



## *International Perspectives on Communication*

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Journalist in Syria; Photo: Al-Jazeera

**Instructor:** Dr. Laura Partain  
**Course:** COMM 3597.01  
**Meeting Time:** Tu/Th 11:10AM-12:30PM EST  
**Meeting Place:** Journalism Building 342  
**Office Location:** 3045D Derby Hall  
**Office Hours:** Wednesdays and Thursdays 2-3PM EST; By Appointment  
**Email Address:** [partain.7@osu.edu](mailto:partain.7@osu.edu)

### **Course Description:**

Who funds the news you're reading? Whose eyewitness account was included in the news segment you watched this morning and whose account was left out? When does news media and communication offer a pathway to liberation and when can it reify institutional power?

All of these are important questions to consider as we embark on our course this semester, "International Perspectives on Communication." In this course, we will examine how media systems function and the many parts that propel its machinery: journalists, owners, readers, platforms, materials, politicians, and everyday citizens. Our primary goal will be to understand news media and journalistic norms based on their geographical location, and how those norms shape the way that news is reported in the country of origin and translated to other countries globally. For example, journalists face many dilemmas, ranging from dangerous situations to ethical quandaries, which we will explore throughout the semester. This course takes a global outlook and its aims are to encourage students to question their accepted knowledge of media systems, to find grey areas between the black and the white, and to become critical consumers



and producers of news media. Although this course includes an overview of most major news media systems, we will spend approximately one third of our time taking a deep dive into Middle Eastern and North African (or Southwest Asian and North African) news and communication media. In order to bring a critical eye to these media systems, we will begin the course with inquiries into media history, media theory, media ethics, and the politics of media reporting and images. In addition to my own lectures, you all will be fortunate audience members to renowned journalist and media expert guest presentations.

**Course Objectives:**

- To familiarize students with current discussions in the area of global and international communication
- To expose students to a variety of media systems, their histories, their limitations, and their successes
- To assess the impacts of reporting choices and to explore the ethical underpinnings of journalism
- To understand contemporary challenges facing journalists and the journalism industry
- To question ways in which news and political organizations interact with other global communities
- To illustrate the role of power and politics in shaping media concerns and goals
- To provide media literacy strategies that bring a critical eye to representations of marginalized populations
- To guide students in understanding their own role as global citizens
- To improve students' writing capabilities and their construction of arguments
- To help students in forming new and critical thoughts in relation to media and society

**GEL Cross-Disciplinary Seminar and GEL-Diversity: Global Studies**

- This course is categorized as both a Diversity course and a Cross-Disciplinary Seminar course within the general education programming at Ohio State University. Below, you will find the goals and expected learning outcomes according to the College of Arts and Sciences Curriculum and Assessment Services, which can also be found here: <https://ascas.osu.edu/legacy-general-education-gel-goals-and-elos>
  - Diversity
    - Goals
      - 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.
    - Expected Learning Outcomes: GLOBAL STUDIES
      - 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
  - How this course will satisfy Diversity: Global Studies learning outcomes:



- In this course we will examine the historical development of news media systems in countries and regions around the world, specifically focusing on Southwest Asia and North Africa (or, the Middle East and North Africa). We will assess the role of politics, culture, identities (racial, ethnic, religious, etc.), and economics in shaping technological development and communication practices.
- Cross-disciplinary seminar
  - Goals
    - 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.
  - Expected Learning Outcomes
    - 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.
- How this course will satisfy Cross-Disciplinary Seminar learning outcomes:
  - Throughout the course we will draw from varying disciplinary backgrounds in our exploration of global media systems. Our focus will be on the disciplines of communication and journalism, but we will also read scholarship originating in the disciplines of history, critical studies, and area studies, among others. I will show you how to find, assess, and compare different disciplinary approaches to media objects and you will employ this knowledge in our final project.

**Required Textbooks:**

- Dimitrova, D.V. (Ed.) (2021). *Global Journalism: Understanding World Media Systems*. Lanham, Boulder, New York, London: Rowan & Littlefield.
  - Available at the OSU bookstore or through other means
- All other readings will be posted on Canvas or linked in the syllabus.

**Assignments** (all work must be submitted in Times New Roman and 12-point font, double-spaced text with 1-inch margins):

- **Attendance and Participation** (250 points)  
This class requires active participation in every meeting in both small group and classroom discussions. Students should submit at least two questions to **Canvas** the night before every class meeting **by 8pm EST**.
- **Quiz** (50 points)



The short quiz will examine your knowledge on the introduction to the course in terms of communication history, communication theory, and communication development. I might even ask a question about the syllabus! Questions will be drawn from the readings, class lecture, or the syllabus.

- **Due on September 6<sup>th</sup> during class**
- **Indigenous Media Systems Paper (100 points)**  
Students will choose one Indigenous media system or media publication/group/organization in diaspora and compare reporting from the settler colonial, colonial, or hegemonic media to the marginalized people group on three different stories. You will be comparing the news media companies, the ideologies evidenced in the stories, the sources used for the story, and the framing of the story. Examples of groups that you may choose are listed below but you may also propose a different set of groups too (please check with me before writing). Please include the links for the stories. The paper must include an introduction on the two media systems chosen, a paragraph on each news story, and a conclusion. Minimum length requirement is three pages and maximum length requirement is five pages.

Group Examples:

First Nations people to Canada

Indigenous peoples to US

Tikuna people to Brazil

Palestinian people to Israel and the Occupied Palestinian Territories

Māori people to New Zealand

Aboriginal and Torres Strait Islander to Australia

West Saharan people to Morocco

Kashmiri people to India

Kurdish people to Turkey

Ukrainian people to Russia

Black South Africans to Dutch South Africans

- **Papers due on September 26<sup>th</sup> at 8PM EST—Submit on CANVAS**
- **Listening Post Review (100 points)**  
Choose one episode from Al Jazeera's "The Listening Post." Watch this episode online. You will need to choose one side of the debate: do you agree with the assessment of the media in this episode or do you not agree with the assessment? First, provide a summary of the episode and list the major points that the episode uses to make their arguments. Then, if you do agree with the assessment of the media made in the video, you will need to find three academic articles that you feel further strengthen the points that that the episode is making. You must further strengthen at least two points made in the video. If you do not agree with the assessment of the media, you must find three academic articles that counter either one major or at least two minor points in the video. Lastly, you must



write a reflection on media accountability and the role of journalists in the watchdog role for their own profession.

- Minimum length requirement, 4 pages, Maximum length requirement, 6 pages:
  - Summary (1 page)
  - Argument assessment (2 pages)
  - Reflection (1 Page)
  
- **Review due on October 17<sup>th</sup> at 8PM—Submit on CANVAS**
  
- **News Media Submissions (150 points)**

Each week between weeks 9 to 14 you (individually) must submit an article detailing the top three news stories from the country that your assigned group is reporting FROM. This is an individual assignment and each group member likely will NOT select the same three articles. Although the duration of this assignment is six weeks, **you only need to submit five sets of three articles**. You may choose which weeks you submit your articles. Each week's submission will be worth 30 points. This assignment will entail a brief description of the news story (no more than five sentences), two sentences on why you deem the story a "top story," and sample articles depicting each story.
  
- **Submissions due on Wednesday nights on weeks 9-14 at 8pm EST—Submit on CANVAS**
  
- **Country Context Paper (100 points)**

Like the News Media Submissions assignment, this country context paper will build towards the final project and will also be individually submitted. In the first half of the semester, groups will allocate one area of context to each group member to complete for this assignment. The categories able to be researched are the following: religion, economy, race and ethnicity, politics, indigeneity, sports, news media, social media, entertainment media, international relations, social identities (gender, sexuality, traditional values, etc.), music, healthcare, law, or social services. Be strategic about the areas that you assign to group members because this assignment could serve as important background information for your final project assignment. You must find at least one academic (first person, peer reviewed, original scholarship) article for this assignment. The minimum length for this paper is three pages and the maximum length is five pages.
  
- **Paper due on November 14<sup>th</sup> at 8pm EST—Submit on CANVAS**
  
- **Final Project (250 points)**

On the night of November 27<sup>th</sup>, I will send you a news brief. In this news brief, you will have a description of a major breaking news event in your group's "reporting from" country. You must "translate" this story into an appropriate cultural and political context for your group's "reporting to" country. This assignment will require you to decide on the best news organization to cover the event, the best reporter to send to the event, how to frame the event, and the creation of a news story. For example, you may want to include



fictional eye-witness accounts as a portrayal of real organizations or political leaders. Your “news story” can be presented in the following formats: radio program or podcast, video recording of breaking news or in the studio reporting, video recording on social media (e.g., Facebook, Instagram, TikTok), thread-form Twitter post, written news story. Recorded news stories should be no longer than 3 minutes in length. Written out news stories should be no longer than 700 words. Groups will have five minutes to present their projects on the final day of class.

Students will be required to submit a final paper AS A GROUP that explains background information and choices made in reporting the story. The group must use at least five academic (first person, peer reviewed, original scholarship) sources to justify their reporting choices. Only three of these sources may be drawn from your fellow classmates’ Country Context assignment. You must include justifications for: the news agency selected, the reporter selected, the framing and ideological choices selected based on where you are reporting from and who you are reporting to, the mode of communication (for your project), and the academic sources used to inform these decisions. You should draw on each group’s member’s country context assignment to inform your decision making.

- **Projects due on December 6<sup>th</sup> before the start of class—Submit on CANVAS**
- **Papers due on December 7<sup>th</sup> at 11:59PM EST—Submit on CANVAS**

### **Grading Policy**

I will be as consistent and fair in the grading as possible. I *want* you all to learn and do well. **I encourage you to follow the directions and to adhere to the academic conduct policy.** I will use that as the baseline for grading.

Regarding the grading criteria point scale, **I will reserve the right to bump the grade letter up based on your class record.** I would encourage you to actively participate either in the class, or come to my office hours if you feel more comfortable discussing thoughts in that space. Effort is appreciated and will be recognized in these situations.

For those of you who receive an assignment or paper back and believe that you were given an inaccurate grade, wait **24** hours after receiving the grade to contact me via e-mail. I ask that you come prepared with a short 3-5 sentence written response regarding the problem with a grade. If there is an issue with the grading, I will re-grade the item following the procedure listed above. This means that the grade could go up, but it could also go down.

### **Grading Criteria-1000 Total Points**

- A 940-1000
- A- 900-939
- B+ 870-899
- B 840-869



- B- 800-839
- C+ 770-799
- C 740-769
- C- 700-739
- D 600-699
- E/EN Below 600

**From the University's Grading Website:**

“Note: There are no D-, E+ or A+ grades.”

**Late Assignments**

One minute past the due date time is late. Because we live in a world where technology malfunctions (and where we just outright forget to submit assignments), I will allow you to submit an assignment up to 20 minutes past the due date time without it being considered late. Anything else after that will be 10 points off for every 24 hours late. This means that if you submit the assignment 21 minutes late, you will get 10 points off your final score. If you submit the assignment 24 hours and 1 minute late, you will get 10 points off your final score.

**Attendance Policy**

Students may miss up to two classes for the semester, no questions asked. Given current circumstances, please contact me for all health-related concerns. Emergencies and religious holidays do not count towards the number of excused absences. Students should inform me of planned absences no less than 48 hours in advance of absence.

For more on OSU's **grading** and **attendance** policies:

<https://ati.osu.edu/currentstudents/academics/grades-and-related-policies>

**Respect Policy**

This part is extremely important for my class. I ask that each and every one of you show respect to others when they are speaking or participating in class. By respecting others, I am not asking that you are passive or do not challenge my statements, or the statements of others. **What I do mean is that you wait until someone is finished speaking and do not interrupt.** Derogatory language will not be allowed my classroom. I define derogatory language as language that could be perceived as threatening, dehumanizing, or demeaning, particularly towards a marginalized group. I reserve the right to remove someone from the room for the class period if I feel that they are using threatening language or hate speech. Please also keep in mind that many people suffer from varying traumas, and the best learning environment is one in which we make attempts to be kind and mindful of each other.

**Content Warnings**

I am a big proponent of content warnings in the classroom and find them to greatly benefit those living with trauma as well as enriching the classroom dialogue through (hopefully) everyone being able to participate because of such a warning.



### **Academic Conduct**

I take academic conduct very, very seriously. Cheating in any form will not be tolerated. This includes the use of others' work without proper citation, partially or wholly copying someone else's work out of class or in-class on exams, and the use of notes or unauthorized materials in any form during exams.

I will abide by the University's code of conduct policies. Please familiarize yourself with them at the following websites:

- Code of Student conduct: <https://trustees.osu.edu/bylaws-and-rules/code>
- The Committee on Academic Misconduct (COAM):  
<https://oaa.osu.edu/academic-integrity-and-misconduct>
- Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct#Ten-Suggestions>

### **Academic Accommodations**

Please let me know within the first week of the course if you will require any accommodations for the course. I will be happy to meet with students in class or in my office to discuss any and all accommodations. Your ability to complete this course may be circumvented by institutional policies and normative social practices. I will do my best to ensure that the classroom space is equitable and accessible. Please contact Student Life Disability Services if you need to formally arrange your accommodations: SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

### **Mental Health, Trauma, and Wellness Services**

According to Mayo Clinic, up to 44% of college students reported symptoms of depression and anxiety. During the initial stages of COVID-19, as many as 1 in 3 college students experienced depression, anxiety, or both. There are many factors that can contribute to student health and wellness issues on campus, including feelings of uncertainty, feeling overwhelmed, sexual assault, physical assault, depression, anxiety, and isolation, among other reasons. Ohio State University offers a number of services to assist students in these areas (listed below). If you have any questions about these resources or how your experiences are affecting you and your ability to complete my course, please do not hesitate to come talk to me.

- Resources:
  - Counseling and Consultation Services: <https://ccs.osu.edu/services/on-demand-services>
  - Sexual Misconduct Response and Prevention: <https://titleix.osu.edu/navigation/get-help/help-resources.html>
  - Report a Title IX Violation: <https://titleix.osu.edu/>
- Ohio State University takes seriously issues of discrimination that may contribute to your mental health and wellness concerns. Below is Ohio State University's non-discrimination notice:





The university is committed to equal opportunity and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. Ohio State does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, or veteran status in its programs, activities, employment and admission.

### **Writing and Writing Center Help**

Everyone can benefit from writing help (including me!). Ohio State University offers resources for students to improve their writing and arguments. If you can demonstrate to me that you sought extra help at the writing center for any of your papers, I will add an additional 5 points on to your final grade (up to 100%) on the assignment.

- <https://cstw.osu.edu/make-writing-center-appointment>

### **Contacting Me**

The best way to contact me will be via email at [partain.7@osu.edu](mailto:partain.7@osu.edu). **Please allow me 48 hours to respond to your email.** Because professors receive a LOT of emails every day, you may email me a reminder if you have not received a response to your email after 48 hours. I will not check my email after 6pm EST on weekday nights or on weekends. This means that weekends do not count towards the 48-hour policy. With this 48-hour policy in mind, please make sure that you plan ahead with assignments so that you can have your questions answered in time.



Course Calendar

Week And Date	Debate Topic	Guiding Question or thought	Readings	Projects Due
<b>Unit 1: International Media History and Theory</b>				
Wk. 1.1 Aug. 23 <sup>rd</sup>	Syllabus, Introductions, and International Communication in an historical context	What are media and communication? How is international communication different from other forms of communication?	---	
Wk. 1.2 August 25 <sup>th</sup>	The history of communication and communication technologies	When and why have we made leaps in technology? How have these leaps altered the way we communicate?	Ch. 16 Covering International Conflicts and Crises in <i>Global Journalism: Understanding world media systems</i> -Raluca Cozma	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Wk. 2.1 Aug. 30 <sup>th</sup>	Development of Communication: Power and Politics	How have communication practices been used to build systems of power? How has communication been a tool of repression? How has communication been used to subvert authority?	-Eating the Other: Desire and Resistance bell hooks	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 2.2 Sept. 1 <sup>st</sup>	Theorizing Communication	Why do we build theory? How does theory help us conceptualize communication practices?	Ch. 1 A framework for the study of global media systems in <i>Global Journalism: Understanding world media systems</i> - Daniela V. Dimitrova	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>

FRIDAY SEPTEMBER 2<sup>ND</sup> is the LAST DAY to drop the class without receiving a “W”



Week 3.1 Sept. 6 <sup>th</sup>	Quiz and Workday		---	<b>Due: Initial Class Presentations</b>
<b>Unit 2: States of Media</b>				
Week 3.2 Sept. 8 <sup>th</sup>	Propaganda	What is ‘real’ journalism? Is there a difference between critiquing media and attacking media? What does the government (or governments) have the power to do in terms of controlling media narratives?	“A Propaganda Model” -Edward Herman and Noam Chomsky	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 4.1 Sept. 13 <sup>th</sup>	Fakes and Deepfakes	Does fake news set the media agenda? Why has fake news increased in the last few decades? What are differences between fake news, deepfakes, misinformation, disinformation?	“Harmful disinformation in Southeast Asia: “Negative Campaigning,” “Information Operations,” and “Racist Propaganda”—Three forms of manipulative political communication in Malaysia, Myanmar, and Thailand” -Melanie Radue  “Deepfakes are going to wreak havoc on society. We are not prepared.” -Rob Toews <a href="https://www.forbes.com/sites/robtoews/2020/05/25/deepfakes-are-going-to-wreak-havoc-on-society-we-are-not-prepared/?sh=765cb9137494">https://www.forbes.com/sites/robtoews/2020/05/25/deepfakes-are-going-to-wreak-havoc-on-society-we-are-not-prepared/?sh=765cb9137494</a>	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 4.2 Sept. 15 <sup>th</sup>	Media in Asia and the Pacific	Can journalists be activists and maintain journalistic integrity? To what extent does foreign interference (colonization) shape Asian and Pacific media systems? Are these news systems in a post-colonial era or are they a continuation of colonialism? Is there a difference?	Ch. 12. Media in Asia and the Pacific in Global Journalism in <i>Global Journalism: Understanding world media systems</i> -Nakho Kim	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>



Week 5.1 Sept. 20 <sup>th</sup>	Media Ownership	What are positives and negatives of concentrated media ownership? Does media ownership affect the news that is produced?	“Executive (and) Editor: How the media becomes an arm of the government” -Hartosh Singh Bal	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 5.2 Sept. 22 <sup>nd</sup>	Indigenous Media	What is the <i>raison d’être</i> of Indigenous Media systems? Are there different motivations to Indigenous journalism than settler-colonial or nation-state-based journalism?	“Introduction in <i>The Fourth Eye: Māori Media in Aotearoa New Zealand</i> ” -Brendan Hokowhitu and Vijay Devadas	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 6.1 Sept. 27 <sup>th</sup>	Presentation/workday	---	---	<b>DUE NIGHT BEFORE at 8pm EST: Indigenous Media Systems Paper</b>
<b>Unit 3: Media in North America, South America, Central Europe, and Eastern Europe</b>				
Week 6.2 Sept. 29 <sup>th</sup>	Guest Speaker: Steve Herman	---	Ch. 14 Media in North America in <i>Global Journalism: Understanding world media systems</i> -Zac Gershberg and D. Jasun Carr	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 7.1 Oct. 4 <sup>th</sup>	Representing Social Injustices: Compassion Fatigue and Voyeurism	Are images necessary to show suffering? What is the difference between being an observer/witness and a voyeur?	Blog: “Abstract Pain: George Floyd and the Viral Spectacle of Black Death” D. Adolo <a href="https://www.bitchmedia.org/article/black-death-george-floyd-viral-spectacle">https://www.bitchmedia.org/article/black-death-george-floyd-viral-spectacle</a>  “Photojournalism and Human Rights; The Calamity of the Kodak” in <i>The Cruel Radiancy: Photography and Political Violence</i> -S. Linfield	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>



Week 7.2 Oct. 6 <sup>th</sup>	Guest Speaker: Dmitry Khaykin	---	Ch. 11 Media in Western and Northern Europe in <i>Global Journalism: Understanding world media systems</i> -Elisabeth Fondren	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Week 8.1 Oct. 11 <sup>th</sup>	Presentation/workday			
Week 8.2 Oct. 13 <sup>th</sup>	<b>NO CLASS: FALL BREAK</b>			
Week 9.1 Oct. 18 <sup>th</sup>	Guest Speaker: Jeff Trimble	---	Ch. 10 Media in Central and Eastern Europe and Russia in <i>Global Journalism: Understanding world media systems</i> -Ioana A. Coman and Christopher Karadjov	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>The Listening Post Review</b>
Week 9.2 Oct. 20 <sup>th</sup>	Media in Latin America: Introduction	How do political ideologies like neo-liberalism shape reporting choices?	Ch. 13 Media in Latin American chapter in <i>Global Journalism: Understanding world media systems</i> -Manuel Alejandro Guerrero	<b>DUE NIGHT BEFORE 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Media Submissions Week 1</b>
Week 10.1 Oct. 25 <sup>th</sup>	Media in Latin America: Journalists on social media	Why (or why not) should journalists be on social media? What are the ethics of this practice?	“Journalist-Twitterers as Political Influencers in Brazil: Narratives and Disputes Towards a New Intermediary Model” -Luiz Peres-Neto	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
Unit 4: Media in Southwest Asia, North Africa, and Africa				
Week 10.2 Oct. 27 <sup>th</sup>	Rise of Media in the Middle East and North Africa  AND  Workday	During points of political upheaval, does the image or the printed word have more power? Do you think that there’s a separation between	Introduction: The visual in political struggle AND Ch. 5: Television Images and Political Struggle in <i>Image Politics in the Middle East: The Role of the Visual in Political Struggle</i> -Lina Khatib	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>



		the cultural and the political? Is all news “good” news? That is, does it inherently serve as a public good?		<b>Media Submissions Week 2</b>
<b>Week 11.1</b> Nov. 1st	Lebanon	How has Lebanon’s sectarian political system shaped the news media sector? Do national news systems serve the public interest? Why or why not or under what circumstances?	Ch. 5 The Media in Lebanon in <i>Channels of resistance in Lebanon: Liberation propaganda, Hezbollah, and the media</i> -Zahera Harb	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
<b>Week 11.2</b> Nov. 3 <sup>rd</sup>	Syria	TBD	Covering Syria -Vivian Salama  Or  Syrian Citizen Journalism: A pop-up news ecology in an authoritarian speaks -Melissa Wall and Sahar el Zahed	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Media Submissions Week 3</b>
<b>Week 12.1</b> Nov. 8 <sup>th</sup>	Guest Speaker: Philip Issa	---	TBD	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>
<b>Week 12.2</b> Nov. 10 <sup>th</sup>	Palestine	What are some of the ways that both Israeli and Palestinian political leadership have impacted the development of Palestinian news media? Is the Palestinian news media focus on politics over other issues imperative? Is it ethical?	Case 2: Palestine—New Media, Same Old Political Agenda in <i>Global Journalism Practice and New Media Performance</i> -Mohammed Abualrob and Diana Alkhayyat  Israeli forces shut down, ransack media companies in West Bank <a href="https://english.wafa.ps/Pages/Details/91221">https://english.wafa.ps/Pages/Details/91221</a>  Israel destroyed offices of more than 20 Palestinian media outlets in Gaza <a href="https://theintercept.com/2021/05/18/gaza-journalists-israel-palestine-attacks/">https://theintercept.com/2021/05/18/gaza-journalists-israel-palestine-attacks/</a>	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Media Submissions Week 4</b>



Week 13.1 Nov. 15 <sup>th</sup>	Iran	Are journalists important or necessary for a revolution? How does foreign intervention shape a state's media and press freedom?	Ch. 4. Emerging Public Spheres and the Limits of the Press in <i>Iranian Media: The Paradox of Modernity</i> -Gholam Khiabany	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Country Context Paper</b>
Week 13.2 Nov. 17 <sup>th</sup>	Guest Speaker: Kate Neeper	---	Can private media contribute to fighting political corruption in sub-Saharan Africa? Lessons from Ghana -Joseph Yaw Asomah	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Media Submissions Week 5</b>
Week 14.1 Nov. 22 <sup>nd</sup>	TBD	---		<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>  <b>AND</b>  <b>Media Submissions Week 6</b>
Week 14.2 Nov. 24 <sup>th</sup>	<b>NO CLASS: THANKSGIVING BREAK</b>			
Week 15.1 Nov. 29 <sup>th</sup>	Dangers for journalists and Worktime	What constitutes a "danger" to journalists? What are institutional protections that journalists should	Read: Media torched, reporters attacked in major threat to press freedom in Nigeria <a href="https://rsf.org/en/media-torched-reporters-attacked-major-threat-press-freedom-nigeria">https://rsf.org/en/media-torched-reporters-attacked-major-threat-press-freedom-nigeria</a>	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>



		have to do their jobs well? Under what conditions should a journalist be protected?	<p>Timeline of the murder of journalist Jamal Khashoggi  <a href="https://www.aljazeera.com/news/2021/2/26/timeline-of-the-murder-of-journalist-jamal-khashoggi">https://www.aljazeera.com/news/2021/2/26/timeline-of-the-murder-of-journalist-jamal-khashoggi</a></p> <p>Brazil: Funeral held for British journalist murdered in the Amazon  <a href="https://www.dw.com/en/brazil-funeral-held-for-british-journalist-murdered-in-the-amazon/a-62271628">https://www.dw.com/en/brazil-funeral-held-for-british-journalist-murdered-in-the-amazon/a-62271628</a></p> <p>The killing of Shireen Abu Akleh  <a href="https://www.btselem.org/firearms/20220721_killing_of_shireen_abu_akleh">https://www.btselem.org/firearms/20220721_killing_of_shireen_abu_akleh</a></p>	
Week 15.2 Dec. 1 <sup>st</sup>	Solutions-based journalism and Worktime	Is solutions-based journalism activist journalism? Is solutions-based journalism a realistic model in the US or elsewhere?	<p>“Toward a clearer conceptualization and operationalization of solutions journalism”          -Karen Elizabeth McIntyre and Kyser Lough</p> <p>Read:          Nigerian newsrooms are pioneering solutions journalism  <a href="https://jamlab.africa/nigerian-newsrooms-are-pioneering-solutions-journalism/">https://jamlab.africa/nigerian-newsrooms-are-pioneering-solutions-journalism/</a></p>	<b>DUE NIGHT BEFORE at 8pm EST: Reading Questions</b>

Week 16.1  
Dec. 6<sup>th</sup>

**Final Presentations Due Beginning of Class Period**

**FINAL PAPERS DUE ON DECEMBER 7<sup>th</sup> at 11:59PM EST**