

# Communication 3597.01

## International Perspectives on Communication

### AU21

#### IN-PERSON DELIVERY

Wednesday/Friday 12:45 – 2:05 p.m.

Journalism Building Room 360

Instructor: Jeffrey Trimble

Email: [trimble.102@osu.edu](mailto:trimble.102@osu.edu)

Phone: 202-431-2611

Office: Journalism Building 227

Office Hours: Wednesday 2:30 – 4:30 p.m.; Thursday 10 a.m. – 12 Noon and by appointment  
(Zoom, phone or in-person)

### Course Description

Welcome to Communication 3597.01, “International Perspectives on Communication.”

This course provides perspectives on communication media in different parts of the world. We will survey foreign media markets and outlets; international media systems, news, and related topics; the roles and characteristics of international journalists; and critical issues facing media around the world. The course will introduce you to key theories, concepts and practices in international communication. You will interact with leading international journalists and media experts, in person and through online sessions.

### Course Learning Goals

In an increasingly internationalized and intricately connected world, a thorough understanding of global communication will contribute to your professional success and help you to meet your obligations as stakeholders in a democratic society. Students who complete this course will:

- **Course Learning Goal 1:** Learn the history and theories of international mass communication;
- **Course Learning Goal 2:** Gain a deeper understanding of international news and be able to make critical judgements about the way in which media – including U.S. media outlets – cover international topics;
- **Course Learning Goal 3:** Discover the similarities and differences among media environments around the world. You will be able to explicate current developments in the regions relative to freedom of expression, the free flow of information, and press freedom;
- **Course Learning Goal 4:** Develop an in-depth, comprehensive understanding of the media environment and a media outlet in a chosen country or region;

- **Course Learning Goal 5:** Understand how practitioners in international communication do their work, and the challenges they face;
- **Course Learning Goal 6:** Become more-discerning news consumers, able to marshal critical thinking to evaluate content – including identifying disinformation, which thanks to modern technologies spreads faster, reaches deeper, is more emotionally charged, and is more resilient than earlier propaganda. By obtaining global perspectives on issues of the day students will be better able to analyze and contextualize content of U.S. media outlets.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible. But each class is a living entity and changes likely will arise. In particular, as U.S. and international guest speakers may become available on short notice, **please anticipate necessary changes in the schedule of topics.** In all instances as much advance notice as possible will be given about changes.

## Course Learning Outcomes

COMM 3597.01 is a General Education (GE) course under the categories of “Diversity” and “Cross-disciplinary seminar.” Through robust and rigorous examination of communication media in our increasingly internationalized and intricately connected world, students will achieve a number of Expected Learning Outcomes as set forth in OSU’s “General Education Goals and Expected Learning Outcomes” < <https://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes> >). These will include:

- 1) In the GE Category “Diversity,” with the Goal, “Students understand the pluralistic nature of institutions, society and culture in the United States and across the world in order to become educated, productive and principled citizens,” the Expected Learning Outcomes are:
  - 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.
  - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- 2) In the GE Category “Cross-Disciplinary Seminar,” with the Goal, “Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors,” the Expected Learning Outcomes are:
  - Students understand the benefits and limitations of different disciplinary perspectives.
  - Students understand the benefits of synthesizing multiple disciplinary perspectives.
  - Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

## Mode of Delivery

This course will be presented in person at the scheduled times (W/F 12:45 – 2:05 p.m.) During some sessions outside speakers will participate via Zoom. In addition to live classes, students should expect to devote four or more hours to preparation and homework each week. These hours will include reading and viewing assigned materials; preparing assigned written submissions; and closely following international news developments.

## Course Materials

There is NO text for this course. PDFs of selected chapters and articles, links, and other materials are detailed in the “Topic and Assignment Schedule” below and on Carmen. Because this course relates to current events and the fast-changing environment of international news, you should anticipate that relevant, current materials will be added during the semester. These will be posted on Carmen and I will inform you when they are available. Students are expected to complete all readings and view assigned videos **prior** to class so that they will be prepared to discuss the material and turn in all assignments on time. If any student is interested in diving deeper into assigned or related topics, please contact me and I can suggest additional resources.

In order to contextualize and fully appreciate disinformation you must be an engaged, informed consumer of current news. You will be quizzed about current events (see “Assignments” below). I strongly suggest that you follow a respected, credible global news outlet such as BBC, Reuters or the Associated Press DAILY. Smartphone apps for these and other media outlets are readily available and easy to navigate.

## Assignments

### Quizzes

There will be two types of quizzes given during this course:

- In order to understand the contemporary global media environment it is imperative that you stay current on international news events. To reinforce this, you can expect **three brief, unannounced, multiple-choice quizzes** on current international news. If you are not present in class on the day one of these quizzes is given, you may take it during the first few minutes of the following class session. Each quiz will be worth 30 points and I will **drop** your lowest score. **60 POINTS.**
- There will be **two scheduled quizzes** to test your understanding of course materials. These will be multiple-choice/true-false format and given during a class session. Each quiz will be worth 100 points. **200 POINTS.**

**“In the News...”**

During the third week of class you will select a non-U.S. media outlet to follow closely for the duration of the course. You may choose from a list provided by the instructor or select one on your own. The instructor must approve your choice of media outlet.

By 11:59 p.m. on Monday of each week (for 8 weeks), you will submit via Carmen a bullet-point summary (in Word or PDF format, about 400 words) summarizing four top stories featured in your international media outlet (two about international subjects, two about domestic subjects in the country of the media outlet) from the current week. We’ll review these in class on Wednesdays; the instructor will welcome volunteers and will select other students at random to comment on their highlights. As the semester progresses, the instructor will direct you to make these summaries more sophisticated by getting at the “whys” behind editorial choices of your chosen outlet.

Through this exercise you will better understand and appreciate the cultural, political, commercial and other reasons behind the stories emphasized by non-U.S. media outlets. Your grade for this assignment will depend not only on completing the summaries each week, but also the extent to which you reflect course concepts and materials in the submissions. Each submission is worth 12 points. **96 POINTS.**

**Discussions: Reading Responses**

During the early part of the semester you will have four in-depth readings about the history, theory and other aspects of international communications. Before we discuss each of these readings in class, you will submit to a Carmen online Discussion a list of three “takeaways” – things you have learned – in each reading. You also will provide several lines about WHY at least one (for purposes of brevity) of these takeaways is important in the context of this course. I am especially interested in your brief but thoughtful reactions to the readings. Feel free to add value to your observations with knowledge you have gained elsewhere, including in other courses. Be succinct but creative – your comments are meant to stimulate rich in-class discussion! Submissions should total no more than 300 words. Each submission is worth 10 points.

**BONUS:** You will be able to see the submissions of your classmates after you post your thoughts. If you make a substantive comment (not just agree/disagree, but adding value with a thought of your own) on another student’s post, you will receive an additional 3 “bonus” points. Fine to make multiple comments, but you’ll only receive 3 additional points. So while the base value for each submission is 10 points, you can earn as many as 13.

**40 POINTS (plus as many as 12 extra points).**

## Essays

There will be **two** short **written assignments**.

- In the first essay you will write briefly – up to 300 words each, a total of no more than 900 words – about three countries you might be interested in studying in detail for the group Country/Media Analysis project. Indicate why these countries, and in particular their media markets, are of interest to you. A successful paper will draw from and cite in-class lecture material and assigned readings to date. I will use this paper to assign teams for the “Team Country and Media Analyses” project. **70 POINTS.**
- In the second essay you will utilize concepts and topics covered so far in this course to analyze in greater depth the media outlet you have chosen for the "In the News" ongoing assignment. By the time this essay is due you will be familiar with the content and style of your outlet. So while you should open with a brief description of the outlet, the aim of this assignment is to delve more deeply. What theories of mass communication and moments in the history of mass communication can help explain why your outlet covers the news as it does? How might freedom of the press and the level of censorship be reflected in the content of your media outlet? These questions merely are starting points. Utilize your insights and imagination to get beyond the "whats" -- as in "what's in the news" -- to the "whys": the motivations (commercial, political, historical, ideological, etc.) that help shape the content of the outlet. A successful paper will draw from and cite in-class lecture and discussion material and assigned readings to date. The length of this essay should be 600-800 words. **70 POINTS.**

## Team Project: Country and Media Analysis

You will work in teams (4-5 students, assigned by the instructor and drawing on the first written essay that you submit) to produce a detailed description and analysis of a country’s media environment. Each team will present its findings in an in-class Power Point presentation, no longer than 12 minutes in length. Each team also will submit a written summary (4-5 pages) of its findings. For ease of assembly, the written reports may be in “bullet point” format, with research resources listed at the end.

The project consists of three elements:

- A succinct review of details about a country – such as its history, politics, economic system, cultural factors, demographics, etc. – that contribute to its current media environment.
- A detailed review of the country’s current media environment and current developments that are affecting the media environment, drawing on any relevant contemporary events; on the country factors cited in the first element; on course materials and concepts; and on other outside research.
- A brief overview of a media outlet from the country that demonstrates what you have learned about the media environment. This overview may include relevant background information about the outlet such as its history, ownership, editorial philosophy,

circulation/viewership, and relationship with the government. The instructor can help you to identify an appropriate media outlet!

IMPORTANT: To be successful, the presentation and written report must focus on the country's MEDIA ENVIRONMENT. Details about the country are important insofar as they contribute to the media environment that exists today.

In addition to sharing the research and writing workload evenly, each team member is expected to narrate a portion of the in-class presentation. **125 POINTS.**

### **Attendance/Participation**

With a complex, dynamic topic such as international communication, the appropriate way to study it is through dialogue. You should ALWAYS prepare to participate in the discussion when our class meets via Zoom. Attendance and active participation in each class is expected.

There will be a total of **114 POINTS** for attendance and participation, as follows:

- **Attendance** is crucial to success. This is a rapid-paced, discussion-driven course, and as such it is difficult to make up for missed class time. Your absence also precludes contributions you might have made to the class, robbing not only you but your peers as well. You are expected to attend every class meeting, to be on time, and to remain until the class is over. 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; all other contributing elements to your final grade remain in place. Each class missed beyond the two allotted absences will reduce your attendance grade by 4 points.  
BUT: I am prepared to be flexible on this policy in individual cases. Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, I will give you a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.**  
See additional information about this in the "Other Course Policies" section below.  
We have 28 classes this semester; each counts 3 points. **84 POINTS.**
- "Getting to Know You": At the beginning of the course you will submit a brief introduction about yourself; this will count toward your participation grade. **10 POINTS**
- Other proactive engagement that goes beyond these minimum requirements. For instance: speak up in class and ask questions – especially when we have outside speakers; share links with the instructor to relevant articles about media-related issues and other course-related topics that you run across in your daily media consumption and that might interest other students. **20 POINTS**

### Final Exam

There will be a **final exam consisting of two parts** and worth a total of **225 POINTS**.

- Part 1 one will consist of three brief written essays, which you will do in “open book” format, using course materials and any optional additional research that you choose to do. The essay questions will be made available two weeks before the end of classes, and the essays will be due Monday, December 13 (the day scheduled by the Registrar for the final exam for this course), at 11:59 p.m. **125 POINTS**.
- Part 2 will be on online test, multiple choice/multiple answer/true-false format, available to take **online** at any time from 12:01 a.m. until 11:59 p.m. on Monday, December 13. Questions will cover major topics and themes from the entire semester. **100 POINTS**.

Detailed discussion and any needed clarification about each of these assignments will be available at the time the assignments are made and posted on Carmen.

### Grading

There will be a total of **1,000 POINTS** for this course:

Assignments	Points
Unannounced news quizzes	60
Quizzes (2x100)	200
“In the News...” (8x12)	96
Discussions: Reading Responses (4x10)	40
Written assignments (2x70)	140
Team project: country/media analysis	125
Attendance/Participation (includes “Getting to Know You”)	114
<u>Final (two parts)</u>	<u>225</u>
<b>TOTAL:</b>	<b>1,000</b>

**These points will be tallied to compute your final grade by these percentages (OSU standard grading scheme):**

**100-93=A; 92.9-90=A-; 89.9-87=B+; 86.9-83=B; 82.9-80=B-; 79.9-77=C+; 76.9-73=C; 72.9-70=C-; 69.9-67=D+; 66.9-60=D; 59.9-below=E.**

### Late Assignments

Deadlines are important and help to ensure course continuity and fairness. I will **deduct 10 percent from an assignment grade for each day (24 hours) that the assignment is late.**

Please contact the instructor well in advance if you believe that there is a specific, compelling reason why you might not be able to meet an assignment deadline.

### **Extra Credit**

- 1) As noted above, you can earn up to **12 additional (extra credit) points** in the “Discussion” assignments (3 for each of the 4 submissions) if you make a substantive comment (not just agree/disagree, but adding value with a thought of your own) on another student’s post.
- 2) During the semester there will be conferences, lectures and other events (available online) related to topics involving international communications. The instructor will let you know as these events arise; or, if you find such events yourself, please get advance approval from the instructor to utilize these events for this extra credit assignment. If you attend in person, or view online one these events and write a brief report – 400 words, maximum – in which you briefly summarize the event cite three specific “takeaways” (things that you learned) I will evaluate your report on a satisfactory/unsatisfactory basis and award up to **20 POINTS**.

I urge you to take advantage of these extra credit opportunities; VERY often they can make the difference of half a grade in your final semester mark.

### **Communication and Discussion**

There will be occasions where I will need to get in touch with you outside of regular class hours. Email will usually be the first means of contact. 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.

Also: I like to use the “Announcement” feature in Carmen to provide class updates. Please make sure that you have enabled (on Carmen, under “Notifications” in your “Account” settings) email Notifications of Announcements for this course, and watch closely for these!

**Office Hours (in person or, by arrangement, by Zoom or phone):** Wednesday 2:30 – 4:30 p.m.; Thursday 10 a.m. – 12 Noon; and by appointment (Zoom, phone or in-person) including during evening hours.

#### **E-mail**

My email is [trimble.102@osu.edu](mailto:trimble.102@osu.edu). I will reply to e-mails within **24 hours on school days**. I generally will not check email after 9 p.m.

#### **Grading and feedback**

For assignments, you can generally expect feedback within **7 days**.

(Remember that you can call **614-688-HELP** at any time if you have a technical problem.)



**Tone and civility:** Please remember to be respectful and thoughtful. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. The instructor is committed to providing a positive learning experience for all students. Please keep this in mind and remain civilized and respectful in class and in your online communications.

## Course Technology

Your instructor is NOT an IT expert. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, please contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. Or call 614-688-HELP (4357)

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
  - This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
    - [Carmen accessibility](#)
- **Carmen Zoom:**
  - In addition to in-person meetings, the instructor will be available to meet via Ohio State's conferencing platform, Carmen Zoom.
  - Help guides on the use of Carmen Zoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Other Course Policies

### Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. I intend to post recordings of our class sessions on Carmen. These

recordings are not a substitute for the in-person learning experience. Instead, they are a tool to help those who are forced to miss class on account of illness to catch up. As such, recordings may fail to capture in-class activities, they may be incomplete in other ways, or they be entirely missing (e.g., in the event of a problem with the recording technology).

Alternate assignments or extensions may be arranged.

### **More about COVID-19**

(Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.)

### **Vaccination**

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. It is safe, effective, and [free](#).

### **Masks and social distancing**

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the “Delta variant,” which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of “breakthrough” infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

### **Other related resources**

**COVID-19 Accommodations.** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

**COVID-19 emergency financial assistance** (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

### **Instructor illness or absence**

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

### **Academic Integrity and Academic Misconduct**

OSU's *Code of Student Conduct* (<https://trustees.osu.edu/bylaws-and-rules/code>) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." 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.

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. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), 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 the above policy or what constitutes academic misconduct in this course, please contact the instructor or your academic advisor.

### **Student Academic Services**

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml> ([Links to an external site.](#))

### **Student Services**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

### **Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Disability Services**

**If you have a documented disability, please register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu) . The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue.**

### **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment

to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Please Take Care of Yourself! (Mental Health Statement)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org) .

## Topic and Assignment Schedule

Because of the need to be flexible to respond to relevant, developing news events, and to accommodate guest speakers on short notice and include reading materials that pertain to the presentations of those speakers, this schedule is necessarily incomplete and subject to revision.

All readings for this class will be posted on Carmen; watch for updates as warranted by the flow of class discussion, news/current events developments around the world, and for other reasons. Updates will be discussed in class and posted on Carmen.

Note: in the schedule below I have listed by number(s) the relevant Course Learning Goal(s) (CLG; see above, pp 1-2) for each class.

DATE : MOD	TOPIC/Course Learning Goal (CLG) #	Notes/In-class activities/Assignments due/Quizzes (See “Assignments” in Carmen for additional assignment details. See <u>Carmen Modules</u> for regular updates including current media materials)
8/25: 1.1	Course Introduction/Today’s Global Media Landscape  CLGs: 2, 3, 5, 6	About the course; about the instructor; about you  <a href="#">About your instructor</a>  “ <a href="#">We are the Media,</a> ” video for World Press Freedom Day  GUEST SPEAKER: TBD, a working international journalist covering a current “hot” topic
8/25: 1.2	Today’s Global Media Landscape  CLGs: 2, 3, 5, 6	For context: Media in the United States  Familiarization with key course resources: <a href="#">Freedom House</a> , <a href="#">Reporters Without Borders</a> , <a href="#">Committee to Protect Journalists</a>  Discussion of “In the News” assignment  <b>Due Monday 8/30: “Getting to Know You”</b>
9/1: 2.1	Today’s Global Media Landscape	Sulzberger, A.G. “The Growing Threat to Journalism Around the World.” The New York Times, 9/23/2019.  Rezaian, Jason. “The Newest Way to Silence Journalists: Jail Them During a Pandemic.” The Washington Post, 8/3/2020.  RSF 2021 World Press Freedom Index  Freedom House Freedom in the World 2021

COMM 3597.01 Syllabus – AU21  
Trimble

		Due Thursday 9/2: Discussion Reading Response 1, Thussu Chapter 1 (10 points)
9/3: 2.2	From Cave Art to Deepfakes: History of Mass Communication  CLGs: 1, 6	Thussu, Daya Kishan. "Chapter 1: The Historical Context of International Communication." <i>International Communication: Continuity and Change</i> . 3 <sup>rd</sup> Ed. Bloomsbury Academic, 2019. pp 1-39  Due Tuesday 9/7: "In the News" outlet choice
9/8: 3.1	History of Mass Communication/A Word About Language  CLGs: 1, 4, 6	<a href="#">The 100 Most-Spoken Languages in the World</a> . Visual Capitalist.  <a href="#">Do We Think Differently in Different Languages?</a> BBC.  When Languages Die: Coronavirus in Brazil (Washington Post)  Due Thursday 9/9: Discussion Reading Response 2, Thussu Chapter 2 (10 points)
9/10: 3.2	Special Discussion: September 11 and International Media (20 <sup>th</sup> anniversary of September 11 attacks)	GUEST SPEAKER: Dmitry Khaykin, Deutsche Welle (TBC)  Discussion of Country/Media Analysis Team Project  Thussu. "Chapter 2: Approaches to Theorizing International Communication." pp 39-74  Due Monday 9/13: "In the News" #1 (12 points)
9/15: 4.1	Theories of Mass Communication  Comparing Global Media Systems  The Social Media Revolution  CLGs: 1, 2, 3, 4, 6	Due Thursday 9/16: Discussion Reading Response 3, Hallin/Mancini (10 points)
9/17: 4.2	Theories of Mass Communication  CLGs: 2, 3, 4, 5	Hallin, Daniel C.; Mancini, Paolo. "Comparing Media Systems." <i>Mass Media and Society</i> . Ed. James Curran, Michael Gurevitch. 4 <sup>th</sup> Ed. Oxford University Press, 2005. pp 215-232  Due Monday 9/20: "In the News" #2 (12 points)
9/22: 5.1	Disinformation, Propaganda and International Communication	Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)

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	CLGs: 2, 3, 4, 5	<p>First Essay due Thursday 9/23: Three Choices for Country/Media Analysis Team Project (70 points)</p> <p>TBC: QUIZ 1 (100 points)</p>
9/24: 5.2	<p>Media in Western Europe, Central Europe, Balkans</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Due Monday 9/27: "In the News" #3 (12 points)</p> <p>GUEST SPEAKER: Nenad Pejic, former acting president, Radio Free Europe/Radio Liberty (TBC)</p> <p>Video: "<a href="#">The End of Yugoslavia</a>"</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
9/29: 6.1	<p>Media in the Former Soviet Space</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Video: "<a href="#">Fall of the Soviet Union</a>"</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>Due Thursday 10/7: Discussion Reading Response 4, Norris (10 points)</p> <p>GUEST SPEAKER: Hanna Liubakova, Belarusian journalist (TBC)</p>
10/1: 6.2	<p>Media in the Middle East (Arabic-speaking countries, Turkey, Israel)</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: TBD</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>Norris, Pippa. "Comparing Cross-border Information Flows and their Effects." <i>The Handbook of Comparative Communication Research</i>. Ed. Frank Esser and Thomas Hanitzsch. Sage, 2012. pp 353-366</p> <p>Due Monday 10/4: "In the News" #4 (12 points)</p>
10/6: 7.1	<p>Media in the Middle East (cont.)</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
10/8: 7.2	<p>Media in Iran and SW Asia</p>	<p>GUEST SPEAKER: Golnoosh Behrouzian, OSU School of Communication (TBC)</p>



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		<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p><b>Second Essay Due Monday 10/11: A Closer Look at Your “In the News” Outlet</b> (70 points)</p>
10/13: 8.1	<p>Media in Africa</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Phathiswa Magopeni; Group Executive, News &amp; Current Affairs, SABC (South Africa) TBC</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
10/15: 8.2	<b>NO CLASS: FALL BREAK</b>	<b>Due Monday 10/18: “In the News” #5</b> (12 points)
10/20: 9.1	<p>Media in Africa</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p>
10/22: 9.2	<p>Media in Asia</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Bay Fang, President, Radio Free Asia (TBC)</p> <p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p><b>Due Monday 10/25: “In the News” #6</b> (12 points)</p>
10/27: 10.1	<p>Media in Asia</p> <p>CLGs: 2, 3, 4, 5</p>	<p>GUEST SPEAKER: Steve Butler, Committee to Protect Journalists (TBC)</p> <p><b>TBC: QUIZ 2</b> (100 points)</p>
10/29: 10.2	<p>Media in Latin America</p> <p>CLGs: 2, 3, 4, 5</p>	<p>Readings: Relevant materials from Freedom House, Reporters Without Borders, Committee to Protect Journalists (links posted on Carmen)</p> <p>GUEST SPEAKER: Natalie Southwick, Committee to Protect Journalists (TBC)</p> <p><b>Due Monday 11/1: “In the News” #7</b> (12 points)</p>
11/3: 11.1	<p>Internet Freedom and Censorship</p> <p>CLGs: 2, 3, 4, 5</p>	<p><a href="#">CPJ: Ten Most-Censored Countries</a></p> <p><a href="#">Reporters Without Borders “Predators Gallery”</a></p>
11/5: 11.2	<p>Internet Freedom and Censorship</p> <p>CLGs: 2, 3, 4, 5</p>	<b>Due Monday 11/8: “In the News” #8</b> (12 points)

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11/10: 12.1	Team Project Presentations	
11/12: 12.2	Team Project Presentations	
11/17: 13.1	Team Project Presentations	
11/19: 13.2	Team Project Presentations	Country Media Outlet Team Presentations – Written Reports Due Monday 11/22 (125 points)
11/24:	<b>NO CLASS: THANKSGIVING BREAK</b>	
11/26:	<b>NO CLASS: Indigenous Peoples' Day/Columbus Day observed</b>	
12/1: 14.1	Reporting on Conflict, Terrorism and Investigative Journalism  CLGs: 3,4,6	<a href="#">BBC Report on “Embedded” Journalists</a> <a href="#">BBC Guidelines on Reporting War, Terror and Emergencies</a> <a href="#">NY Times Video: “Dying to be Heard: Reporting Syria’s War”</a> <a href="#">Journalist Joe Galloway on Reporting from Vietnam</a>
12/3: 14.2	U.S. International Media  CLGs: 2,3,5	GUEST SPEAKER: Kate Neeper, U.S. Agency for Global Media.  <a href="#">U.S. International Media</a>
12/8: 15.1	FINAL CLASS/Course Summary  CLGs: All	
12/13	<b>FINAL EXAM</b>	Three written essays and online test due at 11:59 p.m. (Essays; 125 points. Online test; 100 points. 225 points total)

Note: As described above, during the term there will be three unannounced news quizzes. The highest two grades count. (60 points)