
MEDIA GLOBALIZATION in Fall 2018 (CM2006B)

Course Code	CM2006B	Professor(s)	Youna Kim
Prerequisites	None	Office Number	G-304
Class Schedule	TF: 15:20-16:40 in G-L21	Office Hours	Meeting by appointment
Credits	4	Email	ykim@aup.edu
Semester	Fall 2018	Office Tel. Ext.	824

Course Description

What is globalization? Why study the media? What is the relationship between the media and globalization? What are the consequences of media globalization on our lives and identities? This course critically explores these questions and challenging issues that confront us today. Globalization can be understood as a multi-dimensional, complex process of profound transformations in all spheres – technological, economic, political, social, cultural, intimate and personal. Yet much of the current debates of globalization tend to be concerned with “out there” macro-processes, rather than what is happening “in here,” in the micro-processes of our lives. This course explores both the macro and the micro. It encourages students to develop an enlarged way of thinking – challenging existing paradigms and providing comparative perspectives.

Course Learning Outcomes

Know and understand the key issues of globalization and the subsequent economic and cultural effects.

Distinguish between global, transnational and international communication

Understand the mapping of media globalization – both macro structures and micro processes and understand the Global North/Global South divide between information-rich and information-poor countries in the world.

Identify a diversity of global perspectives – not only dominant/Western views but also marginalized, alternative and counter-hegemonic positions

Consider the relationship between tradition and modernity and the role that globalized media play in their shifting relationship.

Understand the different ways of producing news and entertainment across the world.

Able to compare, contrast and analyze critically media and media usage from different cultural traditions

Appraise the advantages and disadvantages of the role of English as a global language.

General Education

Course Outline

This course comprises Tuesday lectures followed by Friday seminars.

Reading materials are available at the library, on reserve.

Also, useful academic journals are listed at the end of this syllabus.

This course is not based on a few textbooks but a variety of sources.

Week 1 What is Globalization?

There are many ways of understanding the phenomenon that has come to be called globalization. This session will open the course with a discussion of some of the key features of globalization, what globalization means and how to understand it.

Held, David and McGrew, Anthony (2003) The Global Transformations Reader. Introduction.

Giddens, Anthony (1999) Runaway World: How Globalization is Reshaping Our Lives. Introduction.

OR Anthony Giddens' BBC lecture on this same topic (available online).

<http://www.bbc.co.uk/radio4/reith1999/>

Week 2 Why Study the Media?

The media are central to everyday life – ubiquitous, yet inconspicuous and deeply ingrained in what we take for granted as an essential component of contemporary experience. We live in an increasingly mediated world, in an increasingly global world. Is there globalization without the media? Why study the media? This session will explore the centrality of the media to contemporary experience and globalization.

Held, David and McGrew, Anthony (2003) The Global Transformations Reader. One chapter written by John Thompson.

Silverstone, Roger (1999) Why Study the Media? Introduction.

OR Gill, Rosalind (2014) 'Awaken Your Incredible: Love Your Body Discourses and Postfeminist Contradictions', International Journal of Media & Cultural Politics, Vol. 10(2): 179-188.

Week 3 Global Flow of the Media: Media Imperialism? Cultural Imperialism?

This session will discuss global flow of the media, particularly debates on the West / USA media dominance around the world and its possible consequences. Media imperialism? Cultural imperialism? To what extent is it relevant today?

Thussu, Daya (2006) International Communication: Continuity and Change. Introduction.

Schiller, Herbert (1992) Mass Communications and American Empire. Introduction.

Week 4 Contra Flow of the Media: Homogenization? Heterogenization? Hybridization?

Global media flow is not just one way – from the West / USA to the rest of the world – even though it is disproportionately weighted in favour of the former. New players have emerged from non-Western countries including India, Japan, South Korea, China and Brazil. This session will consider contra flow of the media and ask what is actually happening in media globalization today. Homogenization? Heterogenization? Hybridization?

Thussu, Daya (2007) Media on the Move: Global Flow and Contra-flow. Introduction.

OR Chadha, Kalyani and Kavoori, Anandam (2015) 'The New Normal: From Media Imperialism to Market Liberalization – Asia's Shifting Television Landscapes', Media, Culture & Society, Vol. 37(3): 479-492.

Thussu, Daya (2007) Media on the Move: Global Flow and Contra-flow. One chapter on India, Japan, Korea, China, or Brazil.

OR Kim, Youna (2013) The Korean Wave: Korean Media Go Global. Introduction.

Week 5 Media Consumption and Everyday Life: How Do You Make Sense of the Media?

What is the significance of consuming the media in everyday life? What kinds of pleasure (or displeasure), aesthetic taste, specific meanings, and modes of relationships are found? Are there yearning elements and contestable differences? The aim of this session is to encourage students to explore 'reflexively' their own experience of the media for their own theorization. And what can be learned from listening to the experiences of each other?

Pink, Sarah (2013) 'Saturated and Situated: Expanding the Meaning of Media in the Routines of Everyday Life', Media, Culture & Society, Vol. 35(6): 677-691.

Silverstone, Roger (1999) Why Study the Media? One chapter on 'experience'.

Week 6 Questions of Identity: Who Needs Identity?

This session will discuss the relationship between the media and identity and recognize the central role that the media may have in the formation and transformation of identity. To demonstrate this point, we will consider empirical studies on 'young people' in the global media landscapes.

Sotsky, Jennifer (2013) 'They Call Me Muslim: Muslim Women in the Media Through and Beyond the Veil', *Feminist Media Studies*, Vol. 13(5): 791-799.

OR Shaw, Adrienne (2012) 'Do You Identify as a Gamer?: Gender, Race, Sexuality, and Gamer Identity', *New Media & Society*, Vol. 14(1): 28-44.

Gillespie, Marie (1995) *Television, Ethnicity and Cultural Change*. Introduction.

Week 7 Diaspora and the Media: Transnationalism?

Diaspora is a place of living with, living through difference. Drawing on recent studies of diasporas and the media, this session will explore the role of the transnational and national media in the everyday lives of diasporas, ethnic minority groups. Do they transform from 'ethnic group' to 'transnational community'? This session will consider the contested process and what is problematical in the emerging idea of 'transnationalism', a transnationally-imagined cultural and political community.

Burrell, Jenna (2008) 'I have Great Desires to Look Beyond My World: Trajectories of Information and Communication Technology Use among Ghanaians Living Abroad', *New Media & Society*, Vol. 10(2): 203-224.

OR Lohmeier, Christine and Pentzold, Christian (2014) 'Making Mediated Memory Work: Cuban-Americans, Miami Media and the Doings of Diaspora Memories', *Media, Culture & Society*, Vol. 36(6): 776-789.

Karim, Karim (2003) *The Media of Diaspora*. One chapter written by Kevin Robins and Asu Aksoy.

OR Karim, Karim (2003) *The Media of Diaspora*. Introduction.

Week 8 Cosmopolitanism: What? Who? How?

In the current debates of transnational mobility and media globalization, cosmopolitanism has become the privileged, prime term of analysis for characterizing qualities in people on the move. What is cosmopolitanism? Who is it that experiences cosmopolitanism? How are they becoming cosmopolitan? This session will critically explore the conditions for cosmopolitanism, the possibilities for the becoming of cosmopolitan self.

Appiah, Kwame Anthony (2006) *Cosmopolitanism: Ethics in a World of Strangers*. Introduction.

OR Pichler, Florian (2008) 'How Real is Cosmopolitanism in Europe?', *Sociology*, 42(6): 1107-1126.

Hannerz, Ulf (1990) 'Cosmopolitans and Locals in World Culture', M. Featherstone (ed) *Global Culture: Nationalism, Globalization and Modernity*.

OR Vandevoordt, Robin (2017) 'Moral Cosmopolitanism and the Everyday Life: How Students Encounter Distant Others', *Media, Culture & Society*, 27 April 2017.

Week 9 Re-inventing Tradition Re-thinking Nationalism in the Era of Globalization?

Can it be argued that tradition and nation/national identity are still an integral part of contemporary life? Are these more consciously reinvigorated under the pressure of media globalization? If so, how and why? This session will critically question Eurocentric assumptions that are insensitive to the variety of mediated experiences of those differentially placed within non-central contexts.

Smith, Anthony (1995) *Nations and Nationalism in a Global Era*. Introduction.

OR Smith, Anthony (1990) 'Towards a Global Culture?', M. Featherstone (ed) *Global Culture: Nationalism, Globalization and Modernity*.

Beck, Ulrich (2006) *Cosmopolitan Vision*. Introduction.

Week 10 Global Public Sphere?

Is there a global public sphere? What role do, or might, the media play in enabling an effective formation of the global public sphere, by disseminating information and by providing a space for the expression of opinion? By considering the debates around the original concept of the 'public sphere' (Jurgen Habermas) in the globalizing media environment today, this session will critically explore both the possibilities and the limitations of the global public sphere.

Lunt, Peter and Livingstone, Sonia (2013) 'Media Studies' Fascination with the Concept of the Public Sphere: Critical Reflections and Emerging Debates', *Media, Culture & Society*, 35(1): 87-96.

OR Fraser, Nancy (2007) *Transnationalizing the Public Sphere: On the Legitimacy and Efficacy of Public Opinion in a Post-Westphalian World* (available online).

<http://eipcp.net/transversal/0605/fraser/en>

Peters, John Durham (1993) 'Distrust of Representation: Habermas on the Public Sphere', *Media, Culture & Society*, pp. 541-72.

OR Calhoun, Craig (1992) Habermas and the Public Sphere. Introduction.

Week 11 and Week 12 Student Presentation

Details TBA

Week 13 and Week 14 Revision Seminar

Details TBA

Textbooks

This course doesn't have any textbook.

Attendance Policy

Attendance is highly recommended.

Please note: Your participation (development of your critical thinking) in the classroom is integral to the course and its evaluation.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will

receive an “F” for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Read critically, think critically and write critically

Two review essays, total 2000 words (before the mid-term, deadline Week 5/6) 20%

Based on reading materials and seminar discussions, students will be asked to engage with essay writing. The review essays are intended to train you to read the text critically. You will be given 2 articles before the mid-term and asked to write: (1) What are the main arguments of the articles? (2) What do you think about the articles, their strengths and weaknesses? Assessment will focus on (1) Clarity of expression, (2) Imaginativeness, (3) Critical appraisal, (4) Depth of interpretation. AND feedback, etiquette (e.g. no chat, no phone text check, while others present). Specific guide for writing and feedback will be given during the Friday seminars. Students will first learn and practice each element above; and then move on to combine some of the elements; and finally, integrate all the elements into a critical paper/essay.

Response papers, total 3000 words (each Friday, from Week 1 to Week 10) 20%

The purpose of the response papers is to encourage you to read closely the assigned materials before coming to the Friday seminars. You will be asked to outline the key points of the materials and open up the seminar discussion based on that writing.

Presentation on the critical paper/essay, and feedback / reflection (from Week 11) 10%

The following content should be highlighted in your presentation on the critical paper/essay: (1) What is your key question? (2) What is your argument? (3) How is your argument supported? Where is evidence? (4) Why is your essay important, intellectually? (5) How does your essay intervene in the existing literature and make a (small) contribution? After your presentation, you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback.

Critical paper/essay, 3000 words (deadline Week 11 Tuesday) 50%

The critical paper/essay 3000 words should include the five elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

The emphasis in the essay should be on **analysis and criticism**. You should avoid excessive description of existing literature (e.g. do not make the essay a summary of existing literature or of class lecture notes). You should try to develop your **argument**, by engaging with existing literature as the grounding but not the main substance of the essay. Also, you should avoid a journalistic/marketing/business style and adopt an **academic style** which aims for criticism, logic and analysis in a consistent and coherent manner, rather than a thin description and a sensational presentation.

In general, you will be rewarded for demonstrating the following characteristics:

Content

- (1) Relevance to the course
- (2) Wide reading
- (3) Development of argument
- (4) Accurate citation of references (including adequate bibliography)

Presentation

- (5) Clarity of expression
- (6) Explicit structure
- (7) Consistency of purpose
- (8) Clear conclusion

Critical Judgement

- (9) Depth of interpretation
- (10) Imaginativeness
- (11) Critical appraisal
- (12) Thoroughness of analysis

Grade A range is for outstanding work that achieves all that could reasonably be expected of a

university BA student, and demonstrates many (at least 7) of the 12 characteristics above in relation to the **argument** presented.

AND include all 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

AND achieve the Student Learning Goals, particularly:

NOT just repeat what the book says, but try to have a “dialogue” (e.g. question why? what else?)

NOT apply the theory blindly or dutifully, but try to evaluate its strengths and weaknesses (e.g. based on the society where you come from) and gain a nuanced, contextualized understanding of the theory/knowledge.

NOT demonstrate immaturity or offensiveness to any constructive criticism on your work, but try to appreciate and incorporate it in order to improve your work significantly.

Grade B range is for work that demonstrates an integration of some (at least 5) of the 12 characteristics above but presents an **under-developed argument**.

AND include at least 4 of 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

Grade C range is for work that adopts some (at least 3) of the 12 characteristics above but does **not present any argument**.

AND include at least 3 of 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

Fail is one in which the course learning goals are not properly understood, key issues are not identified, the essay is badly organized, and requires an adequate range of reading and attention to the above characteristics.

Other
