

Communication 3597.01

International Communication

Wednesday & Friday 9:35pm-10:55pm, Mendenhall Lab 191

Instructor: Dr. Erik C Nisbet

3062 Derby Hall

Office phone: 614-247-1697 Email: nisbet.5@osu.edu

Office Hours: Mondays & Wednesdays 3-5pm

Course Description

This course is a seminar on topics in international and comparative mediated communication, including “old media” such as TV, radio, newspapers and “new media” such as the Internet and social media platforms. This class will explore topics such as theories of international communication, the economics of international communication, global media in both Western and non-Western cultures, the growth and role of the Internet in political and social change, press/Internet freedom, comparative media systems, international communication and conflict, international communication in the United States, and many others. COMM 597.01 is a General Education (GE) course with the expected learning outcomes as:

1. Students understand some of the political, economic, cultural, physical, social, and Philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
3. Students understand the benefits and limitations of different disciplinary perspectives.
4. Students understand the benefits of synthesizing multiple disciplinary perspectives.
5. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Required Readings

PDFs of selected chapters and articles will be posted on Carmen for each class. Students are expected to complete all readings **prior** to class so that they will be prepared to discuss the material in class and turn in all assignments on time. If any student is interested in additional readings on the assigned or related topics, please feel free to contact me and I can suggest additional resources.

WARNING ABOUT DECORUM

A primary goal of this class is exposure to and appreciation of the diverse ways people view and live in the world around us. Your peers come from very different backgrounds and may have very different perspectives. Moreover, exploring international communication and media includes the examination of many controversial, and conflictual, topics and the endeavor to understand it entails sometimes includes the communication of violent or offensive material from a variety of perspectives and background. This class is not for the easily offended. Participation in this course demands ongoing civility and respect. You are encouraged, enthusiastically, to offer your opinions and to critique one another's perspectives. Careful

listening, consideration, and inquiry are intrinsic to this course. Yet at all times, remember that it is the ideas we are discussing, not the people who hold them, and this goes both for sound analysis of the terrorist organizations we will be studying and for the courteous engagement of the contributions of your peers.

Class Policies

- Assignments are due via Carmen Dropbox at 9:35am on the due date (except for the final paper which is due at midnight during finals week) – the modern equivalent of “at the beginning of class.” For every 24-hour period after a due date, I will deduct 5% of your grade for the assignment (note: the first such period begins at 11:10:01). I will not accept a paper that is more than 5 days late.
- Challenging a Grade: I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment within one week of the assignment being returned to you. When we meet, you must present your concerns in writing and attach the graded paper or exam.
- Between the digital nature of most readings, the up-to-date nature of the course topic, and the value of being able to “CTRL-F” your notes, I understand the value of having computer access in the classroom and would very much prefer not to institute a ban. That said, I reserve the right to institute a technology policy if usage becomes problematic or distracting. You should especially be cautious about using any technology during the discussion part of the class, as this may negatively affect your participation grade. Pursuant to this, I ask you to have some dignity and respect for yourself and your classmates. You are all adults and know what constitutes reasonable and productive use of your computer and what should be left to the other 22 ½ hours of the day that aren’t spent in this classroom.
- This class is a collaborative learning effort. If you do not desire to contribute to the learning of your peers, or your own learning, I encourage you to reconsider the decision to take this course. Conversely, I encourage all of you to make the most of this class, as your devotion to and enthusiasm for this class will radically shape what you and your peers get from our time together.

Grading/Assignments	% of Final Grade
Attendance	10
Discussion Questions	10
Class Discussion Participation	20
Carmen Reading Quizzes	10
Comparative News Media Diary	5
Take-Home Essay Exams (3)	45

Attendance (10%)

This is a rapid-paced, discussion-driven course, and as such it is incredibly difficult to make up for missed class time. Likewise, your absence precludes contributions you might (and should) have made to the class, robbing not only you but your peers as well. **You are expected to attend every class meeting.** However, I understand that there are on occasion extenuating circumstances that cause a missed class. For that reason, **you are allotted two unexcused absences.** These only absolve you of any attendance points missed – discussion, discussion questions, and quiz points all remain in place. In the event of a true emergency, you should provide me with proof (e.g., a doctor's note or obituary) and we will work together to figure out how to make up for lost time. The only other acceptable excuse for absence is University or Military service, in which case again you are expected to provide me with proof of your excuse as soon as possible. Each unexcused absence will also forfeit any discussion points for that day and so will reduce your final grade for the course by 3%. You are expected to be on time and remain until the class is over.

Discussion Questions (10%)

In order to contribute to discussions, you need to have read or watched the assigned coursework. Therefore, for each class, you should submit at least two key questions the reading or viewing prompted for you. These must be posted to Carmen by 8am before class, so that you have had time to review the materials, and I have time to review your questions before class.

Discussion (20%)

With a complex topic like international communication, the only appropriate way to study it is through dialogue. Discussion will take place in the form of the Socratic method (please see the attached page on the specifics of the Socratic method). There will be 20 classes in which discussion may be expected of you. In order to allow everyone a chance to participate in the discussion, only half of you will be required and graded per session. This means you will be graded on 10 sessions of discussion. However, you will be randomly selected on the day of class as to whether you will be a part of the discussion group, so you should ALWAYS prepare to participate in the discussion.

Online Carmen Quizzes (10%)

To reinforce the absolute necessity for you to prepare for each class session, there will be a short quiz required before every class. The quiz will cover the assigned materials, and will be available on Carmen two days before each class, and will close 5 minutes before that scheduled class. **THERE WILL BE NO MAKEUPS OFFERED FOR MISSED QUIZZES.**

Comparative News Media Diary (5%)

By the second week of class I will provide a list of American and international media outlets. At three different times during the semester, you are to compare the headlines and articles in one American news outlet and one international news outlet from the supplied list and discuss their differences and similarities in topics discussed, how they frame the issue, sources used in the articles, and what explains these differences based on what you have learned in class.

Take-Home Essay Exams (45%)

There will be three essay exams (each worth 15% of your grade) asking you to review and analyze the concepts and ideas for each of the three sections of the course as outlined in the syllabus. You will have one-week to complete each essay which should be a 5-6 page double-spaced paper answering an assigned question based on the readings and topics covered in class for that section.

A Note on Paper Formats

Files submitted for a grade on Carmen should be in .docx or .doc format. The papers should follow APA guidelines, including the suggested formatting of 12 pt. Times New Roman with one-inch margins, double-spaced. The number of pages given for each paper are suggestions, but if you feel that you can successfully treat the paper's subject in less space (or, conversely, need more space) that is your prerogative. That said, I have not chosen the page suggestions arbitrarily – if you fall well below or above them, you should be concerned that you are not being thorough (or concise) enough. I am grading you on substance over style...so please don't bother with adjusting margins and font sizes to make it fit.

Extra Credit

Students may earn extra credit by completing a film diary in which the view from a selected list and then write a brief 2-3 page reaction paper for each film. For each reaction paper completed, you may earn up to 1pt of extra credit toward your final grade, for a maximum of 3pts. ALL EXTRA CREDIT REACTION PAPERS ARE DUE BY LAST DAY OF CLASS

Professor Use of Electronic Mail and Messaging

There may be occasions where I will need to get in touch with you outside of regular class hours. Email will usually be the first means by which contact will be initiated. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account. For instructions on how to have your email forwarded, see http://8help.osu.edu/forms/mail_forwarding.html.

Some Words About Academic Honesty

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of

Student Conduct and, specifically, the sections dealing with academic misconduct at http://studentaffairs.osu.edu/resource_csc.asp

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your TA or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

Special Accommodations

If you need an accommodation based on the impact of a disability, you should contact the professor to arrange an appointment by the end of the second week of classes. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

**TENTATIVE CLASS TOPIC AND ASSIGNMENT SCHEDULE
(FULL READING SCHEDULE WILL BE POSTED ON CARMEN SEPARATELY)**

DATE	TOPIC	Assignments/Due Dates
1/14	Course Introduction	
APPROACHES TO UNDERSTANDING INTERNATIONAL & COMPARATIVE MEDIATED COMMUNICATION		
1/16	Theories of International Communication part 1	Carmen Reading Quizzes Begin
1/21	Theories of International Communication part 2	
1/23	Understanding International & Foreign News Media	In-Class Class Discussion Exercises/Grading Begins
1/28	Understanding International & Foreign News Media	Comparative News Media Diary Assignment Provided
1/30	International News in the US	
2/4	Globalization of Media Entertainment & Culture	
2/6	Globalization of Media Entertainment & Culture	
2/11	Media Contra-Flows	1st Comparative Media Diary Due
2/13	Media Contra Flows: Japan	Essay Exam #1 Assignment Provided
INTERNATIONAL COMMUNICATION & DEMOCRACY		
2/18	Global Trends in Media Freedom	
2/20	Media & Authoritarianism	Essay Exam #1 Assignment Due
2/25	Media & Authoritarianism: Iran	Final Paper Assignment Provided
2/27	Media and Democracy	
3/4	Media and Democratization	
3/6	Media and Democratization: Turkey	
3/11	Media and Global Transparency: WikiLeaks	
3/13	Media and Global Surveillance: Snowden	2nd Comparative Media Diary Due
3/18	SPRING BREAK – ENJOY AND BE SAFE!	
3/20		
INTERNATIONAL COMMUNICATION & CONFLICT		
3/25	Media and “Otherness”	Essay Exam #2 Assignment Provided
3/27	Media and International Conflict: Selling War	
4/1	Media and International Conflict: Selling War	Essay Exam #2 Assignment Due
4/2	Media and International Conflict: Selling War	
4/8	Media and International Conflict: Selling Peace	
4/10	Media and International Conflict: Reporting War	
4/15	Media and International Conflict: Reporting War	
4/17	Public Diplomacy: Nation Branding	
4/22	Public Diplomacy: International Broadcasting	
4/24	Course Summary	3rd Comparative Media Diary Due; Essay Exam #3 Assignment Provided; Extra Credit Reaction Papers Due
4/29	Exam Week	Essay Exam #3 Due to Carmen by Midnight

GUIDE TO CLASS PARTICIPATION FOR COMM 3597

Socratic Seminars*"The unexamined life is not worth living."***-Socrates****Background**

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent. After reading or viewing the assigned texts, you should prepare open-ended questions and notes on the topic. Then we will discuss these questions through a dialogue with each other in class. Dialogue is exploratory and involves the suspension of biases and prejudices. Debate is a transfer of information designed to win an argument and bring closure. Make sure you don't fall into the trap of a debate – there is no right or wrong, just ideas backed by information. Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement.

Pre-Seminar Question-Writing:

Before you come to class, please read the assigned text and write at least two questions regarding the topic for that day's class. Take care to compose open-ended questions and questions that ask either about the media or reading, or about the situation.

Guidelines for Participants in a Socratic Seminar

1. Refer to the text(s) when needed during the discussion. This is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the readings and viewings.
2. It is OK to "pass" wait until you find the right moment to contribute – we will not go around in a line. Jump in when you have an idea.
3. **Do not participate if you are not prepared.** A seminar should not be a BS session.
4. Do not stay confused; ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Listen carefully.
7. Speak up so that all can hear you.
8. Talk to each other, not just to the instructor.
9. Discuss ideas rather than each other's opinions.
10. **You are responsible for the seminar, even if you don't know it or admit it.**

Expectations of Participants in a Socratic Seminar

When I am evaluating your Socratic Seminar participation, I ask the following questions about participants. Did they....

- Speak loudly and clearly?
- Cite reasons and evidence for their statements?
- Use the text to find support?
- Listen to others respectfully?
- Stick with the subject?
- Talk to each other, not just to the leader?
- Paraphrase accurately?
- Ask for help to clear up confusion?
- Support each other?
- Avoid hostile exchanges?
- Question others in a civil manner?
- Seem prepared?

What is the difference between dialogue and debate?

- Dialogue is collaborative: multiple sides work toward shared understanding.
Debate is oppositional: two opposing sides try to prove each other wrong.
- In dialogue, one listens to understand, to make meaning, and to find common ground.
In debate, one listens to find flaws, to spot differences, and to win arguments.
- Dialogue enlarges and possibly changes a participant's point of view.
Debate defends assumptions as truth.
- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.
Debate creates a close-minded attitude, a determination to be right.
- In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it.
In debate, one submits one's best thinking and defends it against challenge to show that it is right.
- Dialogue calls for temporarily suspending one's beliefs.
Debate calls for investing wholeheartedly in one's beliefs.
- In dialogue, one searches for strengths in all positions.
In debate, one searches for weaknesses in the other position.
- Dialogue respects all the other participants and seeks not to alienate or offend.
Debate rebuts contrary positions and may belittle or deprecate other participants.
- Dialogue assumes that many people have pieces of answers and that cooperation can lead to a greater understanding.
Debate assumes a single right answer that somebody already has.
- Dialogue remains open-ended.
Debate demands a conclusion.

Socratic Seminar: Participant Rubric

<p>Passing Participant</p>	<ul style="list-style-type: none"> • Participant offers enough solid analysis, without prompting, to move the conversation forward • Participant, through their comments, demonstrates a deep knowledge of the text and the question • Participant has come to the seminar prepared, with notes • Participant, through their comments, shows that they are actively listening to other participants • Participant offers clarification and/or follow-up that extends the conversation • Participant's remarks often refer back to specific parts of the text.
<p>Failing Participant</p>	<ul style="list-style-type: none"> • Participant offers little commentary • Participant comes to the seminar ill-prepared with little understanding of the text and question • Participant does not listen to others, offers no commentary to further the discussion • Participant distracts the group by interrupting other speakers or by offering off topic questions and comments. • Participant ignores the discussion and its participants