

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

Baruch College

2017

Zero Textbook Cost Syllabus for COM 3076 (International Communication)

Rianne Subijanto

CUNY Bernard M Baruch College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/bb_oers/66

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).

Contact: AcademicWorks@cuny.edu

COM 3076 INTERNATIONAL COMMUNICATION

Fall 2017

CTRA: T&Th 10:45 AM – 12:00 PM

ETRA: T&Th 2:30 – 3:45 PM

Instructor

Rianne Subijanto

Office:

Office Hours: Thursday 12:30 – 2:30 PM and by appointment

E-mail:

Phone:

Course Description & Goals

This course provides an overview of the development of research and theorizing on international communication. In the first half of the semester, we will trace the intellectual trajectory of international communication, covering international development and cultural imperialism. We will critically examine responses to these ideas, including work on the global turn, postcolonial studies, multiple modernities, and hybridity. The second half of the semester will bring these theories to life with case studies of production, distribution, and reception of media and communication from across the globe, covering the Middle East, India, Africa, Asia, and Latin America. These case studies will help students explore relations, connections, exchanges, and entanglements between seemingly regionally and nationally separated media systems that shape the unequal global flows of cultural forms, expressions, and experiences. The course seeks to understand: what is globalization? What are the roles of international/global media of communication in it? What are the forces that are driving it?

Course objectives:

1. To provide students with knowledge of the intellectual trajectory of international communication;
2. To help students develop a thorough understanding of how media operate differently around the world, how they shape and influence each other, and how they affect the production of cultural differences;
3. To help students develop skills in primary research about international communication and global media and use those skills to produce creative projects.

Course materials

This course is listed as “zero-textbook.” All readings are available on Blackboard and e-reserve. Additional materials are available online (see links provided in the course schedule below).

Grading and assignments

This syllabus is licensed under a Creative Commons Attribution-Noncommercial International 4.0 license.

I use the following grading scale for this course:

A	93.0-100.0	B-	80.0-82.9	D+	67.1-69.9
A-	90.0-92.9	C+	77.1-79.9	D	60.0-67.0
B+	87.1-89.9	C	73.0-77.0	F	Below 60.0
B	83.0-87.0	C-	70.0-72.9		

Your final grade is based on your performance on the following:

Attendance & participation	10%	Exam I and II	50%
Reading responses	20%	Hybridity project	20%

- Attendance and participation (10%)

The success of this class depends on student participation. During class sessions, we will engage with the course material through interactive lectures, small-group activities, and large-group discussions. I grade your participation based on the quality and quantity of your contributions in class activities and discussions. Quality means that you come to class prepared and having done the day's readings; quantity means the frequency of your active contribution. If you are shy to speak in class, try to engage actively and voice your opinions in small-group discussions.

Attendance is a crucial component of your participation grade. You are allowed four absences without penalty. Each additional absence beyond that will lower your participation grade by one-fourth. Absences due to religious observation or participation excused by Baruch College will not count towards this limit; however, you must provide me with a written notice prior to your absence. Otherwise, I do not distinguish "excused" and "unexcused" absences, so there is no need to supply me with documentation from doctor's visits, funerals, etc.

- Reading responses (8 x 2.5%)

You are required to submit a total of 8 (eight) reading responses over the course of the semester. This is an opportunity for you to organize your thoughts, play with new ideas, and/or come up with questions/topics that you think need to be discussed in class. Your responses may be creative or conventional, but it must follow the following directions.

- Write a response on one or a set of the readings covered by the deadline specified on the course schedule. Your response should be 250-300 words.
- Provide a **synthesis** and **analysis** (rather than summary) of the readings. In other words, you may challenge, tie together, add to, illustrate, or question the authors' findings. But do not merely restate or summarize what the authors

wrote. Your analysis should focus on the author's argument, not their writing style.

- Include one short **quote** (with page # when applicable) from the reading.
- End with at least two thoughtful **questions** about the topic.
- **Post** your responses on Blackboard on the due date before class (CTRA: 10:30 AM; ETRA: 2:15 PM); late responses will NOT be graded.

- Hybridity project (20%)

As the final project of the course, you will work in pairs to design a cultural product that apply the concept of "hybridity."

- You will be required to take 3 (three) 3D design workshops held by the Maker Hub (see course schedule). Your attendance to the 3 workshops is worth 3% of your total hybridity project.
- You will work together with your partner 1) to conduct research on the origins from which you based the design of your hybrid product; 2) to design the product on the 3D software; and 3) to prepare a powerpoint presentation for the result of your research and the design.
- The research must demonstrate the incorporation of concepts from class as well as sufficient knowledge of the original cultures from which the hybrid product is derived from.
- Hybridity project is worth 20% of your total grade, and the project comprises of 3% for 3D workshop attendance, 3% for peer grading, 7% for research, and 7% for design.
- The groups will present their research and design to the class at the end of the semester.

- Exam I & II (2 x 25%)

The exams will consist of short-answer and essay questions. Exam I covers lectures and readings from the first half of the course, exam II will focus on lectures and readings from the second half of the course, but may ask questions about concepts introduced from the first half. ***Absolutely no early exams will be given; make-up exams after the scheduled dates will be given only in cases of serious medical problems with written verification from a doctor or health service provider.***

Digital spaces

We will be using several digital platforms for the class activities. We will go over how to access these sites and their topography during the first week of class. For further help, see below.

Blackboard Help: Blackboard can be accessed through the Baruch website at www.baruch.cuny.edu. If you have any questions about your Baruch email address or your password, or if you have any problems accessing the site please call the Baruch Help Desk at 646.312.1010.

E-Reserve Help: Students having difficulty accessing their course pages may contact reserve@baruch.cuny.edu for assistance.

Course policies

Attendance: I will record attendance at the beginning of each session, so make sure you arrive on time each day. Each late arrival or early departure will be worth ½ of an absence. Like your attendance, you do not need to explain to me why you arrive late or leave the class early. Just enter or leave the class quietly so you do not disrupt the class. If you arrive after you have been marked absent, it is your responsibility to let me know after class to record your attendance.

Reading: This is a reading intensive course that is designed to be a discussion-driven interactive experience. To that end, you are expected to have read all assigned reading before each class begins. Please bring a digital or hard copy of the assigned readings with you to each class.

Safe space: Class discussions are absolutely crucial so you are expected to come to class prepared to share your views, listen intently to others' opinions, and think critically about the material. I'm interested in what each of you think; don't be afraid to ask tough questions or share a potentially unpopular opinion. You are not graded on the content of your discussion. In other words, it doesn't matter what your particular viewpoint is on a subject, what matters is that you have one. The success of this class depends on the learning environment we create together in the classroom so I encourage all of you to speak up, speak out, and be open minded during classroom discussions.

Electronic devices: I do not allow the use of mobile phones, smart phones and similar devices in class. Please leave the classroom if you need to use them. I do allow the use of laptops, tablets, and similar devices in class. However, I expect you to use these devices in ways that are relevant to course activity and not distracting to me and your fellow classmates (e.g., taking notes and accessing course readings, not looking at Facebook or Twitter or Reddit).

Academic integrity and plagiarism: I fully support Baruch College's policy on Academic Honesty, which states, in part: "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned. " Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. Additional information and definitions can be found at http://www.baruch.cuny.edu/academic/academic_honesty.html.

Religious observances: Every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance will be made. In this class, the instructor needs to be identified prior to any conflict resulting in the non-attendance of class so alternative arrangements can be

made.

Accommodations for students with disabilities: Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at Baruch. If you feel you may be in need of an accommodation, please contact the Office of Services for Students with Disabilities at (646) 312-4590. For additional information: <https://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm>.

Courtesy: Respect others by being polite, respect yourself by doing your work, and respect your environment by cleaning up after yourself at the end of the class. A better world we all struggle for begins with each one of us doing our part to realize it.

CLASS SCHEDULE (subject to revision; readings may be added or subtracted)		
T 8/29	Introduction <ul style="list-style-type: none"> Class logistics 	
Th 8/31	What is globalization? Why does it matter? <ul style="list-style-type: none"> Anthony Kwame Appiah, "The Case for Contamination" Watch Video: Chimamanda Adichie: <i>The danger of a single story</i> 	
T 9/5	Research in international media studies: The development paradigm <ul style="list-style-type: none"> Daniel Lerner, "Toward a Communication Theory of Modernization" in <i>Communications and Political Development</i> (1963) 	*Reading response 1 (8/31 and 9/5)
Th 9/7	Research in international media studies: The cultural imperialism debate <ul style="list-style-type: none"> John Tomlinson (1991). "The Discourse of Cultural Imperialism," in J. Tomlinson, <i>Cultural Imperialism: a critical introduction</i>. 	*Reading response 2 (9/7)
T 9/12	Postcolonial critique Edward Said. (1978) <i>Orientalism</i> (Chapter Introduction)	
Th 9/14	Postcolonial critique cont'd <ul style="list-style-type: none"> Stuart Hall, (1996). "When was the "Postcolonial"? Thinking at the Limit" in Iain Chambers and Lidia Curti (eds.) <i>The Postcolonial Question: Common Skies, Divided Horizons</i>. London: Routledge, pp. 242-260. Gayatri Spivak, "Can the Subaltern Speak?" (optional) 	*Reading response 3 (9/12 and 9/14)
T 9/19	Provincializing Europe Dipesh Chakrabarty, 2007 "The Idea of Provincializing Europe" in D. Chakrabarty, <i>Provincializing Europe: Post-Colonial Thought and Historical Difference</i> .	
Th 9/21	<i>No classes scheduled</i>	
T 9/26	The globalization turn Terhi Rantanen, (2005). "Giddens and the 'G'-word: An interview with Anthony Giddens," <i>Global Media and Communication</i> . 1(63) 63-77	*Reading response 4 (9/19 and 9/26)
Th 9/28	The political/economic structure of Global Media Systems <ul style="list-style-type: none"> Barney Warf, "Oligopolization of Global Media and Telecommunications and its Implications for Democracy" 	
T 10/3	Global News: Restructuring the Global News Media Order	*Reading response 5 (9/28 and 10/3)

	<ul style="list-style-type: none"> • Kimberly Meltzer, “The US launch of Al Jazeera English in Washington, DC: An analysis of American media coverage” • Documentary: “<i>Control Room</i>” 	
Th 10/5	Hybridities <ul style="list-style-type: none"> • Marwan Kraidy, 2005. <i>Hybridity or the Cultural Logic of Globalization</i>. (Chapters 1 and 2) 	
T 10/10	Hybridities cont’d <ul style="list-style-type: none"> • Nabil Echchaibi. (2011). “Mecca Cola and Burqinis: Muslim Consumption and Religious Identities” in G. Lynch, J. Mitchell, and A. Strhan, (2011). <i>Media, Religion, Culture: A Reader</i> • Review 	*Reading response 6 (10/5 and 10/10)
Th 10/12	Exam II (take home)	
T 10/17	3D software training by Maker Hub <ul style="list-style-type: none"> • Meet in computer lab (room TBA) • Attendance in the Maker Hub sessions will count toward “hybridity project” final grade. 	
Th 10/19	3D software training by Maker Hub <ul style="list-style-type: none"> • Meet in computer lab (room TBA) • Attendance in the Maker Hub sessions will count toward “hybridity project” final grade. 	
T 10/24	3D software training by Maker Hub <ul style="list-style-type: none"> • Meet in computer lab (room TBA) • Attendance in the Maker Hub sessions will count toward “hybridity project” final grade. 	
Th 10/26	Work on hybridity project (no class meeting)	
T 10/31	Modernity as a global condition <ul style="list-style-type: none"> • Nilüfer Göle. (2011). “Islam in Europe: The Lure of Fundamentalism and the Allure of Cosmopolitanism.” Markus Wiener Publishers (87-102) 	
Th 11/2	Modernity as a global condition cont’d <ul style="list-style-type: none"> • Sebastian Conrad, “Enlightenment in Global History: A Historiographical Critique” 	*Reading response 7 (10/31 and 11/2)
T 11/7	International panel on Social Progress <ul style="list-style-type: none"> • Nick Couldry et.al., “Chapter 13 – Media and Communications” (International panel on Social Progress, 2017) (1-4) 	

Th 11/9	International panel on Social Progress Nick Couldry et.al., " Chapter 13 – Media and Communications " (International panel on Social Progress, 2017) (5-8)	
T 11/14	Global media and India <ul style="list-style-type: none"> • Radha Hegde, (2001). "Global Makeovers and Maneuvers: Barbie's Presence in India." <i>Feminist Media Studies</i> 1.1: 129-133. • Shanti Kumar and Michael Curtin, (2002). "Made in India" In Between Music Television and Patriarchy," <i>Television New Media</i> 3(4) 345-366. 	
Th 11/16	Global media and Asia <ul style="list-style-type: none"> • Woongjae Ryoo, (2008). "The Political Economy of the Global Mediascape: the case of the South Korean film industry." <i>Media Culture Society</i> 30(6) 873-889 • Jeremy Tunstall, "Capitalist-Communist Media Stir-Fry" in <i>The Media were American</i> 	*Reading response 8 (11/7, 11/9, 11/14, 11/16)
T 11/21	<i>Classes follow Friday schedule</i>	
Th 11/23	<i>College is closed. No classes.</i>	
T 11/28	Global media and the Middle East <ul style="list-style-type: none"> • Marwan Kraidy, (2009). <i>Reality Television and Arab Politics: Contention in Public Life</i>. Cambridge: Cambridge University Press. (Chapters 1 and 4) • Maker Hub: <i>Virtual Reality Cultural Expedition</i> 	
Th 11/30	Global media and Latin America <ul style="list-style-type: none"> • Antonio C. La Pastina, Cacilda M. Rego, and Joseph D. Straubhaar. 2003. "The centrality of telenovelas in Latin America's everyday life." <i>Global Media Journal</i> 2, 2 (1-15). • Viviana Rojas, "The Gender of Latinidad: Latinas Speak About Hispanic Television" 	
T 12/5	Review	
Th 12/7	Exam II	
T 12/12	Hybridity project presentation	