

**Semester at Sea Course Syllabus  
Colorado State University, Academic Partner**

**Voyage:** Fall 2017  
**Discipline:** Journalism and Media Communication  
**Course Number and Title:** JTC 412 International Mass Communications  
**Division:** Upper  
**Faculty Name:** Pamela G. Hollie  
**Semester Credit Hours:** 3

**Meeting:** B Days 1230-1350, Vierjahres

**Prerequisites:** None

### **COURSE DESCRIPTION**

Who are the communicators and what are the most important issues? This course, which will require considerable reading, analysis and discussion, encourages students to think about the role of the news media, both national and international. Students will be expected to discuss the cultural, political, social and economic issues that are covered, and not covered, by the press. In addition, the class will track the response and follow-up to coverage of on-going international issues. For a final project, students will select three major countries and a single topic, such as migration, for a comparison and analysis of communication content, consistency and potential impact. More generally, the course will cover the current state of the media business in the countries visited, will analyze global media and citizen journalism, examine press freedom, discuss the roles of foreign correspondents, local journalists and public relations professionals. The course will also consider the roles of state-owned and independently-owned media and the competition for information that is generated by the international press.

### **LEARNING OBJECTIVES:**

- An understanding of the role of mass communications in national development.
- A working knowledge of topics including cultural, social and economic issues.
- A knowledge of the structure and scope of the media business.
- An ability to assess the value of information.
- A global perspective and an informed approach to information management.

### **REQUIRED TEXTBOOKS**

**AUTHOR:** Robert D. Kaplan  
**TITLE:** *Asia's Cauldron; The South China Sea and The End of a Stable Pacific*  
**PUBLISHER:** Random House Trade Paperbacks  
**ISBN #:** 978-0-8129-8480-4  
**DATE/EDITION:** 2014

AUTHOR: Peter Zeihan  
TITLE: *The Accidental Superpower, The Next Generation of American Preeminence and the Coming Global Disorder*  
PUBLISHER: Twelve, Hachette Book Group  
ISBN #: 978-1-4555-8368-3 (pbk)  
DATE/EDITION: 2014

AUTHOR: Fareed Zakaria  
TITLE: *The Post American World, Release 2.0*  
PUBLISHER: W. W. Norton & Company  
ISBN #: 978-0-393-34038-9  
DATE/EDITION: 2012

## TOPICAL OUTLINE OF COURSE

Depart Bremerhaven, Germany – September 9

**B1–September 12:** Introduction to the course. Review the syllabus and grading. Discuss the topics that will be covered in class and the expectations for in-country investigations. There will be a final project – a three-country comparison and analysis. But first, there will be one “Country Assessment” paper for this course, due B-10. The assessment is 4-6 pages and should make a convincing case for establishing a news bureau (pick a city) and selecting a correspondent (list the expected journalistic skills) to provide coverage. In making the case for assigning a journalist (realizing that a regional correspondent may incur yearly costs of \$1 million or more) explain the advantage of assigning a reporter, and possibly a larger staff, for your news agency, realizing that “pooled” journalism is cheaper. Outline a range of topics to be covered and explain why (in international terms) these topics are important. Give examples of what might be areas and topics to be covered by the bureau. This assessment will be due 5 p.m. B-9 and is worth 200 points. Read: “American Purpose”, Chapter 7, *The Post American World*.

**B2–September 14:** Discussion of “American Purpose”. What does it mean to be a superpower? While the U.S. may dominate now, many other countries, including several visited by SAS, have had periods of triumph and world dominance. To prepare for Spain, consider Spain’s history and its centuries of conquest. Where were its territories?  
Assignment: From your time in Spain, bring to the next session the best examples of mass communication materials and be prepared to evaluate the communications. Due at the next class: An analysis of the communication you chose (no more than four paragraphs). Worth 20 points.

Barcelona & Valencia, Spain – September 15-18

**B3–September 20:** Communication analysis. Discussion of the mass communications materials from Spain. Consider the range of communication (handouts, billboards, television commercials, etc.) their marketing potential and impact. Now consider what a consumer does

with this information. How might this information be refocused for a local, national or international audience? What is the role of a press officer? For next session, read: Chapter 9, “Partners”, *The Accidental Super Power*.

**B4—September 22:** Media, Business, international Communicators. This session focuses on the role/function of the communicator in a national/ international context and examines international media enterprises, ie: Bloomberg. What is the audience for international coverage? Who delivers the message? For the media, what influences the decision about what to cover and what not to cover? Discuss: “Partners” which categorizes countries. Reading assignment: *Post American World*, “Preface” and “The Rise of the Rest”. Assignment: Begin considering your time in Ghana. Your assignment will be to make an informational assessment of available documents/information for visitors. Collect documents to support your observations and conclusions. Consider: Is the message consistent? Consider the strategy and competition. Due on Oct 4, a four-paragraph assessment of Ghana’s visitor communications (worth 30 points).

**B5—September 25:** Correspondents. The class will select, read and discuss the work of correspondents/journalists covering the countries visited on the voyage. What are their challenges: such as access to sources and press freedom. Assignment: Select one journalist (working in Africa or Asia) and at least three articles by this journalist to analyze. What did you learn – sources, point-of-view etc.? Does this journalist have an agenda? Due B8: a brief analysis of this journalist’s work. Include journalistic examples to support your analysis (worth 50 points). Reading assignment: Chapter 11, “History Returns to Europe” *The Accidental Super Power*.

Tema & Takoradi, Ghana — September 27-30

**B6— October 1:** Correspondents. The class will discuss the work of some of the correspondents chosen for their coverage of issues. Are there any characteristics that distinguish these communicators? What is the job of correspondents? Assignment discussion: Was it difficult about getting information in Ghana? What is your assessment of available documents/ information for visitors? Is the message consistent?

**B7—October 4:** Ghana, like many developing and transitional economies, has a wide gap between those with access to information and those without. Discussion: information delivery such as advertising, commercials, publications, etc. Consider the differences between African nations. Consider image, national identity, history. Consider the differences in the history of Ghana and South Africa. Assignment: *Post-American World*, Chapter 2, “The Cup Runneth Over.” Due: A four-paragraph assessment of Ghana’s communication for visitors.

**B8—October 6: Introduction to Cape Town.** Discussion of **The Final Project:** Select three countries and a single topic, such as migration, for a comparison and analysis of communication, content, constituency and potential impact. Begin collecting information including the references used in developing your topic. This final exercise is worth 300 points. For the next class: Read Chapter 8, “The Coming Disorder”, *The Accidental Super Power*.

Cape Town, South Africa — October 7-12

**B9—October 14:** Discussion of South Africa’s communication challenges. Discuss: “The Coming Disorder”. Read: Chapter 5, “Buying Off Geopolitics” *The Accidental Super Power*.

**B10—October 17:** A review of the readings. Discussion of the Country Assessment assignment. If you were a media executive, which arguments would convince you to invest and in what?

Port Louis, Mauritius — October 19

**B11—October 20: Final Project update.** Review of themes/topics for the project. Note: Many of the subsequent classes during this semester will be topic driven and will reflect what is learned/ experienced in the ports visited.

**B12—October 23: Development issues.** The rapid pace of economic development in China, India and other Asian countries is producing massive environmental degradation including water shortages, unhealthy air and depleted forests. Asia already has less water per person than any other continent other than Antarctica. And Asia is home to 16 of the world’s most polluted cities. India’s environmental challenge involves supporting 1.5 billion people. One example: The Ganges, like India’s thirteen other major rivers, is horribly polluted. Nearly two billion litres of untreated sewage is cast into the 1,500 mile-long “Ganga” every day. Read: Chapter 6, “American Power”, *Post-American World*.

Cochin, India — October 25-30

**B13—November 1: The Audience.** An effective communicator identifies the audience and then develops a viable plan to reach that audience. The class will discuss the basics of producing a media plan.

**B14—November 3: Discussion of India.** It is the responsibility of communicators to explain and, at times, also promote issues. Was the impression of India that you had before your trip supported by what you saw and experienced? Were you prepared for the reality of the place? If you are urging others to go to India, what media materials would you promote? What audience would you target?

Yangon, Myanmar — November 4-8

**B15—November 10: Lecture:** Since 111 BC, when the northern part of the country became a colonial province of China, Vietnam has been in the shadow of its dominant neighbor. Read “Prologue: The Ruins of Champa” and “The Fate of Vietnam”, *Asia’s Cauldron*.

No class — November 11

**B16—November 13: Lecture:** HCMC – What’s in a name? Saigon is what locals call Ho Chi Minh City. And they call themselves Saigonese, despite the fact that the city was renamed Ho Chi Minh City in 1976, after the revolutionary Nguyen Tat Thanh, who was later to be known as Ho Chi Minh. Yet despite some 40 years to get accustomed to the name change, many still

prefer to call their city Saigon. For example, District 1, which is downtown, uses Saigon. Official publications however, use Ho Chi Minh City. Still, the city newspaper is the *Saigon Times*, and you can go to the Saigon Zoo. The international airport uses the call letters SGN. **Read** “China’s Caribbean”, *Asia’s Cauldron*.

**Ho Chi Minh City - Field Trip on Nov. 15** – “What’s in a Name?” Saigon is the name used by locals for their city, which is officially named Ho Chi Minh City. And most residents call themselves Saigonese, despite the fact that the city was renamed Ho Chi Minh City in 1976, after the revolutionary Nguyen Tat Thanh, who was later to be known as Ho Chi Minh. Despite some 40 years to get accustomed to the name change, many still prefer to call their city Saigon. For example, District 2, which is downtown uses Saigon. Official publications however, use Ho Chi Minh City. Still, the city newspaper is the *Saigon Times* and visitors are encouraged to see the Saigon Zoo. The international airport uses the call letters SGN. The field assessment: What sectors seem to prefer Ho Chi Minh City? Why? Does it mean that there is a lingering north/south divide in the country? Between 1954 and 1974 the two Viet Nams had no diplomatic, cultural or commercial relations. Is there evidence that things have improved? How effective is the city’s communication for those who may be confused. Objectives: The identity for countries, cities, citizens often begins with a name. Several of the countries visited by SAS have cities that for various reasons have changed their names (India is a good example). How is identity defined and communicated?

**B17—November 20: Lecture:** “Who is Xi?” From *The New York Review of Books*, a profile, 5./12/2016. **Read** “The China Wars”, Chapter 14, *The Accidental Super Power* and “The Non-Western World”, *The Post American World*.

No Class — November 21

**B18—November 23: Lecture:** Shanghai has a reputation as a decadent city. According to author, Stella Dong; “In Shanghai’s prime, no city in the Orient, or the world, for that matter, could compare with it. At the peak of its spectacular career, the swamp ridden metropolis surely ranked as the most pleasure mad, rapacious, corrupt strife-ridden, licentious, squalid and decadent city in the world.” **Read** “The State of Nature”, *Asia’s Cauldron* and Chapter 4, *The Post American World*.

Shanghai, China — November 24-29

**B19—December 1: Economic Competition.** There is an Asian – especially Japanese – perception that China has already eclipsed Japan economically. However, Beijing’s very ambitious economic forecasts peg 2020 as the year when China will reach the current size of Japan’s economy. The inevitability has encouraged countries in the region to cautiously hedge against a rising China. Tokyo is feeling increasingly isolated in Asia, in part because of a growing perception that the U.S. may be an unreliable ally. And yet, despite what appears to be fierce competition, Japan is heavily dependent on business with China. Discussion: *Post-American World*, Chapter 6.

Kobe, Japan — December 2-6

**B20—December 8:** A review of topics and observations. What trends, topics and themes are emerging?

**B21—December 10: Globalization.** Though often treated as an irreversible trend, economic globalization is not a foregone conclusion. A discussion of how this theme plays out using examples from the voyage. **Due: Final Project. The project will be edited and returned with comments. Your revised final project is due B25.**

**B22—December 12: Pacific Island Nations.** After WWII the winning side divided up the Pacific. The U.S. got 2,144 islands, called Micronesia.

**B23—December 14: Hawaii,** called the Garden Isles, is perhaps the United States' most ethnically diverse state. How has Hawaii marketed its diversity and uniqueness? What's the advantage of its location? Does Hawaii Five-0 help market the state?

Honolulu – December 16

**B24—December 17: International institutions – the East-West Center.** In an effort to find a niche, Hawaii capitalizes on its location and for a while was the gateway to Asia. One example of its regional ambitions is The East-West Center, where regional and global issues are discussed. The center has been particularly important to building cooperation among small Pacific Island nations. In recent years, the center has served as a bridge to Asia for scholars and diplomats. There are communication challenges for a small place in the Pacific.

Study Day – December 19

**B25—December 20; Final Project Due.**

San Diego, California – December 23

### **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 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.

### **Field Class and Assignment**

The Field Class for this course will take place on Tuesday, 14 November, in Ho Chi Minh City, Viet Nam.

Class Title: What's in a Name?

Saigon is the name used by locals for their city, which is officially named Ho Chi Minh City. And, most residents call themselves Saigonese, despite the fact that the city was renamed Ho Chi Minh City in 1976, honoring the revolutionary, Nguyen Tat Thanh, who was later to be known as Ho Chi Minh. Despite some 40 years to get accustomed to the name change, many still prefer to call their city Saigon. For example, District 1, which is downtown, uses Saigon. Official publications, however, used Ho Chi Minh City. Still, the city newspaper is The Saigon Times and visitors are encouraged to see the Saigon Zoo. The international airport uses the call letters SGN. The field assignment: Which sectors seem to prefer HCMC? Why? Keep in mind that between 1954 and 1974 the two Vietnams had no diplomatic, cultural or commercial relations. Is there evidence that things have improved? How effective is the city's communication for those who may be confused? Objectives: The identity for countries, cities, citizens often begins with a name. Several countries visited by SAS have cities with multiple names (cities India and China are examples). How is identity defined and communicated? The goal of this exercise is to better understand how communicators, primarily the media, deal with issues such as national identity and national building.

Learning Objectives:

1. To understand the challenges of communicating and managing national identity.
2. To engage in a strategic planning exercise.
3. To develop team work and presentation skills.

It is expected that students will take full advantage of their time on land to investigate the topics covered in class and to bring back to class materials and examples of communication documents that underscore and advance the topics covered in class. When possible, students should focus on a recurring theme that will support the three-part country comparison that is the final class project.

For any communicator, first hand information is crucial. And, it is not enough to simply visit a place. Field classes will begin with a question or topic to be researched and observed. Interviews are encouraged, but are often hard to accomplish. However, the experience of developing a communication plan and the tactics needed to accomplish it will be instructive to future communicators. And while the class may experience a field exercise as a group, it is expected that each student will have in mind questions and research that will advance their personal course needs.

Because this is a journalism course, students will be expected to report and research topics and produce documents that may be journalistic but may also reflect a range of communications tools that communicators and journalists should be familiar with. Students will be evaluated on their grasp of their subjects and their ability to explain, engage and possibly entertain a mass audience. There will be considerable class discussion.

### **Independent Field Assignments**

Because this course requires students to develop journalistic stories and to research a range of topics for a multi-country final project, every on-shore experience should provide insight and information. There are specific assignments that will require onshore reporting. And there will

be assignments that require an active engagement with primary sources. Topics should encourage direct engagement with local sources. And students will focus on and investigate topics such as the role of foreign correspondents and value of international news organizations, such as Bloomberg. Coursework will encourage students to compare and contrast a wide range of topics with the hoped-for outcome that students will gain a sophisticated world view through direct in-country experience. The series of articles that result from in-country reportage is a significant opportunity for field experience, since it is expected that students will engage in active journalism, which means first-hand reporting and research.

**METHODS OF EVALUATION / GRADING SCALE**  
**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).

Grading:

The 3-part country comparison and analysis:	300
Country Bureau Assessment;	200
Class/Field Participation:	200
Daily Journalism:	100
Quizzes	100
Writing Assignments:	100 (A3-20pts, A5-50pts, A7-30pts)

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%:
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.

**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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

### **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 AND FILMS FOR THE LIBRARY**

AUTHOR: Anthony D. Barnosky and Elizabeth A. Hadly  
TITLE: *End Game; Tipping Point for Planet Earth?*  
PUBLISHER: William Collins, imprint HarperCollins  
ISBN #: 978-0-00-754815-6  
DATE/EDITION: 2015

AUTHOR: Thomas L. Friedman  
TITLE: *The World is Flat: A Brief history of the Twenty-First Century*  
PUBLISHER: Picador  
ISBN #: 978-0-312-42507-4  
DATE/EDITION: 2007: Release 3.0

### **ELECTRONIC COURSE MATERIALS**

This is a journalism course, so some materials used in class need to be current. There will be a considerable number of newspaper, magazine articles and institutional materials (such as documents from the East-West Center in Honolulu) that students may wish to use. These documents will not be collected until about six months before sailing.

### **ADDITIONAL RESOURCES**

None

