

## SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2019
<b>Discipline:</b>	Journalism and Media Communication
<b>Course Number and Title:</b>	JTC 100 Media in Society (Section 2)
<b>Division:</b>	Lower
<b>Faculty Name:</b>	Janes
<b>Semester Credit Hours:</b>	3

**Prerequisites:** None

### COURSE DESCRIPTION

As the mass media have become pervasive tools for information, persuasion, and entertainment throughout the world, concerns about their effects have become more pervasive. An understanding of media effects is important to academic researchers, media industry professionals, and media consumers alike. This course is designed to provide you with an overview and analysis of contemporary mass media - examining print, electronic, and web-based media from a historical and critical perspective. Throughout the course the sociological, economic and political effects of mass media – their structure, systems, regulation, industries and operation - will be examined. We will also consider basic communication theories as they have been used to understand and explain various media systems. In addition, we will explore how the mass media influence and are influenced by the greater world community and gain a greater appreciation for how the mass media impact us, and the world around us.

### LEARNING OBJECTIVES

**By the end of this course students will:**

1. Understand the basic characteristics of the media – its structures, processes, and industries.
2. Recognize and understand the major historical events, and the social contexts involved in the shaping of the contemporary mass media.
3. Know more about how media and the international community interact and affect each other.
4. Have a greater understanding of mass communication theory, law and ethics.
5. Have a greater critical appreciation for the effects of media on individuals, societies, cultures, and the world around us.
6. Recognize the role of media in changing political, social and cultural dynamics on local, national and international levels.

Your goal should be to expand your knowledge of the mass media and its dynamic, ever-evolving influence and impact on you and the world around you.

## REQUIRED TEXTBOOKS

AUTHOR: Biagi, Shirley  
TITLE: Media/Impact: An Introduction to Mass Media  
PUBLISHER: Cengage  
ISBN #: 10: 1305580982 OR  
13: 9781305580985  
DATE/EDITION: 2017/12<sup>th</sup> edition

## TOPICAL OUTLINE OF COURSE

### Depart Ensenada, Mexico — January 5

**B1—January 8:** Course Introduction; Syllabus & Assignment Review.  
Homework: Individual Media Use Assessment.

**B2—January 10:** Review Media Use Assessment  
Readings: Biagi: Chapter 1 – Mass Media and Everyday Life

### Honolulu, Hawaii — January 12

**B3—January 13:** Review and Discuss Chapter 1  
Introduce Essay 1 assignment  
Readings: Biagi Chapter 3 – Newspapers Expanding Delivery

**B4—January 15:** Review and Discuss Chapter 3  
Readings: Biagi Chapter 7 – Movies: Picturing the Future  
Essay 1 Due Next Class

January 16—International Date Line crossing (Lost Day)

**B5—January 18:** Essay 1 Due Today  
Review and Discuss Chapter 7  
**Quiz 1:** Chapters 1, 3 & 7

### Study Day (No Class) — January 19

**B6—January 21:** Review and Discuss Essay 1  
Introduce Essay 2 assignment  
Readings: Biagi Chapter 4 – Magazines: Targeting the Audience

**B7—January 23:** Review and Discuss Chapter 4

Readings: Biagi Chapter 8 – Television: Changing Channels  
Essay 2 Due 2/17

**Kobe, Japan – January 24-28**

**B8–January 30: Group Media Review & Assessment Project: Japan**

**Shanghai, China – January 31 - February 1**

**In-Transit – February 2-3**

**Hong Kong, SAR – February 4-5**

**B9–February 7: Group Media Review & Assessment Project: China**

**Ho Chi Minh City, Vietnam – February 8-13**

**B10–February 15: Group Media Review & Assessment Project: Vietnam**

**Community Programming (No Class) – February 16**

**B11–February 18:** Essay 2 Due Today  
Review and Discuss Chapter 8  
Readings: Biagi Chapter 9 – Digital Media: Widening the Web

**Yangon, Myanmar – February 19-23**

**B12–February 25: Group Media Review & Assessment Project: Myanmar**

**B13– February 27:** Review and Discuss Essay 2  
Introduce Essay 3 Assignment  
**Quiz 2:** Chapters 4, 8 & 9  
Readings: Biagi Chapter 10 – Advertising: Motivating Customers

**Cochin, India – February 28 – March 5 – Course Field Assignment Port  
Media and the Me Too Movement in India  
Thursday, February 28 in Cochin, India  
Reflective Essay Due March 10**

**B14–March 8: Group Media Review & Assessment Project: India**

**Community Programming (No Class) – March 7**

**B15–March 10:** Review and Discuss Chapter 9  
Field Assignment Cochin, India: Reflective Essay Due  
Readings: Biagi Chapter 10 – Advertising: Motivating Customers

Chapter 11 – Public Relations: Promoting Ideas  
Essay 3 Due 3/16

**Port Louis, Mauritius – March 11**

**B16–March 13: Group Media Review & Assessment Project: Mauritius**

**B17–March 15:** Review and Discuss Chapter 10 & 11  
Quiz 3: Chapters 10 & 11  
Readings: Biagi Chapter 12 – News and Information: Staying Connected  
Essay 3 Due 3/16

**B18–March 17: Group Media Review & Assessment Project – Rough Draft**  
Essay 3 Due Today

**Cape Town, South Africa – March 18-23**

**B19–March 25: Group Media Review & Assessment Project: South Africa**

**B20–March 27:** Review and Discuss Essay 3  
Review and Discuss Chapter 12  
Readings: Biagi Chapter 16 – Global Media: Communicating Change

**B21–March 29:** Review and Discuss Chapter 16  
Quiz 4: Chapters 12 & 16

**Tema, Ghana – March 30 - April 1**

**Takoradi, Ghana – April 2-3**

**B22–April 5: Group Media Review & Assessment Project: Ghana**

**B23–April 7: Group Media Review & Assessment Project – Compile/Complete Final Project**

**Study Day (No Class) – April 8**

**B24– April 10: Group Media Review & Assessment Project – Compile/Complete Final Project**

**Casablanca, Morocco – April 11-14**

**B25–April 18: Group Media Review & Assessment Project – Final Project/Presentation**

**Arrive Amsterdam, The Netherlands – April 21**

## 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:

**Title: Media and the Me Too Movement in India**

**The field class for this course is on Thursday, February 28 in Cochin, India.**

**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.

The Me Too Movement has received a great deal of press and brought a growing national and international awareness about sexual assault and sexual harassment issues. For this field class, students will meet with journalists in Cochin, India and discuss how the media in India have historically covered women's issues and how it has changed (or hasn't). We will also meet with local activists in the women's movement who have met with and campaigned for changes in the coverage of women in the news, as well as issues and ideas involving sexual assault and harassment. We'll discuss which strategies have worked and which have not. The class will visit newspaper offices and television news operations to hear their perceptions of editorial expectations regarding how women and family issues are covered. We'll talk about whether or not coverage of women and social issues has changed, and if so, how. Are there now, or have there ever been, separate sections for "women's issues"? if so, how did "women's issues" differ from the rest of the newspaper or program? How have women's roles as reporters/ editors/producers introduced change—or petitions for change—at work and at home? Have colleagues and supervisory personnel—as well as audiences—been supportive or resistant? Why or why not? While primarily focused on coverage of a single issue, this field experience will explore much broader issues involving cultural and social mores, freedom of the press and how these ideas intersect.

### Learning Objectives:

- To build an understanding of journalism practice and how culture, religion and politics may shape content.
- Become more familiar with the work of writers/editors and other journalism professionals.
- Learn more about the pressures and constraints faced by journalism professionals.
- Gain a greater cross-cultural understanding of how and why stories might be covered differently by different cultures.
- Promote critical thinking about our world and its varied political, cultural and ideological perspectives.

**Field Class Assignment** – Each student will write a three to five-page reflective essay detailing what they observed, analyze the role that culture and politics might play in structuring and shaping messages, and provide a cross-cultural comparison (U.S. vs India) of some of the issues and constraints journalists face.

### **Independent Field Assignments: Media Journal**

As part of the larger Group Media Review and Assessment project, each student will keep an individual journal of their media observations in the port cities we visit. The focus should be on the media environment: the predominant forms of media (radio, television, newspapers, movies, advertising, access to WIFI, the Internet, social media, etc.), the issues that are raised, and the availability of English-language forms.

Some questions to be addressed in the Media Journal:

- **What are the main media industries and who are some of the major players?**
- **What is the structure & who controls these media systems?**
- **In terms of news/information, what stories are covered; what stories ignored?**
- **What stories are given major coverage (front page news); What stories are given less coverage?**
- **How do the media frame the stories they do cover?**
- **What are some examples of entertainment related outlets, programs and content?**
- **What do you notice about access & availability of the various media?**
- **What is the role of the Internet and Social Media?**
- **Are there representations of American media?**
- **How is America portrayed? What does America look like to the world?**
- **Provide Examples & Evaluation**

Students will produce a short-written journal that will include photos, videos, screenshots and other media as examples of what they observed. These journal entries will be due the first class after returning to the ship. Using their journal entries and working in groups, students will create a final media analysis presentation covering the places we visited and the media environments we encounter. The final group project will provide a cross-cultural comparison of each country and the social, cultural, political and regulatory issues shaping the media in that region.

### **METHODS OF EVALUATION**

20 percent - Quizzes (4)  
15 percent - Short Essays (3)  
20 percent - Media Journal Entry (5)  
20 percent - Field Class Essay  
15 percent - Group Media Review and Assessment Project  
10 percent - Active & Thoughtful Participation

## 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.

## 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 the student's home institution verifying the accommodations received on their home campus (dated within the last three years) 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."

### **ADDITIONAL RESOURCES**

Additional readings, media and other course materials will be listed and made available on the ship.