Martin's
 ISBN: 978-1-319-10285-2
 DATE/EDITION: 2019/12th Edition

SUPPLIES

A smartphone (or digital camera) to take photos of billboards in port countries

TOPICAL OUTLINE OF COURSE

Note: Assignments may be different than those described in the syllabus, and the order of lessons may change, depending on class performance, news and other factors.

Depart Ensenada, Mexico – January 4

A1—January 6: Introduction

Activity:

1. Introduce the professor, each other and the course. Discussion of Field Class, Independent Field Assignment and country-specific group presentations/discussions. Assign 24-hour media fast and student questionnaire.

A2—January 8: Being a Discerning Consumer of Media

Activity:

1. Syllabus quiz
2. Discussion: application of the five-step process to critique media – describe, analyze, interpret, evaluate, engage (*Media & Culture*, pages 25-27) – to a set of media artifacts.

Due:

1. Submit student questionnaire on media usage.
2. Read *Media & Culture*, Chapter 1: “Mass Communication: A Critical Approach”
3. Read syllabus and study for syllabus quiz.

A3—January 10: Media in the United States

Activity:

1. Group No. 9: Presentation on results of student questionnaire on media usage.
2. Group No. 1 presentation/discussion on media in the United States

Due:

1. Group No. 1 presentation and discussion question on media in the United States
2. Group No. 9: Presentation on results of student questionnaire on media usage.

Honolulu, Hawaii, USA – January 12

Reflection & Study Day – January 13 (No Class)

A4—January 14: Journalism: What Is It For?

Activity:

1. Watch Newseum video on What Is News?
2. Use think-pair-share to discuss: What is Journalism For?

Due:

1. Read [“Who, what, when, where, why, and how: CJR asks the question: What is journalism for?”](#), Columbia Journalism Review, September/October 2013
2. Read “We are not in the world to make money.” – NRC Editor Peter Vandermeersch
3. Submit your 100-word answer to this question: what is journalism for?

International Date Line Crossing – January 16 (Lost Day)

A5—January 17: What Is News?

Activity:

1. View video of New York Times front-page meeting and participate in mock front-page meeting; draft front pages from the same set of stories for a newspaper in a country versus for a media outlet outside the country.
2. Using think-pair-share, discuss 24-hour media fast.

Due:

1. Submit completed worksheet using five-step process on your media fast.
2. Read *Media & Culture*, Chapter 14: “The Culture of Journalism: Values, Ethics and Democracy”

Study Day – January 19 (No Class)

A6—January 20: Threats to Freedom of Expression Globally

Activity: Group No. 3 presentation/discussion on “Under the Dome” and reading.

Due:

1. Read *Media & Culture*, Chapter 16, “Legal Controls and Freedom of Expression.”
2. Watch “Under the Dome” documentary, banned in China
3. Group No. 3 presentation and discussion question on “Under the Dome” and reading.

A7—January 22: Media in Japan

Activity:

1. Group No. 2 presentation/discussion on media in Japan

Due:

1. Group No. 2 presentation and discussion question on media in Japan

2. Group No. 3 provides two stories on the same event by Bloomberg and CGTN

Kobe, Japan – January 24-28

A8—January 29: Media in China

Activity:

1. Group No. 3 presentation/discussion on media in China
2. Think-Pair-Share Discussion on two stories on 2019 Hong Kong protests by Bloomberg and CGTN

Due:

1. Group No. 3 presentation/discussion on media in China
2. Submit Independent Field Assignment: 3 slides on a billboard from Japan
3. Read story by [Bloomberg](#) and listen to [CGTN](#) report on 2019 Hong Kong protests, plus read “[China social media: WeChat and the Surveillance State](#)”

Shanghai, China – January 31 – February 5

FEB 5: FIELD CLASS – Media Done Chinese-Style Two Ways

A9—February 6: What Did We Learn in the Field Class

Activity:

1. Think-Pair-Share Discussion on Field Class in China
2. Group No. 2 presentation/discussion on billboards in Japan

Due: Group No. 2 presentation/discussion on billboards in Japan

A10—February 8: Media in Vietnam

Activity:

1. Group No. 4 presentation/discussion on media in Vietnam

Due:

1. Field Class report on China
2. Group No. 4 presentation and discussion question on media in Vietnam

Ho Chi Minh City – February 10-15

A11—February 16: Media in Malaysia

Activity: Group No. 5 presentation/discussion on media in Malaysia

Due:

1. Submit Independent Field Assignment: 3 slides on a billboard from Vietnam
2. Group No. 5 presentation and discussion question on media in Malaysia
3. Submit Proposal (two pages).

Community Programming – February 17 (No Class)

Port Klang/Kuala Lumpur, Malaysia – February 19-24

A12—February 25: American Cultural Imperialism

Activity:

1. Think-Pair-Share Discussion on “Cultural Imperialism and the Movies” worksheet

2. Group No. 4 presentation/discussion on billboards in Vietnam

Due:

1. Submit Independent Field Assignment: 3 slides on a billboard from Malaysia
2. Group No. 4 presentation/discussion on billboards in Vietnam
3. Read *Media & Culture*, Chapter 13, “Media Economics and the Global Marketplace”
4. Submit completed worksheet using the five-step process on “Cultural Imperialism and the Movies” on page 406 of *Media & Culture*

A13—February 27: Media in India

Activity:

1. Group No. 5 presentation/discussion on billboards from Malaysia
2. Group No. 6 presentation/discussion on media in India

Due:

1. Group No. 5 presentation/discussion on billboards from Malaysia
2. Group No. 6 presentation and discussion question on media in India

Cochin, India – February 29 – March 5

A14—March 6: Foreign Correspondents: An Endangered Species

Activity: Think-Pair-Share Discussion on your answers to the worksheet questions from the movie, “The Killing Fields” and on the reading.

Due:

1. Submit Independent Field Assignment: 3 slides on a billboard from India
2. Watch “The Killing Fields” movie and answer questions on worksheet.
3. Read [“Can an outsider get to the heart of a story as well as someone personally affected?”](#) *The National*, May 23, 2019.
4. Read [Arnaud Dubus - death of a foreign correspondent](#)

Community Programming – March 7 (No Class)

A15—March 9: How to Protect Your Privacy Online

Activity:

1. Group No. 1 leads class in Media Literacy Exercise: online safety and privacy
2. Group No. 6 presentation/discussion on billboards from India

Due:

1. Group No. 6 presentation/discussion on billboards from India
2. Read *Media & Culture*, Chapter 2: “The Internet, Digital Media and Media Convergence”
3. Group No. 1 presentation on Media Literacy Exercise: online safety and privacy
4. Watch video: “Terms and Conditions May Apply”

Port Louis, Mauritius – March 11

A16—March 12: Lab Class

Activity: Peer review of Paper

Due:

1. Draft of Paper

A17—March 14: Lab Class

Activity: Peer review of TED Talk slides

Due:

1. Draft of TED Talk slides

A18—March 16: Media in South Africa

Activity:

1. Group No. 7 presentation/discussion on media in South Africa

Due:

1. Group No. 7 presentation and discussion question on media in South Africa

Cape Town, South Africa — March 18-23**A19—March 24: How to Identify Fake News Sites**

Activity: In your country groups, use the five-step process – with Melissa Zimdars' tips as part of Step 1: Description – to analyze the provided websites and characterize them as fake, inadequately verified, click-bait or satire.

Due:

1. Submit Independent Field Assignment: 3 slides on a billboard from South Africa
2. Read Melissa Zimdars' tips on identifying "[False, Misleading, Clickbait-y, and Satirical "News" Sources](#)" and "[Breaking News Consumer's Handbook – Fake News Edition.](#)"

Study Day — March 26 (No Class)**A20—March 27: Comparing Media Regulation around the Globe**

Activity:

1. Media-literacy exercise on media regulation
2. Group No. 7 presentation/discussion on billboards from South Africa

Due:

1. Group No. 7 presentation/discussion on billboards from South Africa
2. Read: The Poynter Institute's "[A guide to anti-misinformation actions around the world](#)" and "[Singapore's anti-misinformation law is among the most comprehensive in the world. Here's why that's problematic](#)" and "'I spent almost a month on a floor': [What it's like to be imprisoned on false news charges.](#)"

A21—March 29: Media in Ghana

Activity:

1. Group No. 8 presentation/discussion on media in Ghana

Due:

1. Group No. 8 presentation and discussion question on media in Ghana
2. FINAL Paper and TED Talk slides

Tema, Ghana — March 30-31**Takoradi, Ghana — April 1-3**

A22—April 5: TED Talks

Activity:

1. TED Talks by students on their chosen question

Due:

1. Submit Independent Field Assignment: 3 slides on a billboard from Ghana

A23—April 7: TED Talks

Activity:

1. TED Talks by students on their chosen question
2. Group No. 8 presentation/discussion on billboards from Ghana

Due:

1. Group No. 8 presentation/discussion on billboards from Ghana

A24—April 9: Media in Morocco

Activity:

1. Group No. 9 presentation/discussion on media in Morocco

Due:

1. Group No. 9 presentation and discussion question on media in Morocco

Casablanca, Morocco – April 11-14

Study Day – April 15 (No Class)

A25—April 16: TED Talks

Activity:

1. TED Talks presentations by students on their chosen question

Arrive Amsterdam, The Netherlands – April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **Wednesday, 5 February, in Shanghai, China.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class Title: Media Done Chinese-Style Two Ways

Field Class Description: Vibrant Shanghai, the cosmopolitan financial capital of China, provides the ideal setting to experience two models of media operation: privately run and state-controlled. To learn more about the mission, structure and scope of each, we will tour the Shanghai bureau of privately run Bloomberg News and also (tentatively) a state-controlled media outlet. Founded in 1981 in New York, Bloomberg is a global information and technology company whose mission is to accurately deliver “business and financial information, news and insights” to its subscribers around the world. It operates more than 150 news bureaus globally. We will interview journalists from both organizations to answer your questions and broaden your understanding of how each outlet pursues its very different global mission.

Field Class Objectives:

- Identify the differences in mission between a privately run news operation and a state-controlled media outlet.
- Identify differences and similarities in news media practice within a different cultural and economic system.
- Describe the structure and scope of a media business in that new context.
- Create a framework for thinking about media practices in a broad sense.

Field Class Assignment and Due Date: Apply the five-step critical process described on pages 26-27 of *Media & Culture* to your visits to the two newsrooms. Submit up to a three-page report detailing how you applied this step-by-step process; your report should resemble the example on pages 511-517, but it should also include your answers to the questions you pose in Step 4: Evaluation.) In addition to your observations and interviews from the newsrooms, include – in your Step 1: Description – the two articles about the same news event from the two news outlets that we discussed in class. **Due: Feb. 8**

Independent Field Assignments

“Cultural studies research involves interpreting written and visual ‘texts’ or artifacts as symbolic representations that contain cultural, historical and political meaning,” according to *Media & Culture* (page 477). Read “Communication as Culture” on page 476.

We are going to examine mass media in the form of billboard advertising in different parts as a way of studying gender roles in those cultures. From six part countries (Japan, Vietnam, Malaysia, India, South Africa, Ghana), use your cell phone to photograph a billboard that includes an image of a woman. (If you can’t find one of a woman, take a photo of a billboard that includes an image of any person.) If possible, use the Google Translate app to translate any text. (Here are the [languages](#) for which the “Snap” option is available using Google Translate.)

Submit three PowerPoint slides:

1. The photo of the ad
2. A translation of the text, if available
3. Up to five bullet points about what the ad says about women’s (or men’s) role in that country’s culture.

The group that provided the presentation/discussion on the media in a specific country will use the five-step critical process on pages 26-27 to critique the billboards collected from that country. They will share that critique in a 10-minute presentation/discussion.

Group Reports on Media in Nine Countries

The class will be divided into nine groups. Each group will prepare a 20-minute presentation that answers specific questions about the media in a specific country we will visit. The class will keep a scorecard for all the presentations, noting the answers to the questions. As part of their presentation and using the think-pair-share method, each group will also be responsible for leading a class discussion comparing coverage of a specific event by two media outlets: one prepared by an internal news outlet and one prepared by a foreign news outlet.

Proposal, Paper and TED Talk

In lieu of mid-term and final exams, you will complete a proposal, a paper and a TED Talk.

Proposal

“Provide an introduction to the topic, assuming an intelligent but uninitiated reader who has not consumed the message(s) or is not as familiar with the given issue as you are. Establish a rationale for the study of this particular medium, issue, or message (you may wish to consult outside sources to help strengthen your reasoning). Identify clearly the question you wish to explore. For this you will want to look at the “Media Literacy and the Critical Process” boxes within each chapter for inspiration or guidance. Additionally, look ahead to chapters we have yet to cover for questions. The proposal **should be no more than one page** (without references). Cite accurately any and all sources used to create this proposal, including any primary sources among the media (e.g., actual magazines or specific episodes of a television series).” – hat-tip to Matthew Smith, Radford University

Paper

This paper should build on your proposal and should be structured in five sections: one for each step in the critical process (description, analysis, interpretation, evaluation, and engagement). “This means that you will create an original piece of criticism. If you consult outside scholarly sources, be careful not to be unduly influenced by their readings of the media. This is **not** a synthesis paper collecting the findings of previously published scholarship. Your paper should demonstrate your ability to engage the media in a critical fashion and to communicate” your critique effectively in writing. Write about five pages (not including bibliography for the media artifact[s] under study and any additional supporting materials). – hat-tip to Matthew Smith, Radford University

TED Talk

Pick your single **best idea** from the engagement step in your Paper on what should be done to address the question in your Proposal. Develop it into a 10-minute TED Talk. Your audience is everyone else on the ship. Use this format for the TED Talk:

1. Opening hook
2. Your best idea

3. Key fact and example No. 1
4. Key fact and example No. 2
5. Key fact and example No. 3
6. Call to action from your audience
7. Close

See this three-minute video, "[How to TEDx: How to give a great TEDx Talk](#)," for more on how to structure your TED Talk and this article, "[10 tips on how to make slides that communicate your idea, from TED's in-house expert](#)," for how to prepare your slides. For further inspiration on how to prepare your TED Talk, watch this 18-minute TEDx Talk: "[TEDxEast - Nancy Duarte uncovers common structure of greatest communicators](#)."

METHODS OF EVALUATION

Graded assignments:

1. Group presentation/discussion on media in each country *10 percent*
2. Group presentation/discussion on billboards from that country (or an alternative presentation/discussion for those countries where we are not collecting billboard photos) *10 percent*
3. Field Class report (three pages) *20 percent*
4. Syllabus quiz. *2 percent*
5. Proposal (one page) for a question to study, in lieu of mid-term. *5 percent*
6. Paper (five pages) using the five-step process, in lieu of final exam. *20 percent*
7. TED Talk (10 minutes) based on your **best single idea** from the engagement step in your Paper. *10 percent*

Participation assignments:

1. Field Assignment: Submit three slides from six port countries (Japan, Vietnam, Malaysia, India, South Africa, Ghana) that document a billboard in that country that features an image of a woman (or any person). *8 percent*
2. Student questionnaire. *2 percent*
3. Completed worksheet on what you learned from 24-hour media fast *2 percent*
4. 100-word reflection: What is Journalism For? *2 percent*
5. Completed worksheet using the five-step process on "Cultural Imperialism and the Movies" *2 percent*
6. Completed worksheet on "The Killing Fields" movie. *2 percent*
7. Class participation, including attendance, punctuality and discussion contributions in class. *5 percent*

Format for Written Assignments

All written assignments should be submitted to Moodle in Microsoft Word, double-spaced and in 12-point Times New Roman font. They should include a title, your name and a date.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

This is a journalism course, and journalism is a deadline business. Written assignments must be submitted in Moodle by 11:59 p.m. on the day before the class for which they are due. **Late assignments will suffer a 10 percent reduction** in your grade for each day that the assignment is late.

Punctuality is required, just as in the workplace. Treat each class as if you had an appointment to interview a company's CEO and arrive on time. Attendance and tardies will be recorded and count against the 5 percent of your grade based on class participation.

Participate in class discussions and ask questions. Listen respectfully while others are speaking.

Attendance, punctuality and the quality and quantity of your participation in class discussions will affect 5 percent of your final grade.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is

provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

TITLE OF FILM: Terms and Conditions May Apply
DISTRIBUTOR: [ro*co films educational](#) (please buy 58-minute version)

Instructor-provided DVD:

TITLE OF FILM: The Killing Fields
DISTRIBUTOR: Warner Home Video

ELECTRONIC COURSE MATERIALS

AUTHOR: Stephen McDonell
ARTICLE/CHAPTER TITLE: China social media: WeChat and the Surveillance State
JOURNAL/BOOK TITLE: BBC News
VOLUME:
DATE: June 7, 2019
PAGES: <https://www.bbc.com/news/blogs-china-blog-48552907>

AUTHOR: The Editors

ARTICLE/CHAPTER TITLE: [“Who, what, when, where, why, and how: CJR asks the question: What is journalism for?”](#)

JOURNAL/BOOK TITLE: Columbia Journalism Review

VOLUME:

DATE: September/October 2013

PAGES:

AUTHOR: Laure Siegel

ARTICLE/CHAPTER TITLE: Arnaud Dubus - death of a foreign correspondent

JOURNAL/BOOK TITLE: MediaPart

VOLUME:

DATE: June 3, 2019

PAGES: <https://blogs.mediapart.fr/laure-siegel/blog/030619/arnaud-dubus-death-foreign-correspondent?fbclid=IwAR1lqyP-7YwUIzdFEZGRUTr8AzW-iRIIqI3DBV6py-GimNzzv0vQnC-1Jc0>

AUTHOR: Melissa Zimdars

ARTICLE/CHAPTER TITLE: False, Misleading, Clickbait-y, and Satirical “News” Sources

JOURNAL/BOOK TITLE:

VOLUME:

DATE: 2016

PAGES: https://docs.google.com/document/d/10eA5-mCZLSS4MOY5QG6b5ewC3VAL6pLkT53V_81ZyitM/mobilebasic

AUTHOR: On the Media

ARTICLE/CHAPTER TITLE: Breaking News Consumer's Handbook: Fake News Edition

JOURNAL/BOOK TITLE: WNYCstudios.org

VOLUME:

DATE: Nov. 18, 2016

PAGES: <https://www.wnycstudios.org/story/breaking-news-consumer-handbook-fake-news-edition>

AUTHOR: Daniel Funke and Daniela Flamini

ARTICLE/CHAPTER TITLE: [A guide to anti-misinformation actions around the world](#)

JOURNAL/BOOK TITLE: Poynter.org

VOLUME:

DATE: Continuously updated

PAGES: <https://www.poynter.org/ifcn/anti-misinformation-actions/>

AUTHOR: Daniel Funke

ARTICLE/CHAPTER TITLE: Singapore’s anti-misinformation law is among the most comprehensive in the world. Here’s why that’s problematic.

JOURNAL/BOOK TITLE: Poynter.org

VOLUME:

DATE: June 13, 2019

PAGES: <https://www.poynter.org/fact-checking/2019/singapores-anti-misinformation-law-is-among-the-most-comprehensive-in-the-world-heres-why-thats-problematic/>

AUTHOR: Daniel Funke
ARTICLE/CHAPTER TITLE: 'I spent almost a month on a floor': What it's like to be imprisoned on false news charges
JOURNAL/BOOK TITLE: Poynter.org
VOLUME:
DATE: Jan. 22, 2019
PAGES: <https://www.poynter.org/fact-checking/2019/i-spent-almost-a-month-on-a-floor-what-its-like-to-be-imprisoned-on-false-news-charges/>

AUTHOR: TED staff
ARTICLE/CHAPTER TITLE: 10 tips on how to make slides that communicate your idea, from TED's in-house expert
JOURNAL/BOOK TITLE: TED Blog
VOLUME:
DATE: July 15, 2014
PAGES: <https://blog.ted.com/10-tips-for-better-slide-decks/>

AUTHOR: Bloomberg News
ARTICLE/CHAPTER TITLE: What Chinese Citizens Have (and Haven't) Learned About Hong Kong's Protests
JOURNAL/BOOK TITLE: Bloomberg.com
VOLUME:
DATE: June 17, 2019
PAGES: https://www.bloomberg.com/news/articles/2019-06-17/china-censors-turn-the-blame-for-hong-kong-protests-to-the-u-s?utm_source=twitter&utm_campaign=socialflow-organic&utm_medium=social&cmpid=socialflow-twitter-business&utm_content=business

AUTHOR: Anand Naidoo
ARTICLE/CHAPTER TITLE: What are Hong Kong protests really about? (podcast)
JOURNAL/BOOK TITLE: CGTN.com
VOLUME:
DATE: June 14, 2019
PAGES: <https://america.cgtn.com/2019/06/14/what-are-hong-kong-protests-really-about>

AUTHOR: Janine di Giovanni
ARTICLE/CHAPTER TITLE: Can an outsider get to the heart of a story as well as someone personally affected?
JOURNAL/BOOK TITLE: *The National*,
VOLUME:
DATE: May 23, 2019
PAGES: <https://www.thenational.ae/opinion/comment/can-an-outsider-get-to-the-heart-of-a-story-as-well-as-someone-personally-affected-1.865334>

AUTHOR: Steven Mufson
ARTICLE/CHAPTER TITLE: This documentary went viral in China. Then it was censored. It won't be forgotten

JOURNAL/BOOK TITLE: The Washington Post
VOLUME:
DATE: March 16, 2015
PAGES: <https://www.washingtonpost.com/news/energy-environment/wp/2015/03/16/this-documentary-went-viral-in-china-then-it-was-censored-it-wont-be-forgotten/>

ADDITIONAL RESOURCES

Videos from YouTube:

ARTICLE/CHAPTER TITLE: What Hong Kong's protests look like from inside China
JOURNAL/BOOK TITLE: Quartz.com
DATE: June 19, 2019
PAGES: https://www.youtube.com/watch?v=EpFE49oo_8

ARTICLE/CHAPTER TITLE: Under the Dome documentary
JOURNAL/BOOK TITLE: Jiahua Guo
DATE: March 8, 2015
PAGES: <https://www.youtube.com/watch?v=V5bHb3ljbc>

ARTICLE/CHAPTER TITLE: How to TEDx: How to give a great TEDx Talk
JOURNAL/BOOK TITLE:
DATE: Dec. 14, 2012
PAGES: https://www.youtube.com/watch?time_continue=211&v=6H67JgLwyF4

ARTICLE/CHAPTER TITLE: TEDxEast - Nancy Duarte uncovers common structure of greatest communicators
JOURNAL/BOOK TITLE: TEDx Talks
DATE: December 10, 2010
PAGES: <https://www.youtube.com/watch?v=1nYFpuc2Umk>

ARTICLE/CHAPTER TITLE: Family of Detained Journalist Austin Tice Has 'No Doubt' He's Still Alive
JOURNAL/BOOK TITLE: NBC Nightly News
DATE: May 3, 2019
PAGES: <https://www.youtube.com/watch?v=k1RNbdwcoY>

ARTICLE/CHAPTER TITLE: The Power of Privacy – documentary film
JOURNAL/BOOK TITLE: The Guardian
DATE: 1.28.16
PAGES: <https://www.youtube.com/watch?v=KGX-c5BJNFk>

ARTICLE/CHAPTER TITLE: The Facts about Fact Checking: Crash Course Navigating Digital Information #2
JOURNAL/BOOK TITLE: CrashCourse

DATE: 1.15.19

PAGES: https://www.youtube.com/watch?v=EZsaA0w_0z0